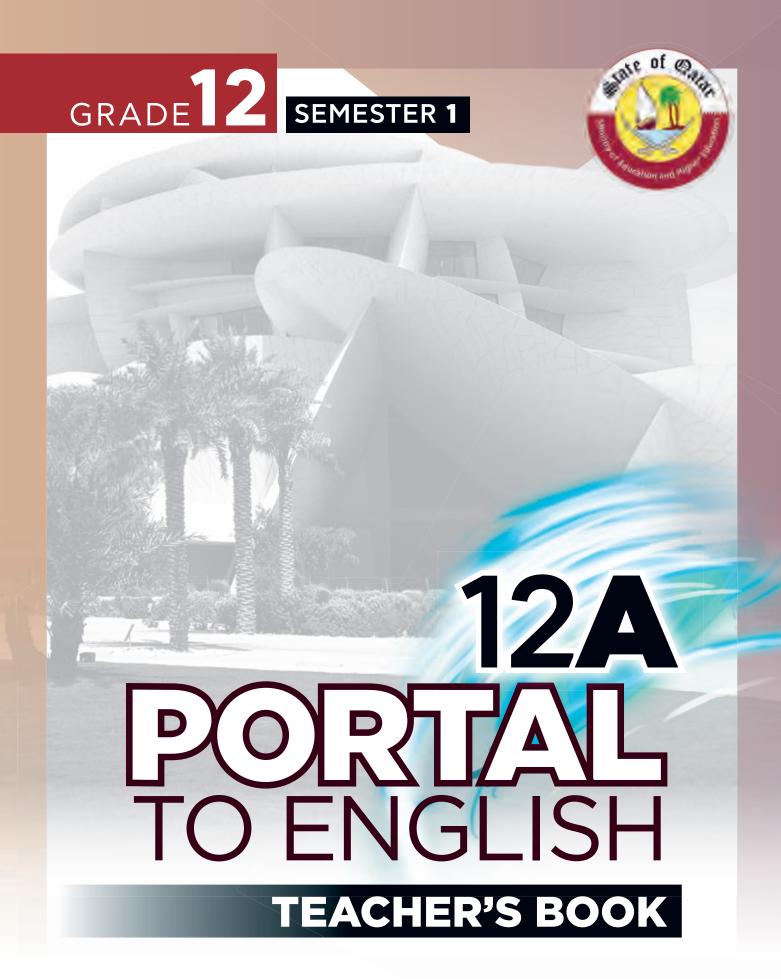


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# النشيد الوطني

قَسَمًا بِمَنْ رَفَعَ السَّمَاءُ قَطَرٌ سَتَبْقَى حُرَّةً تَسْمُو بِرُوحِ الأَوْفِياءُ سِيرُوا عَلَى نَهْجِ الأُلَى وَعَلَى ضِياءِ الأَنْبِيَاءُ قَطَرٌ بِقَلْبِي سِيرَةٌ عِنٌّ وَأَمْجَادُ الإِبَاءُ قَطَرُ الرَّجَالِ الأُوَّلِين حُمَاتُنَا يَوْمَ النِّدَاءُ وَحَمَائِمٌ يَـوْمَ السَّلامُ جَوَارِحٌ يَـوْمَ الفِـدَاءُ

قَسَمًا بِمَنْ نَشَرَ الضِّياءُ

# **CONTENTS OF TEACHER'S BOOK**

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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 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 12 brings Ss to B2 Low-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 fourteen 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, Interactive Whiteboard Material)

#### **COURSE COMPONENTS**

#### Student's Book

The Student's Book contains:

- a table of contents presenting the topics, vocabulary, structures, functions as well as the language skills practised in each module. The main Qatar National Curriculum Framework (QNCF) competencies are clearly signposted.
- ten modules, each fourteen 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 grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- · a list of irregular verbs.
- a stream reading section consisting of eight texts with comprehension and extension activities.
- a wordlist containing the active vocabulary in alphabetical order per lesson.

### THE STRUCTURE OF THE MODULES

### Modules 1-10 (an overview)

Each module is fourteen 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, listening, speaking, writing (six 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.

#### Readino

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 divided into five subsections:

### A. PRE-READING

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

#### **B. READING FOR GIST**

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

#### C. READING FOR DETAIL

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

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

### D. GUESSING THE MEANING OF UNKNOWN WORDS

This 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 B2 students. However, the aim of the activity is to have students guess the meaning of advanced lexis, which they are likely to encounter

in examinations as well as in real life when reading authentic texts. It is important to do this activity in class and it is strongly recommended that students work in pairs or small groups and compare their answers.

#### **E. POST-READING**

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

#### Gramma

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 sections end 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.

#### Listenino

The topics of the listening tasks are always related to the topic of the lesson. A variety of spoken text types and task formats have been employed through which important listening microskills 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, informationgap 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 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 the 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.

### Student's Book Lesson 4a

warm-up activities introducing the topic and encouraging personal response

systematic development of reading skills through the use of different text types and interesting activities



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

activities requiring a written response which promote creative and critical thinking

activities encouraging reflection and the conceptualisation and expression of ideas

active involvement of students in the explanation of the grammatical structures

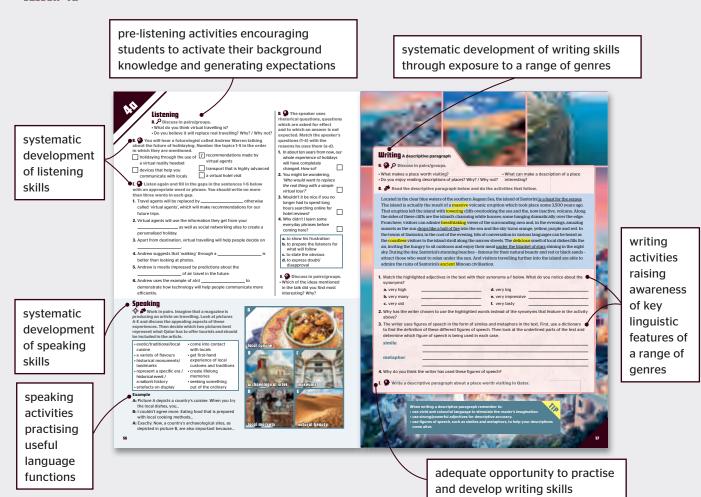
grammar reference section at the back of the book

systematic development of vocabulary skills



speaking tasks involving the production of grammatical structures

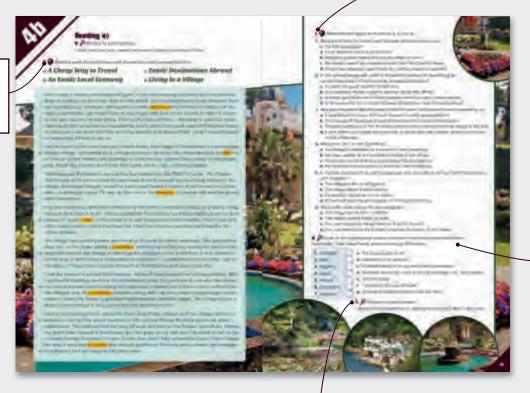
#### Lesson 4a



Lesson 4b

activities focusing on reading for details

activities focusing on reading for gist



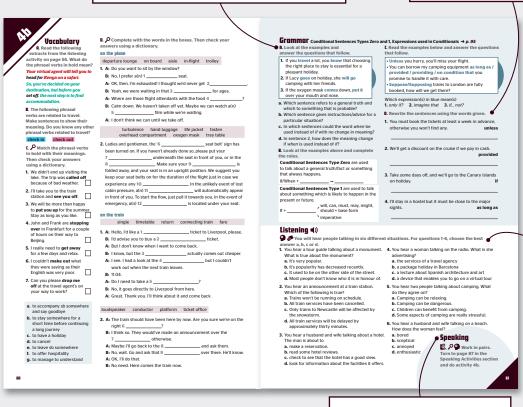
activities requiring students to determine the meaning of unknown words from their context

activities promoting critical thinking and personal response

#### **Lesson 4b**

active involvement of the students in the explanation of the grammatical structures

grammar practised in context



activities focusing on listening for details and identifying attitude, feelings, and purpose

motivating task types arousing students' interest

### Lesson 4b

warm-up activities introducing the topic and encouraging personal response

sample text functioning as a model

activities promoting creative and critical thinking and raising awareness of key stylistic features of a range of genres writing activities which help students become independent writers

Writing An advantages/disadvantages essay

■ ★ Discuss in pairs/groups

\* What do you think outhrourism is?

\* Why do you think people sign up for voluntourism projects?

\* Why do you think people sign up for voluntourism project?

\* Why do you think people sign up for voluntourism project? If yes, what kind of project would you be interested in signing up for? If no, why not? L \*\* A Read the main body of an essay discussing the advantages and disadvantages of ecotourism and do the activities that follow. It provides an opportunity to connect with the local environment in ways that few other forms of travel can offer, while still allowing travellers to enjoy all the comfor and experiences of traditional tourism. However, those wanting to take part in ecotourism in a responsible way need to know that this may involve personal inconvenie ad the writing task and the essay below. Then do the activities that follow. Voluntourism, which involves travelling to help communities in need around the world, has increased in popularity in recent years. In what way do volunteers benefit from voluntourism and what are the possible drawbacks for them? Write an essay in which you discuss both sides of the argument. Justify and expand on your ideas. D. 🍜 Read the writing task b and more complicated.

It brings economic benefits, as tourism businesses often support the community by promoting local product and by hiring locals involving the community in efforts to protect and maintain the natural environment also contributes to the education of all. However, ecotourism does not come without negative effects. The need to build accommodation and other facilities to deal with higher homes.

It a chieves this in many ways by educating travellers and increasing environmental awareness, by working towards the care and conservation of natural sites, and by providing furning for local conservation projects. On the other hand, ecolourism encourages higher-than-issual leve of burstam. This pulse pressure on the environment as more resources are needed, and it also creates increased traffic, which leads to polition. Purthermore, there are concerns that human activity has a negative effect on widdlie. [a] E Read the writing task in activity D and the TIP below. Then go to the Workbook pp. 47-49 to plan and write your essay. both physically and emotionally. For this reason, whoever wishes to give back to so to seriously consider all available options as voluntourism may not be for them. Choose from the options a-f below the first and last sentence of each paragraph. Write the correct letter in the spaces provide presence of human may scare off an armount of the spaces provide presence of human may scare off a smaller arimals, which forces presidents to change their smaller arimals, which forces presidents to change their smaller arimals, which forces presidents to change their buildings of the space . Read the following statements. Tick ( v ) those that apply to the essay. The writer: The writer:

a, presents a blanced argument of the topic.
b, uses informal language.
c, presents he bindread in a contraction of the topic appropriately by paraphrasing the rubric.
c, presents the information in a neutral manner.
d, writes in a formal style.
e, uses appropriate tinking words and phrases.
i provides justification for the ideas in both memory in the present style of the C. Ecotourism can have a great impact on the local community.

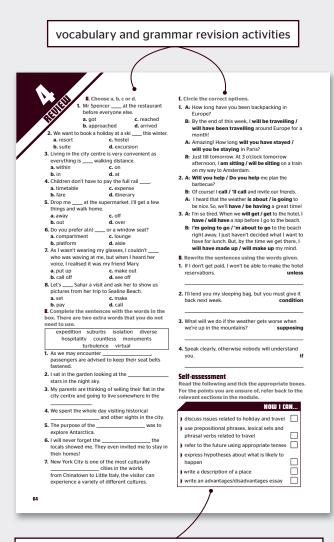
d. The main goal of ecotourism is to have a positive effect on the natural environment.

e. Moreover, this kind of development could also encourage some local businesses to view the natural environment of the country of the cou 2. How does the writer organise his/her essay?
3. What two phrases does he writer use to introduce the paragraphs with the two sides of the argument?
4. What phrases does the writer use to list the advantages and the disadvantage in each paragraph?
5. What kind of language has the writer used for his/her essay?
6. Has the writer done what he/she was requested to do? What makes you say so?

useful guidance enabling students to develop their writing skills

#### 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.



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.



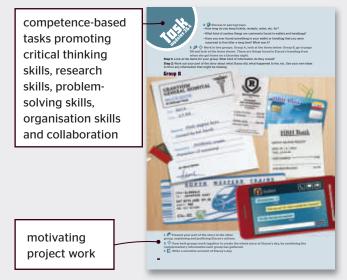
texts giving cultural information about Ss' own culture

### 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.

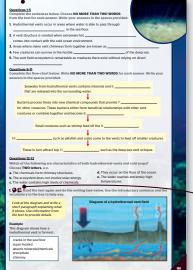


### Stream Readings

The Stream Reading section consists of eight specialised reading texts. These texts address a range of topics and cover different fields of study. They serve to familiarise students with texts that have a more academic orientation.

activities focusing on reading for details





extension activities that give students the opportunity to expand on the topic of the texts and which promote critical thinking and personal response

### 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 most of them should be assigned for homework.

listening activities to consolidate the language of the module and build students' self-confidence



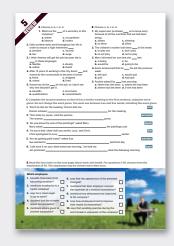
extra vocabulary practice for each lesson



extra grammar practice for each 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. It incorporates clearly-staged teaching guidelines for each activity as well as listening transcripts for everything that is included in the Class Audio Material. 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 higher and lower-performing Ss are a special feature of this series. These strategies enable teachers to tailor the activities to the needs of individual Ss.

#### **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.

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

This is a challenge for teachers because differentiated

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 Rook:

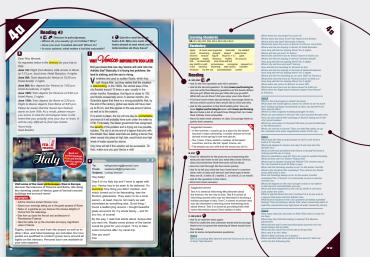
- A range of activities, depending on the level of students, to challenge higher-performing Ss (e.g. by modifying a reading / listening multiple choice activity to one with open-ended questions, by asking students to correct the false sentences, by asking them to come up with their own examples using 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).

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 stepby-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 exercises and the transcripts of the listening 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/ lowerperforming 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 production is required.
- the pair-work activities, the Culture pages, the grammar reference section, the list of irregular verbs, and the wordlist as they appear in the Student's Book.
- the key to the Workbook exercises, and the transcripts of the listening activities included in the Workbook.
- a glossary of key words and abbreviations used in Teacher's Book.

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



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

further comprehension questions to enhance Ss' understanding of the text

suggested answers to activities where oral production is required

step-by-step guide to teaching

#### 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 sections 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.

#### **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.
- When explaining new lexical items, a variety of techniques can be employed, such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation
- 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.
- 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.
- 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. 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.

### 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 12. 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, 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, 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 participating 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**

		CONTENTS		
		Vocabulary	Grammar	Functions
<b>1</b> p.7	Window on the world	Words easily confused     Word building: adjective suffixes -able, -ible, -al, -ant, -ent, -ary, -ive, -ative, -ed, -ing, -ful, -ous, -y, -ly     Words and collocations related to aspects of culture and tradition	Present Simple vs     Present Progressive     Stative verbs     Articles	Distinguishing between permanent and temporary situations     Expressing states and dynamic actions     Identifying the intended audience of a text     Identifying stylistic features of different text types     Expressing an opinion     Speculating and reaching a decision     Describing festivals and different aspects of culture
<b>2</b> p.21	A thirst for knowledge	Words easily confused     Phrases and collocations related to education and learning     Verbs/expressions with prepositions     Word building: nouns ending in -ion, -ation, -ment, -ance	Present Perfect Simple vs Present Perfect Progressive     Comparisons	Using appropriate tenses to link the past with the present Making comparisons Identifying the intended purpose of a text Identifying stylistic features of different text types Utilising input to describe a process Expressing opinion and preference
		Culture page: Her Highne Task 1 & 2: Analysing and		
<b>3</b> p.37	Human nature	Word webbing with words related to charity     Word building: nouns ending in - age, -ist, -arian, -ity, -eer, -ude, -ness, -er     Compound adjectives     Idioms with parts of the body	<ul> <li>Past Simple vs Past Progressive</li> <li>used to, would</li> <li>Past Perfect Simple vs Past Perfect Progressive</li> <li>was/were going to</li> </ul>	Talking about past events and situations Expressing past habits and typical behaviour in the past Expressing a past intention Identifying stylistic features of different text types Identifying the intended purpose of a text Expressing and justifying opinion Writing about someone else's life and experiences Sequencing past actions and events Narrating a personal experience
<b>4</b> . p.51	Pack your bags	Words easily confused     Prepositional phrases     Lexical sets and phrasal verbs related to travel	Future forms     Time clauses     Conditional Sentences     Types Zero and 1     Expressions used in     Conditionals	Distinguishing between the uses of future forms     Expressing general truths and facts     Expressing hypotheses about what is likely to happen in the present/future     Identifying the intended audience of a text     Identifying linguistic and stylistic features of different text types     Expressing opinion/preference and justifying     Discussing advantages and disadvantages
		Culture page: The Nation Task 3 & 4: Interpreting r		cuments, and sequencing events to create a story <b>p.66</b>
<b>5</b> p.67	Just the job	Lexical sets related to work, pay and employment     Collocations with the word business	<ul> <li>Reported Speech (statements)</li> <li>Special introductory verbs</li> <li>Reported Questions, Commands and Requests</li> </ul>	Reporting Identifying stylistic features of different text types Comparing situations Expressing opinion/preference and justifying Describing oneself, one's skills and achievements Role playing
	•			

Reading	Listening	Speaking		Writing	QNCF Competencies
A magazine article about authentic travel experiences     Four texts types referencing architectural styles / buildings	A radio interview with an expert about the four phases of culture shock     People talking in six different situations	Pair work: Discussing whether specific aspects of culture constitute deep or surface culture and finding local examples of these Group work: Discussing which aspect of Qatari culture to showcase at an event and how best to represent it	<ul> <li>An informal email describing a cultural event</li> <li>A newspaper article describing a cultural event</li> <li>Developing skills:</li> <li>Focusing on register, style and text organisation</li> </ul>		<ul><li>♦</li><li>Q</li><li>Q</li></ul>
Four text types referencing education and learning     An article and timeline about the Golden Age of Islam	A lecture about the human brain     A telephone conversation between a student and an admissions officer	Group work: Discussing the effectiveness of different memory-boosting techniques and reaching a decision about which two are the most helpful     Group work: Discussing different learning styles and determining from a list of activities which are most suited to each type of learning style	Describing a process depicted in a set of diagrams     A compare and contrast essay      Developing skills:     Focusing on key features, language and content     Brainstorming using key words and phrases related to the topic in question		<ul><li>♦</li><li>♠</li><li>♠</li><li>♠</li></ul>
• A biography: 'Live and Help Live' and an autobiography: My Career, My Calling • A magazine article: Mystery Heroes	Five people talking about their jobs     A woman talking at a charity gala	Pair Work: Discussing what makes a hero and the qualities heroes exhibit Group Work: Presenting candidates, discussing their accomplishments and selecting one of three as the winner of the Champion of Charity Award	A biography of Her Excellency Sheikha Al Mayassa     A personal narrative describing a valuable experience     Developing skills:     Doing research and identifying important pieces of information     Sequencing events and providing details to enrich a description     Using descriptive adjectives to make an account more interesting     Brainstorming to generate ideas by viewing an issue from six different perspectives/angles		<ul><li></li></ul>
Four text types related to the Italian city Venice     A magazine article about a local getaway	A futurologist talking about the future of holidaying     People talking in six different situations	Pair Work: Discussing the appeal that different aspects of travel have and choosing from five pictures the two that best represent what Qatar has to offer tourists     Pair Work: Comparing different types of holidays and means of transport and discussing their advantages	A descriptive paragraph     An advantages/disadvantages essay      Developing skills:     Using strong adjectives to make descriptions more accurate     Using metaphors and similes to make descriptions more vivid     Focusing on key features, register and content     Utilising different patterns of text organisation		ॐ <b>• • • •</b>
An article: Jobs of the Future     An article about job interviews	Five people talking about following their dreams     A job interview	Individual Work: Prioritising factors influencing a young person's career choice     Group Work: Justifying one's choice of top three factors influencing a young person's career choice     Group Work: Assessing the requirements of a job and role playing as interviewers or interviewees	A personal profile     A cover letter  Developing skills:     Focusing on content, text organisation, register and style		<ul><li>♦</li><li>Q</li><li>Q</li></ul>
QNCF Con	npetencies	Creative and critical thi	nking	[ Inquiry and rese	earch

\* Cooperation and participation

Problem-solving

**Communication** 

	S.	t.
5		

STUDENT'S BOOK				
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R4.2	Problem-solving	Reading E p. 9		
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WORKBOOK			
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# When students complete this module, they will be able to: **10 (pp. 8-9)**

- express and explain different opinions on real events, and justify their own opinion (S5.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (\$2.3)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics (R2.2)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

### **1a** (pp. 10-11)

 use independently familiar and unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

### **1a** (pp. 12-13)

- express and explain different opinions on real events, and justify their own opinion (S5.1)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (L2.5)
- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1)
- guess independently the meaning of unknown words important for comprehension from available clues in a wide range of longer, more complex texts including some texts on unfamiliar topics (L3.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (\$2.3)
- clarify a complex idea or process by breaking it down into smaller steps (S2.5)
- keep interaction going in discourse level exchanges by asking for explanation of complex ideas (S3.1)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- explain independently why a real or fictional event has a personal significance (W1.1)
- use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts (W4.1)

### **1b** (pp. 14-15)

- express and explain different opinions on real events, and justify their own opinion (S5.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)

- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)

### **1b** (pp. 16-17)

- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- explain independently why a real or fictional event has a personal significance (S1.1)
- justify and respond independently to common feelings such as surprise, interest and regret (S1.2)
- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1)
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts including some texts on unfamiliar topics (L2.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- explain and justify plans and ambitions when comparing them to alternative suggestions (S2.4)
- keep interaction going in discourse level exchanges by asking for explanation of complex ideas (S3.1)

### **1b** (pp. 18-19)

- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- explain independently why a real or fictional event has a personal significance (W1.1)
- organise sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- plan and draft an extended complex text and modify the draft independently (W3.2)
- use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts (W4.1)

### 1 Review

- understand and respond independently to the detail in longer more complex texts including some texts on unfamiliar topics (L2.1) WB
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts including some texts on unfamiliar topics (L2.2) WB

### Vocabulary

### expand

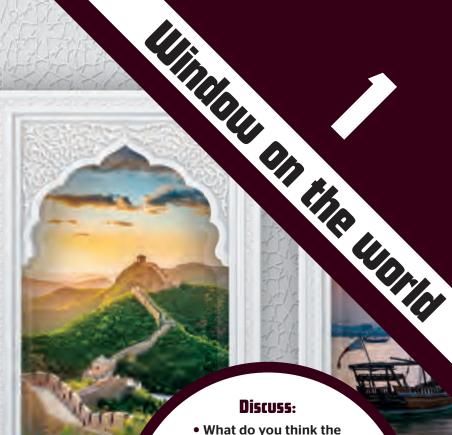
- Ask Ss to look at the pictures and tell you what they think the module is going to be about (different aspects of culture; work, architecture and family life).
- · Elicit answers.
- Have Ss read through the questions in the Discuss section and check their understanding.
- · Elicit answers and initiate a short discussion.

### Suggested answers

- The phrase is used metaphorically. It means that something (e.g. knowledge, experience) helps you better understand and appreciate what is happening in other parts of the world.
- You can learn about the world by reading, travelling, watching TV (e.g. news, documentaries), viewing websites, meeting and talking to foreigners, etc.
- Learning about other cultures is important because it helps us develop a broader perspective and understanding of the world. It makes us more open to and tolerant of diversity and enables us to appreciate and respect the social, ethnic, cultural, historical and ideological differences that exist between people and nations.
- Aspects of culture include history, traditions, religion, values and attitudes, rituals/celebrations/ceremonies, norms [way of behaving], language, symbols [non-verbal communication], routines, aesthetics [perception of beauty], food, dress, architecture, lifestyle, etc.
- I think religion is the most important aspect of our culture because it influences everything from our mindset, ideals and values to our customs, dress, food and artistic traditions.
- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.







### Discuss:

- What do you think the phrase Window on the world means?
- How can you learn about the world and expand your understanding of it?
  - Why do you think it is important to learn about other cultures?
    - What aspects of culture can you think of?
      - What do you think the most important one is?

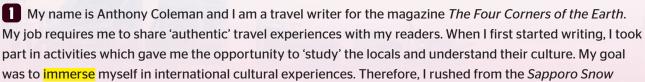




- discuss issues related to different aspects of culture
- learn adjectives deriving from verbs and nouns, and how to distinguish between easily confused words
- learn to distinguish between permanent and temporary situations
- describe festivals and different aspects of culture
- learn to make speculations, express your opinion and come to a decision
- learn to write an informal email (describing a cultural event)
- learn to write a newspaper article (describing a cultural event)

# Reading **◄**))

- A. Discuss in pairs/groups.
- How can you experience culture when visiting a place?
- Do you think you can truly understand a place and its people by visiting the tourist attractions? Why? / Why not?
- **B.** Read the text quickly and decide which of the following titles is the most suitable.
- a. How to have an authentic travel experience
- b. The most authentic travel experience
- c. Why a travel writer has to have authentic travel experiences



- Festival in Hokkaido, Japan to the Running of the Bulls festival in Pamplona, Spain. I enjoyed riding South American Ilamas up rocky hillsides, staying in luxurious bungalows above Bora Bora's turquoise lagoons and taking part in expensive Japanese tea ceremonies served by women wearing beautiful kimonos.
- 2 These experiences felt 'authentic' until my editor called to complain. 'You write well but you're not capturing the real mood of the places you visit,' he said. 'Don't search for traditional stereotypes. Start writing about places and people as they really are, rather than what you think they should be like,' he added. My editor is rarely wrong, so I took his advice. It took me some time to get used to looking elsewhere for cultural experiences, but it was worth it. These days, I avoid tourist traps where tourists pay good money to get a taste of traditional customs that are recreated for their benefit. It's common to find tourists eating Westernised versions of a country's local delicacies at some luxurious resort. Where is the authenticity?
- I realised that the more you look for authenticity, the less likely you are to find it. The more you pay to see it, the further away you get from it. An authentic travel experience hides in simple, everyday moments. It takes you through busy Istiklal Street as you become one with the lively crowd of Istanbul. It runs with the local Omani children as they enjoy the monsoon pouring down on Salalah. It bursts out of the Souq Al-Mubarakiya in Kuwait as a group of noisy teenagers wander the stalls eating their lamb *kebabs*. Meanwhile an elderly
- 20 man sips his traditional yoghurt drink, laban, on a porch across the road. Soon you are sitting with him and tasting laban yourself for the first time before taking a selfie to post on Instagram. You know you are having an authentic moment because it feels meaningful.
- You can only appreciate these authentic moments when you leave your comfort zone. Instead of staying at a luxurious resort, choose a student dormitory or a home stay where the facilities may leave a lot to be desired, but where you can experience life on the inside and learn the language. Avoid tourist bubbles such as air-conditioned sightseeing coaches, and squeeze onto the brightly coloured 'Chicken Buses' of

Central America that take you from village to village.

Many of us have a checklist when we travel. Naturally, we want to see and do as much as possible when in a foreign country. Nevertheless,

30 sometimes it's worth being spontaneous and throwing away the checklist to do something out of the ordinary. Authentic experiences and real conversations don't cost a penny and they help us understand other cultures as well as our own. This is why, tomorrow, I am seeing a local Qatari family. Hopefully, they will teach me how to make *machboos*,

35 a delicious Qatari dish! I'm looking forward to gaining some insight into this culture, which is rich in traditions. What better souvenir to bring home with me!

Ice sculpture of a mosque at the Sapporo Snow Festival, Hokkaido, Japan





### **Learning Standards**

SB: S5.1, S2.3, R1.1, R2.1, R2.2, R4.1, R4.2

### Vocabulary

appreciate authentic authenticity burst out capture ceremony checklist coach custom delicacy dormitory editor elderly elsewhere emphasise encounter (n.) get used to immerse insight kimono lagoon leave a lot to be desired lively luxurious meaningful meanwhile recreate reproduce selfie sip spontaneous squeeze stereotype turquoise

### Reading

### A. S5.1, S2.3 🎺 🔎

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

#### Suggested answers

- When visiting somewhere, you can experience culture by visiting interesting and unusual places, experiencing everyday life, mingling with local people, etc.
- No, I don't think you can. In order to better understand a foreign place and its people, you need to see areas and experience aspects of everyday life which may not be suggested in the guidebooks. Tourist attractions don't always give you such a realistic idea of what a place is truly like.

### 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).
- Draw Ss' attention to the pictures accompanying the text and ask them to tell you what they show (*Doha*, *Qatar*, *an* ice sculpture of a mosque at the Sapporo Snow Festival, Hokkaido, Japan & Istanbul, Turkey).
- Elicit answers.
- Ask Ss to read through the titles a-c and check their understanding.
- Ask Ss to read the text quickly and choose the most appropriate title for the text.
- Check the answer with the class.
- Ask Ss to provide justification for their answer.

The most suitable title is **a. How to have an authentic travel experience** because it best describes the idea expressed in the text.

### C. R2.1 🎱

- Ask Ss to read the text again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

What does Anthony Coleman do? He's a travel writer. Who does he work for? He works for the magazine 'The Four Corners of the Earth'.

What does his job as a travel writer require him to do? It requires him to share 'authentic' travel experiences with his readers.

What did he use to do when he first started writing? He took part in activities which gave him the opportunity to 'study' the locals and understand their culture.

Did his editor approve of the way Anthony described the places he visited? No, he didn't.

Did he have any problems with Anthony's style of writing? No, he didn't.

Why did Anthony take his editor's advice? Because his editor is rarely wrong.

What did Anthony realise about authenticity? that the more you look for it, the less likely you are to find it

Where does an authentic travel experience hide? It hides in simple, everyday moments.

How will you know that you are experiencing an authentic moment? It will feel meaningful.

How can you appreciate 'authentic' moments? by leaving your comfort zone

What can a student dormitory or a home stay offer a tourist? They can help him/her experience life on the inside and learn the language.

What do many of us have when we travel? a checklist What does Anthony advise his readers to do? to be spontaneous, throw away the list and do something out of the ordinary

What is the additional benefit that we can get from understanding another culture? We can gain a new understanding of our own culture.

Who is Anthony meeting with tomorrow? He is meeting with a local Qatari family.

What would he like them to teach him? He would like them to teach him to make machboos, a delicious Qatari dish. What does he think of the Qatari culture? He thinks it is rich in traditions.



- Have Ss read the questions 1-6 and the options, and check their understanding.
- Alternatively, to challenge higher-performing Ss, you may modify the activity from multiple choice to openended questions. Write questions 1-6 on the board (without the options) and ask Ss to cover Activity C in their books and answer the questions. To help lower-performing Ss, you may eliminate one or two incorrect options. Note that question 4 cannot function as an open-ended question.
- Have Ss do the activity.
- · Ask Ss to provide justification for their answers.
- · Check the answers with the class.

**1.**d **2.**a **3.**d **4.**c **5.**c **6.**c

- Elicit the help of **higher-performing Ss** to explain any unknown words from the text.
- · Choose some Ss to read out the texts.

### **Background knowledge**

The **Sapporo Snow Festival** is an annual festival held every February in Japan. It features snow statues and ice sculptures and receives millions of visitors every year.

The **Running of the Bulls** in Pamplona, Spain is a festival held every July. This dangerous festival features participants who run while being chased by bulls into a bull ring.

**Bora Bora** is an island in the Society Islands of French Polynesia.

The **llama** is a domesticated South American animal, widely used by Andean cultures since pre-Hispanic times for its meat.

**Souq Al-Mubarakiya** is over 200 years old and one of the oldest markets in Kuwait.

**Salalah** is the second largest city in Oman and lies on its south-west coast. It is known for its seasonal tropical climate and monsoons during the rainy season (July-September).

A **chicken bus** is a colloquial English name for a colourful, modified and decorated bus that transports goods and people in countries of Central America. They are called 'chicken buses' by tourists because they are commonly used by locals for the transport of stock (including livestock such as chickens) from one place to another.

### **Pronunciation guide**

Sapporo - sap'oro

Hokkaido - hok'aido

Pampiona - pamp'iona

Salalah - sal'ala

Souq Al- Mubarakiya - sook almabarak'ia

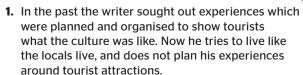
laban - 'laybin

machboos - mach'boos

### D. R2.2

- Ask Ss the questions and have them write down their answers.
- Tell students to use information from the text to support their answers.
- · Check the answers with the class.

### Suggested answers



2. When we travel with a checklist, we only see the most famous sites, which are touristy. Also, a checklist makes it hard to be spontaneous and enjoy experiences as they happen.

### E. R4.1, R4.2

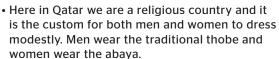
- Ask Ss to read through the meanings a-g and make sure they do not have any unknown words.
- · Ask Ss to look at the highlighted words in the text.
- Encourage Ss to deduce the meaning of the words from the context.
- · Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- · Check the answers with the class.

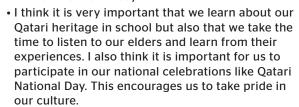
**1.**b **2.**d **3.**g **4.**c **5.**e **6.**a

### F. S5.1, S2.3 🍜 🔎

- · Ask Ss the questions.
- Encourage Ss to think of ways that they can develop, nurture and preserve their cultural identity and sense of belonging and connectedness to the Qatari nation (attend / participate in cultural events/festivals/celebrations, observe/respect/preserve / learn about / take pride in local customs/traditions, cherish/foster/preserve values/ ideals/beliefs).
- Elicit answers and initiate a short discussion.

### Suggested answers





 Since I have always been fascinated by the Inca civilisation, I would like to travel to Peru and visit Machu Picchu, the ancient city of the Incas, and Cuzco, the capital city of the Inca Empire.



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

- 1. What is the writer's purpose in the first paragraph?
  - a. to emphasise how good he is at his job
  - **b.** to explain how tiring being a travel writer can be
  - **c.** to point out what qualifications a travel writer must have
  - **d.** to explain what he used to believe an authentic travel experience involved
- 2. Why did the editor disapprove of the writer's choices?
  - a. He described stereotypes rather than reality.
  - **b.** He was making the places sound too beautiful.
  - **c.** His style of travel writing wasn't what it should be.
  - **d.** He was paying too much money for his experiences.
- 3. What are 'tourist traps' (line 12)?
  - a. places where tourists can buy cultural items
  - b. places that offer culture from around the world
  - **c.** places of cultural interest, such as museums and ancient sites
  - **d.** places where cultural activities are reproduced for tourists at a cost
- **4.** According to the writer, which of the following **IS NOT** an 'authentic' moment?
  - a. travelling on a village bus
  - **b.** hanging out at places with local teenagers
  - c. joining crowds at famous tourist attractions
  - **d.** taking a selfie with an elderly Kuwaiti who offered you a drink
- **5.** In the fourth paragraph, what is the writer's main point?
  - **a.** Knowing the local language is very important.
  - **b.** Buses are a good place to start experiencing culture.
  - **c.** Living like a local helps you become aware of the culture.

**d.** To experience culture you need to leave the comfort of your home.

**6.** What does the writer believe is the best souvenir?

- a. memories of sightseeing
- **b.** food from the particular country
- **c.** the experiences which cultural encounters offer
- **d.** staying in touch with people in foreign countries
- D. Provide a written response to the following questions in your own words. Use information from the text to support your answers.
- **1.** How has the writer's attitude/ approach to travel and travel writing changed?
- **2.** In what way does having a checklist when we travel make it harder to have authentic experiences?

E. Dook at the highlighted words in the text and match them with their meanings. There is one extra meaning which you do not need to use. Then check your answers using a dictionary.

1. immerse	
2. recreated	
3. authenticity	
4. dormitory	
<b>5.</b> spontaneous	
6. insight	

- a. a clear understanding
- b. to become completely involved in sth
- **c.** a large common bedroom where several people sleep
- **d.** made to exist or happen again (usually sth from the past)
- **e.** doing things without planning them first
- f. to fully appreciate sth
- g. the quality of being real or true

### F. Discuss in pairs/groups.

- What are some customs which distinguish Qatar from other countries?
- How can we best connect with our Qatari heritage?
- Is there a specific country that you would like to visit because of its history and culture? Which one? Why?

eave Istanbul, Turkey

st

# Vocabulary

**A.** O Complete the sentences with the correct form of the words in the boxes. In some cases, more than one answer may be correct. Then check your answers using a dictionary.

	original	authentic	initial	primary
1.	My boss's _			reaction was
	to yell, but o	once he caln	ned down	he discussed
	the issue wi	th me.		
2.	The safety of	of the childre	en is the s	chool's
			concern.	
3.	That's not a	very		idea.
	Let's try to t	hink of som	ething els	se.
4.	To taste		It	alian food, you
	should go to	the little re	estaurant 1	that's near the
	town hall.			
(	custom tra	adition ha	abit tre	nd routine
5.	Going to sch	nool is a dail	ly	
	for children	•		
6.	The general			for women
	in my count	ry today is t	o have lo	ng hair.
<b>7</b> .		•		atari National
_	Day. It's a fa			
8.	I think that	biting your i	nails is a d	isgusting
9	In many cou	 ntries it is th	ne	
٠.				rt her to the
	wedding ce	remony.		
	foreigner	tourist s	tranger	immigrant
10.	. A man start	ed talking to	me on th	ne bus, saying
	that we had	met before	, but to me	e he was a
	complete _			
11.				from
				settle in Rome.
12.				visit
12	the island e		(n)	
15.	from her ac			

**B.** Read the note and complete the table.

Many adjectives are formed by adding a suffix to a verb or noun. The most common adjective suffixes are: -able, -ible, -al, -ant, -ent, -ary, -ive, -ative, -ed, -ing, -ful, -ous, -y, -ly.

-ive, -ative, -ed, -ing,	-Tui, -Ous, -y, -ly.	
VERB/NOUN	ADJECTIVE	
	decisive	
meaning		
	memorable	
tradition		
	pricey	
ambition		
	sensible	
differ		
	appealing	
	observant	
week		
	overwhelmed/ overwhelming	
. Complete the sentences using the correct form of the words in capitals.		
. Peter's colleagues were		

1.	Peter's colleagues were	
	of his success.	ENV
2.	This advertisement is very	
	Everyone is asking about the product.	EFFECT
3.	Everyone likes being around Alice because she has such a	
	personality.	PLEASE
4.	Thank you for the flowers. It was	
	very of you. <b>T</b>	HOUGH1
5.	I have saved a amount	
	of money already for the motorbike	
	I want to buy.	ONSIDER
6.	. Charles Dickens was a	
	English author. <b>DIST</b>	INGUISH
<b>7</b> .	The lecture was both	
	and interesting. You should have come.	INFORM
8.	. All the events described in the book	

**IMAGINE** 



are \_



### Learning Standards

**SB:** R4.2

### **Functions**

Distinguishing between easily confused words Distinguishing between permanent and temporary situations Expressing states and dynamic actions

#### Structures

Present Simple vs Present Progressive Stative verbs

### Vocabularv

ambition ambitious appeal (v.) appealing bride considerable decisive differ distinguish distinguished effect effective envious envy imaginary immigrant informative initial ladder memorable observant observe original overwhelm overwhelmed pricey primary sensible slide thoughtful trend

### Vocabulary

### A. R4.2

- Ask Ss to read through each set of sentences and the words in the boxes.
- Then draw on their prior knowledge, check their understanding of the words and model the answer if necessary.
- · Have Ss do the activity.
- Encourage Ss to check the definitions of the words in a dictionary.
- Check the answers with the class and provide Ss with any necessary explanations.

песеззагу схріс		
1. initial 2. primary	<b>6.</b> trend <b>7.</b> tradition	11. immigrants (12. tourists/
3. original	8. habit	foreigners
<b>4.</b> authentic	9. custom	<b>13.</b> foreigner
<b>5.</b> routine	10. stranger	

### Language plus

original (adj) = completely new and different from anything that has existed before

authentic (adj) = done or made in the original way

initial (adj) = happening at the beginning of sth

primary (adj) = the most important, main

custom (n) = an accepted way of behaving or of doing things in a society or a community

**tradition (n)** = a belief, custom or way of doing something that has existed for a long time among a particular group of people

habit (n) = sth that you do often and almost without thinking, especially something that is hard to stop doing

**trend (n)** = sth that is currently fashionable or popular

routine (n) = the normal order and way in which you regularly do things

foreigner (n) = a person who comes from a different country tourist (n) = a person who is travelling or visiting a place for pleasure

**stranger (n)** = a person that you do not know

**immigrant (n)** = a person who has come to live permanently in a country that is not their own

- Provide Ss with any necessary explanations.
- To challenge higher-performing Ss, you may have them write sentences on a piece of paper using the words they have learnt. You may then collect these pieces of paper and write some of these sentences on the board making sure to omit the target vocabulary. You may then have lower-performing Ss complete the sentences for extra practice.

#### В.

- Draw Ss' attention to the note and explain it.
- Ask Ss to read the words in the box and check their understanding.
- · Have Ss do the activity.
- · Check the answers with the class.
- To challenge higher-performing Ss, ask them to form pairs of sentences, one using the verb or noun and the other using the adjective derived from it.

VERB/NOUN	ADJECTIVE 🎋
decide/decision	decisive
meaning	meaningful
memory	memorable
tradition	traditional
price	pricey
ambition	ambitious
sense	sensible
differ	different
appeal	appealing
observe	observant
week	weekly
overwhelm	overwhelmed/
	overwhelming

#### C

- · 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 don't have any unknown words.
- Ask Ss to identify what part of speech the words that complete the sentences should be (*adjectives*).
- Refer Ss to the adjective suffixes in the previous activity.
- Have Ss do the activity.
- To help **lower-performing Ss**, point out that of the 14 adjective suffixes presented in the box they will only need to use the following to complete the activity: *-ful*, *-ary*, *-ous*, *-able*, *-ive*, *-ed*, *-ant*, *-ative*.
- · Check the answers with the class.
- To challenge higher-performing Ss, ask them to determine which answers from activity C can by turned into adverbs by adding -ly and to create sentences.

<ol> <li>envious</li> <li>effective</li> <li>pleasant</li> </ol>	<ol> <li>4. thoughtful</li> <li>5. considerable</li> <li>6. distinguished</li> </ol>	7. informative <b>8.</b> imaginary
3. pleasant	6. distinguished	

### Grammar

A.

- Draw on Ss' prior knowledge of grammar and ask them to explain when we use the Present Simple and the Present Progressive.
- Write the following sentences on the board, making sure to underline the words in bold.
- 1. Mike is learning French this year.
- 2. My brother works for a big computer company.
- **3.** I usually **communicate** with my friends abroad about once a week.
- **4.** We **are visiting** Mexico with some friends next summer.
- After you have written the sentences on the board, draw Ss' attention to the underlined part of each sentence and ask them the following questions:
- a. Which sentence refers to a permanent situation? Which tense is used?



- **b.** Which sentence refers to a repeated/habitual action? Which tense is used?
- c. Which sentence refers to a temporary situation? Which tense is used?
- **d.** Which sentence refers to a future arrangement? Which tense is used?
- · Elicit answers.
  - a. 2. Present Simple
  - b. 3, Present Simple
  - c. 1, Present Progressive
  - d. 4, Present Progressive
- · Ask Ss what other uses of the Present Simple and Present Progressive they can think of.
- Draw Ss' attention to the sentences 1-8 and the verbs in blue.
- · Have Ss read through the different uses and do the matching activity.
- · Check the answers with the class.

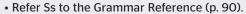
a.2 b.5 c.8 d.3 e.7 f.6 g.4 h.1



- Ask Ss to find examples of the Present Simple and the Present Progressive in the text on page 8 (... I am a travel writer for the magazine The Four Corners of the Earth, My job requires me to share..., 'You write well but you're not capturing the real mood..., These days, I avoid tourist traps where..., An authentic travel experience hides in simple..., It takes you through busy Istiklal Street..., It runs with the local Omani children as they enjoy the monsoon..., It bursts out of the Soug Al-Mubarakiya in Kuwait..., Soon you are sitting with him and tasting..., You know you are having an authentic moment..., I'm looking forward to gaining some insight..., etc.)
- For further practice, pair lower-performing Ss with higher-performing Ss and have them come up with their own examples of the different uses of the Present Simple and the Present Progressive.
- Refer Ss to the Grammar Reference (p. 90).

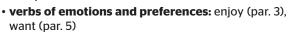
### B.

- Have Ss read the two sentences, draw their attention to the verbs in blue and ask them to identify the tenses
- Explain to Ss that some stative verbs can be used in the Present Progressive, but with a change in meaning.
- Ask Ss the questions a and b in the box.
- · Elicit and check answers.
  - No. it doesn't.
  - **b.** Sentence 2 expresses a state and sentence 1 expresses an action.



- Draw on Ss' prior knowledge of grammar and ask them to explain what stative verbs are.
- · Have them read the rule and the red grammar box and check their understanding.
- Point out that we usually use the Present Simple with stative verbs although the situations they describe are true at the time of speaking.
- Draw Ss' attention to the different groups of stative verbs and the examples of the verbs belonging to each group.
- Ask them if they know of any other verbs that belong to each group.

- · Point out that some stative verbs can be used in the Present Progressive, but with a difference in meaning (they describe an action).
- Ask Ss if they can think of any stative verbs that function in this way (have, see, think, smell, taste, be).
- · Elicit and check answers.
- Ask Ss to look at paragraphs 3 and 5 of the reading text on page 8 and have them identify the stative verbs.
- To assist **lower-performing Ss** you can provide them with the line number in which they can find each example.
- Ask Ss to identify in which sentences the stative verbs are being used to describe an action (Soon you are... with him and tasting..., ... you are having an authentic..., I am seeing...).
- · Elicit and check answers.
  - verbs of the senses: taste (par. 3), feel (par. 3), see (par. 5)



- · verbs of perception, belief and knowledge: know (par. 3)
- verbs of ownership: have (par. 3 & 5)
- other verbs which describe other states: cost (par. 5)
- To challenge your Ss, you may give them the following list of stative verbs: have, see, think, smell, taste, and be. Ask Ss to write two sentences for each verb. One using the Present Simple wherein the verb describes a state, and one using the Present Progressive wherein the verb describes an action. To help lower-performing Ss make examples, you may provide them with prompts (e.g. Fatima / taste / the soup / to see / it / have / enough salt, The soup / taste / salty enough).
- Refer Ss to the Grammar Reference (p. 90).

#### D

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

are you doing

2. starts / is starting

3. am reading

4. are taking part

5. owns

**6.** always participate

takes place / is taking place

8. know

am thinking

10. don't know

**11.** is teaching

12. don't think

**13.** go

**14.** 're always making

15. don't want

16. think

17. are getting

**18.** seems

19. are taking

### Background knowledge

The International Mango Festival, held annually in Delhi, India during early summer, is a two-day festival showcasing over 500 types of mango. It has been held since 1987. Activities in the festival include competitions, cultural programmes and recreational events accompanied by various prizes.

- · Ask Ss to go to the Speaking Activities section (p. 81) and do the Grammar Production Task.
- Divide Ss into groups of three. Ask them to read through the instructions and check their understanding.
- · Have Ss do the activity.
- · Go around the class helping Ss when necessary.

For KEY, turn to the Key for Grammar **Production Tasks** section on page 121.



# **Grammar** Present Simple vs Present Progressive, Stative verbs $\rightarrow p.90$

1. You are constantly making a mess in

**A**. Match the sentences 1-8 with some uses of the Present Simple and the Present Progressive.

a. for general truths

Some uses of the Present Simple and Present Progressive

<ol> <li>the kitchen!</li> <li>The sun sets in the west.</li> <li>The goalkeeper kicks the ball to Ronalds.</li> <li>Oh, no! There goes our bus!</li> <li>I can't talk right now; I'm driving.</li> <li>In this week's episode, Detective Anders finds another important clue.</li> <li>Fortunately, recycling is becoming more and more popular nowadays.</li> <li>The train from London arrives at 9.15.</li> </ol>	b. for actions happening at the time of speaking c. for future actions related to official programmes and timetables d. in sports commentaries e. for situations which are changing or developing around the present time f. to refer to the plot of a book, film, etc. g. in exclamatory sentences with Off/ Here/ There, etc. h. with always, constantly and continually to express annoyance					
B. Read the sentences below and answer	the questions.					
<ol> <li>She is feeling the baby's forehead to confor fever.</li> <li>The baby's skin feels very soft.</li> </ol>	<ul><li>a. Does the verb <i>feel</i> have the same meaning in both sentences?</li><li>b. In which sentence does the verb <i>feel</i> express a state and in which does it express and action?</li></ul>					
	nar box that follows. Then look at paragraphs 3 and 5 of the					
	tative verbs. Put the verbs into the correct groups below. es - not actions - and are not normally used in progressive tenses:					
<ul> <li>- verbs of the senses (hear, smell,,,, etc.)</li> <li>- verbs of emotions and preferences (like, hate, prefer, mind, wish, need,,, etc.)</li> <li>- verbs of perception, belief and knowledge (believe, remember, agree, hope, forget,, etc.)</li> <li>- verbs of ownership (own, belong, possess,, etc.)</li> <li>- other verbs which describe permanent states (be, weigh, consist (of),, etc.)</li> </ul>						
than states.	are used in progressive tenses when they express actions rather smelling the milk to see if it has turned sour.					
D. Complete the dialogue with the Preser	nt Simple or the Present Progressive of the verbs in brackets.					
A: Hey, Kevin. What 1(	you / do)? The cricket 2 (start) in fifteen minutes.					
	(read) about mangoes. Edi and I 4					
	Mango Festival. His father 5 (own) a huge mango					
farm and they 6 (all						
	ake place) in July. You still have a whole month. there are over 400 varieties of mango, so I have a lot to learn. What's					
	participating in the mango carving demonstration, too.					
<b>A:</b> What? You <b>10</b> (not k						
B: Edi's uncle 11 (teach)						
<b>A:   12</b> (not think) one	weekend is enough, Kevin!					
<b>B:</b> There you <b>13</b> (go) a	gain! You 14 (always / make) fun of my ideas!					
it's great that more and more teenagers	vant) to upset you. I 16 (think)  17 (get) involved in the festival! It just at you 19 (take) it a bit too seriously.					
	ies section and do the Grammar Production Task.					



## **Speaking**

Work in pairs. Turn to page 82 in the Speaking Activities section and do activity 1a.

## Learning Standards

SB: S5.1, L2.5, L2.1, L3.1, S5.1, S2.3, S2.5, S3.1, R1.1, R2.1, R2.3, W1.1, W4.1

#### Functions

Expressing an opinion

### Vocabulary

acceptance adjustment confident culture shock duration etiquette fascinated feature find your feet flag float (n.) frustration gesture handicraft homesick honeymoon iceberg lonely phase stall surface

### Listening

### A. S5.1 🥏

- Draw Ss' attention to the picture and ask them to tell you how they think the man in the picture is feeling.
- Write the term *culture shock* on the board and ask Ss to try to explain what they think it means.
- · Elicit answers and initiate a short discussion.
  - Culture shock refers to the feelings someone experiences when he/she has difficulty adapting to life in another country.
- Ask Ss some further questions:
   Have you ever felt like the man in the picture?
   What does the man find challenging?
   How can someone avoid experiencing culture shock?
   Do you think it is necessary to be informed about the customs and traditions of a country/place before visiting?

### B. L2.5

- Tell Ss that they are going to hear a radio interview.
- Have Ss read the key features 1-5 and make sure they do not have any unknown words.
- Play the recording and have Ss do the activity.
- · Check the answers with the class.

Sentences 1, 3 & 4 should be checked



## C. L2.1

- Ask Ss to read the rubric and the information on the chart and check their understanding.
- Explain to Ss that they have to complete the chart by either filling in the duration of the phase or circling the feeling experienced.
- Play the recording and have Ss do the activity. You may need to pause after certain segments to concept-check and allow **lower-performing Ss** to catch up.
- Check the answers with the class.



- Ask Ss the following question:
   Imagine you have a friend suffering from culture shock.
   What would you do to help him/her?
- Elicit answers and initiate a short discussion.

### D. L3.1 🧌

- Draw Ss' attention to the expression *find their feet* in activity D.
- Play the extract from the recording and have Ss write a word, phrase or sentence explaining the meaning of the expression in the context of the listening.
- · Check the answer with the class.

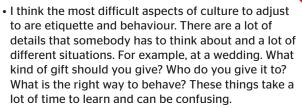
### Suggested answers

to get used to a situation, to become accustomed to a situation, to feel more confident in a situation

### E. S5.1, S2.3 🗪 🔎

- Divide Ss into pairs/groups. Pair lower-performing Ss with higher-performing Ss. This will help to build lowerperforming Ss' confidence by creating a more inclusive and supportive learning environment for them. It will also help higher-performing Ss develop turn-taking skills.
- Have Ss discuss the questions.
- · Go around the class, helping Ss when necessary.
- · Have some Ss share their answers with the class.

### Suggested answers



• I think the first thing I would tell a foreigner who has come to live here is to try to learn the language and not be afraid to ask questions. I think if people see that you are interested and want to learn about the local culture and customs, they will be very willing to help.

### Optional Activity

- Ask Ss to think of an Anglophone country they would like to visit and search the Internet to find which aspects are different from their own culture.
- Ask them to write a paragraph and present it in class in the next lesson. Encourage them to find photos as well.

### **Speaking**

### A. S2.5, S3.1 🍜 🔅

- Divide Ss into pairs and have them turn to page 82 in the Speaking Activities section.
- Have students read through the rubric and check their understanding.
- Explain to students the difference between surface and deep culture. Aspects of surface culture are easy for outsiders to identify and understand. Deep culture is less visible and takes time and effort for an outsider to interpret.
- Point out to Ss that they should try to use the phrases in the box as well as the active vocabulary presented in the Module.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.
- Encourage Ss to cooperate and participate equally in the activity.



#### Suggested answer

- **A:** I think religion is both surface and deep culture. I mean, it really influences so many aspects of our lives.
- **B:** Of course, you're right. When someone comes to Qatar, they can see that we are a religious people in things like daily prayers and the way we dress, but it is also a part of deep culture because it influences our attitude, values and ideals.
- **A:** Yes, I completely agree. And I think values are a good example of deep culture. Our values come from our religion and our history. They are not always easy to see, but they play an important role in how we conduct ourselves and interact with the world around us.
- **B:** Yes. I also think there are very good examples of Qatari values which we could mention. Like how important family is in our country and how we value our heritage. What about history?
- A: History is more difficult. I think it can be both surface culture and deep culture. I think historical celebrations like Qatari National Day are part of the surface culture, but the events from the past that they represent are part of deep culture.
- **B:** I see what you mean. So Qatari National Day celebrations could be a good example of the historical aspect of culture.
- **A:** Definitely. What about clothing and dress? I think that dress is definitely part of the surface culture.
- **B:** Yes, I agree. These are things which anyone can see. And I think language, cuisine and folklore are also parts of surface culture.
- **A:** True. And some examples of Qatari culture could be dhows or the traditional thobe. There are also traditional ardah dances.
- **B:** What about lifestyle? This is another aspect that I think can be both. Qatar is a wealthy nation and people here live a luxurious lifestyle. So that's part of the surface culture. But we respect our nomadic past which is part of deep culture. Also, people here tend to live close to their relatives and have strong family relations, which I think is deep culture too.
- **A:** Concepts of friendship is another difficult one. I think this is deep culture. Nowadays, we say we're friends with anyone we know on social media, but I think for Qataris real friendship is something deeper.
- B: Yes, I agree.
- A: We found many different examples of Qatari culture. One example can be seen in the national dishes like machboos, which is an example of traditional Qatari cuisine. Another example for lifestyle is that in the past many Qatari people lived as nomads and nowadays people keep close to their extended families. History can be seen in our Qatari National Day celebrations. And, of course, we can find examples of how religion influences everything else, like in daily prayers, dress and values.

## Writing

### A. R1.1

- Ask Ss to read the text and questions quickly, and check their understanding.
- Have Ss answer the questions.
- · Check the answers with the class.

- 1. Mia is writing the email to Annabel.
- **2.** She is writing to her friend about a cultural event she attended last week.

### B. R2.1, R2.3 🍄 🧩

- Ask Ss to read the email and have them underline any unknown words.
- For the first activity, ask Ss to read through the statements a-i and check their understanding.
- Tell Ss to tick the information the writer includes in her email.
- · Have Ss do the activity.
- · Check the answers with the class.



- For the second activity, have Ss read through the statements a-g and check their understanding.
- Tell Ss to tick the ones that apply to the email.
- Have Ss do the activity.
- · Check the answers with the class.



 Elicit the help of higher-performing Ss to explain any unknown words.

### C. W1.1, W4.1

- Have Ss read the rubric and check their understanding.
- Explain to Ss that they have to write an email similar to the one that features on the page.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss enough time to do the activity in the class.
- Choose several Ss to read out their emails to the class.

### Suggested answer

Dear Salem,

How are you? I hope you are well. I'm writing to tell you about an event I went to last week. It's called the Marmi Festival, and it's a festival all about falconry! Falconry is a traditional sport here in Qatar and, more than that, it's something I find really exciting. It really is amazing to watch!

The festival is in Doha, and it actually lasts for a whole month! During this time, there are different competitions and events. On the day I went, there was a speed racing event. The falcons raced over a short distance, flying very close to the ground. I couldn't believe how fast they were!

It was great because you could see the falcons from close up. They use cameras to film the races and show them on huge screens so you don't miss a thing. I was really tired when I got home, but I had a great time and I'm very glad I went. Perhaps you can come with me next time?

Take care,

Saud

# **Writing** An informal email

- **R.** Read the email quickly and answer the questions below.
- **1.** Who is writing the email and to whom?
- 2. Why is this person writing?
- **B.** Read the email again and do the activities that follow.
- Which of the following does the writer include in her email? Tick (✔) those that apply.

a. the name of the event	
<b>b.</b> some facts and figures about the event	
c. the actual venue of the event	
<b>d.</b> when she went to the event	
e. how long the event lasts	
f. how often the event takes place	
<b>g.</b> who is responsible for organising the event	
<b>h.</b> some of the things you can do there	
i. her opinion of the event	

**2.** Read the following statements and tick ( ) the ones that apply to the email.

### The writer:

- a. uses a formal greeting and salutation.
- **b.** uses the first person.
- c. uses a friendly and chatty style.
- d. avoids the use of short forms.
- **e.** uses indirect questions when asking a question.
- **f.** uses exclamations to express emotion.
- **g.** uses set phrases to begin and end her email.

C. You recently attended a cultural event that takes place in your country. Write an email to a friend describing the event.

When writing an informal email, use:

- an informal greeting and ending.
- informal language.
- short forms (e.g. I'm, didn't).
- exclamations (e.g. It's amazing!).
- direct questions (e.g. How are you?).
- expressions (e.g. you see, well, actually, you know, of course).
- standard grammar and spelling conventions. Avoid forms such as wanna, cul8r, etc.

To: annabel@mymail.com
From: mia@mymail.com

Subject: Canberra National Multicultural Festival

Dear Annabel,

How are you? I haven't heard from you for ages. So, I thought I'd write and tell you my news.

Last week, I went to my favourite yearly event, the Canberra National Multicultural Festival! You see, it brings together all the different cultures of people who live in Australia. It's a really lively, colourful and fun event! There are always lots of interesting things to do and see. For one, the streets are lined with stalls where you can buy interesting items from different cultures. I bought a traditional Aboriginal wind instrument called a didgeridoo. I'm hoping to learn how to play it!

Another key highlight is the food scene. You can try different traditional dishes from around the world. I loved the Qatari chicken madrouba! It's a savoury dish made from rice, chicken and vegetables. The festival also features cultural performances and parades with marching bands, beautiful traditional costumes and floats. It's amazing to watch! I was most impressed by the Chinese dragon dance!

I had such a wonderful time! Would you like me to send you some pictures? Hope to hear from you soon.

Take care, Mia





# Reading ♠) n. ♠ ♠ Discuss in pairs/groups.

- Do you think architectural styles/ buildings are a reflection of culture?
- What buildings in Qatar do you think best reflect your culture? Why?
- B. Quickly read the four texts a-d and decide who the intended reader/ audience is for each.
- 1. a friend
- 2. a supervisor
- 3. radio listeners
- **4.** magazine readers





**Host:** We're very excited to welcome Grey Kalvak into our studio today. Grey is one of the last master igloo builders in Canada. Thanks for being with us, Grey!

Grey: Thanks for having me, Barry!

Host: So, tell us Grey, how did you first get into igloo building?

**Grey:** Well, when I was a boy, my father would take me out on hunting or fishing trips. These trips would last for about two or three days, so we would build an igloo as a temporary shelter from the cold.

Host: But why not just pitch a tent?

**Grey:** Well, my father was determined to pass the knowledge of igloo building down and in doing so preserve the tradition, so he never bought a tent. You see, igloo building was an invaluable skill for my ancestors, but now there aren't many people who know how to do it.

Host: So, what makes igloos so special?

**Grey:** Well, igloos are perfectly designed for the Arctic environment. For one, they are built out of snow, a natural resource, of which there is certainly no shortage. They are, thus, environmentally friendly. In addition, snow has natural insulating properties, so igloos remain fairly warm inside. Igloos are also solid structures that are quick and easy to build if you have the know-how.

Host: So, what's the secret?

**Grey:** Well, first you need the right kind of snow. You want snow from a dry snow drift that has settled into a hard pack. Next, you use a snow knife to cut the snow into blocks. You begin by laying bricks in a circle and you trim the first ones so you're actually working in a spiral. Each brick leans a bit more inward. You trim with your snow knife as you go. When you're done, you dig a small tunnel for the door.

Host: Wow! You make it sound so easy!



Dear Aisha,

You'll never believe where I am! Tanzania! It's amazing here! We're staying in this super cool resort called Tarangire TreeTops. Basically, the whole place is a bunch of treehouses above the forest. I guess the idea was that if you built up in the trees, you wouldn't disturb all the amazing wildlife below.

And did they ever get that right! I woke up this morning to an elephant munching on tree bark not ten metres away! Got to go now – there's a monkey on the balcony!

See you soon, Love Dana



Aisha Marconi 151 East 57<sup>th</sup> Street New York, NY 10562 USA



# Going with the Flow

N owadays rising sea levels pose a serious threat to low-lying coastal areas. While many countries are building stronger coastal defences, one city has decided to give up the fight and go with the flow.

Amsterdam, the capital of the Netherlands, may lie about two metres below sea level and consist of over one hundred kilometres of canals, but authorities decided to use the city's geography to its advantage. They began constructing an eco-friendly suburb, called IJburg, consisting of artificial islands and floating houses designed to react to changes in sea levels and weather conditions.

This ambitious project began in 1997 and continues till today. The first residents moved into the area in November 2002 and since then over 22,000 people have made IJburg their home. This may sound like a lot, but when the project is completed, IJburg will be in a position to provide accommodation for 45,000 residents as well as employment opportunities for more than 12,000 people.

Projects like IJburg may seem daring, but a country like the Netherlands, where two-thirds of the population lives below sea level, must think creatively to find sustainable solutions.



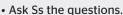
SB: S5.1, S2.3, R2.3, R2.1, R4.1, R4.2

#### Vocabulary

accessibility ancestor artificial block (n.) bunch bungalow concrete (adj.) construction daring dig disturb fairly float geography igloo insulate invaluable inward (adv.) know-how lodging low-lying pose (v.) preserve property reflect reflection secret settle shortage skylight spiral structure supervisor sustainable temporary threat trim (v.) tunnel

### Reading

### A. S5.1, S2.3 🗩 🔎



Elicit answers and initiate a short discussion.

#### Suggested answers

- Yes, I do. I think that culture has a very big effect on architectural expression. For one, it can affect the actual structure of the building and how its spaces are used. For example, if there is a culture of community gatherings, buildings are designed with community spaces to accommodate the occurrence of these events. In addition, aspects of culture, such as one's religious convictions and one's perception of beauty, play an important role in determining the design elements of a building. Take, for instance, the geometric patterns, such as the eight-pointed star, which feature prominently in both Islamic art and architecture. Use of these patterns is not only a matter of aesthetic appeal but also of religious conviction.
- I think Doha Tower is a great example of a building that reflects our culture. It's a beautiful modern skyscraper, and we are a modern country, but it also incorporates traditional elements like the Mashrabiya screens which shade the building from the heat.

### B. R2.3 🥌

- Draw Ss' attention to the layout of the texts and ask them
  to tell you what type of texts they are (<u>text a</u>: a dialogue/
  interview, <u>text b</u>: a postcard, <u>text c</u>: a magazine article,
  <u>text d</u>: an email).
- Draw Ss' attention to the words/phrases in 1-4 and make sure Ss do not have any unknown words.
- Explain to Ss that they should read the texts quickly and match them to the intended readers/audience.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answers.

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



- · Ask Ss to read the texts again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

Text a

Who is the guest? Grey Kalvak What does he do? He is a master igloo builder. What did Grey and his father build to protect themselves from the cold during their hunting or fishing trips? an igloo Why was Grey's father determined to pass the knowledge of igloo building down? to preserve the tradition

Which environment are igloos perfectly designed for? the arctic environment

What makes igloos environmentally friendly? the fact that they are built out of snow, which is a natural resource and of which there is no shortage

Why do igloos remain fairly warm inside? Because snow has natural insulating properties.

What kind of snow do you need to build an igloo? You need snow from a dry snow drift that has settled into a hard pack. How do you cut the snow into blocks? You use a snow knife. How do you begin building an igloo? You begin by laying bricks in a circle and you trim the first ones.

#### Text b

Who is sending this postcard? Dana

Who is she sending it to? Aisha

Where is Dana? She's in Tanzania.

Where is she staying? in a super cool resort called Tarangire TreeTops

What did Dana wake up to this morning? an elephant munching on tree bark not ten metres away What is on Dana's balcony right now? a monkey

#### Text of

What poses a serious threat to low-lying coastal areas? rising sea levels

What are many countries doing about this problem? They are building stronger coastal defences.

What is the capital of the Netherlands? Amsterdam Where does it lie? about 2 metres below sea level

What does Amsterdam consist of? It consists of over one hundred kilometres of canals.

What is IJburg? an eco-friendly suburb

What does IJburg consist of? It consists of artificial islands and floating houses.

What are the houses designed to react to? to changes in sea levels and weather conditions

When did this project begin? in 1997

When did the first residents move into IJburg? in November 2002

Since then, how many people have made IJburg their home? over 22,000 people

How many people will ljburg be in a position to provide accommodation and employment for when the project is completed? It will be in a position to provide accommodation for 45,000 residents as well as employment for more than 12,000 people.

Why must a country like the Netherlands think creatively to find solutions? Because two-thirds of its population lives below sea level.

#### Text d

Who is this email from? Ahlam Kanaan

Who is it addressed to? Khaled Almasi

What is its subject? the Gold Island Resort extension What is the purpose of this report? to provide the reader with a brief outline of the Gold Island Resort project What will the docks provide each bungalow with? easy access by boat

How will the wooden stilts be attached to the ocean floor? using underwater concrete pylons

What will the main living area have? a see-through glass floor and skylights

What will the skylights do? They will provide natural light and enable guests to enjoy the night sky from the comfort of their luxurious lodging.

What will all bungalows be equipped with? They will be equipped with private covered decks and boat docks.



- Draw Ss' attention to activity C.
- Have Ss read through the statements 1-8 and make sure they do not have any unknown words.
- · Have Ss do the activity.
- · Ask Ss to provide justification for their answers.
- To help lower-performing Ss, you can provide them with the paragraph or line number in which they can find the answers.
- To challenge **higher-performing Ss**, ask them to correct the false sentences.
- · Check the answers with the class.

1. F 2. T 3. NM 4. T 5. NM 6. T 7. F 8. F



### D. R2.1

- Draw Ss' attention to the diagram and explain to them that it supplemented the proposal in Text d.
- Ask Ss to complete the gaps using words from the proposal.
- Point out to Ss that they should not use more than two words for each answer.
- · Check the answers with the class.

**1.** (boat) dock **2.** skylights **3.** pier **4.** (covered) decks **5.** (wooden) stilts



### E. R4.1, R4.2

- Ask Ss to read through the meanings a-h and make sure they do not have any unknown words.
- Ask Ss to look at the highlighted words in the text.
- Encourage Ss to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- Check the answers with the class.

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



### F. R2.3 🍜

- Draw Ss' attention to the statements and make sure they do not have any unknown words.
- Have Ss do the activity.
- · Check the answers with the class.

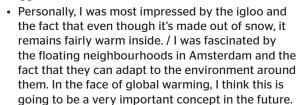
**1.** c, d **2.** b, d **3.** d **4.** a **5.** d **6.** a, b **7.** b **8.** c **9.** a, c, d **10.** b



### G. S2.3 D

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

#### Suggested answers



I'd love to stay in a treehouse in Tanzania. I think it
would be a really unique way to view the wildlife
there. / Personally, I think I'd most enjoy staying in
one of the over-water bungalows. I love the idea of a
see-through glass floor that enables you to view the
underwater world.

To: Khaled Almasi, Managing Director From: Ahlam Kanaan, Lead Project Architect Subject: Gold Island Resort Extension	
<u>Purpose</u> : As requested, we are providing you with a brief outline of the Gold Island Resort project. The information contained here concerns accessibility, design and features for twelve over-the-water bungalows	i.
Accessibility: To provide access to the new bungalows, we propose the construction of a pier extending from the southwest edge of the resort. We also suggest that each bungalow have its own private boat dock to all easy access by boat.	ow
<b>Design:</b> We have designed villas on stilts, with the main floor just one metre above the water. The wooden stilts be attached to the ocean floor using underwater concrete pylons for safety.	will
Features: In the main area, each bungalow will have a see-through glass floor for ocean viewing. Additionally, skylights will provide natural light and enable guests to enjoy the night sky from the comfort of their luxurious lodging. Finally, all bungalows will be equipped with private covered decks.	
Conclusion: We believe that these over-the-water bungalows will enable our guests to make the most of their st	ay.

<ol> <li>C. Read the texts again and decide if the statements</li> <li>More people are capable of building igloos than ever before.</li> <li>The building material for igloos is freely available.</li> <li>You can see a wider variety of wildlife at TreeTops than on a traditional safari.</li> <li>TreeTops was designed to be in harmony with nature.</li> </ol>	<ul> <li>5. Most people in Amsterdam want to live in floating houses.</li> <li>6. Homes in IJburg have been designed to adapt to the outside world.</li> <li>7. Each bungalow at Gold Island Resort will only be accessible by boat.</li> <li>8. The viewing floors in the bungalows will be under the surface of the water.</li> </ul>
D. The diagram on the right was provided to supplement the proposal in Text d. Label the diagram using words from the proposal. Choose no more than two words for each answer.	2
E. P Look at the highlighted words in the text and match them with their meanings. Then check your answers using a dictionary.	F. Read the statements below and identify which features apply to which text a-d. This text:
<ul> <li>a. building</li> <li>b. man-made</li> <li>c. very useful</li> <li>d. how sth is reached or obtaine</li> <li>e. to bother or get in the way of sb/sth</li> <li>f. a temporary place to stay</li> <li>g. a situation when there is not appurch of sth that is peeded</li> </ul>	<ul> <li>5. was written in response to a request.</li> <li>6. features conversational language.</li> <li>7. includes the recipient's home address.</li> </ul>
E. P Look at the highlighted words in the text and match them with their meanings. Then check your answers using a dictionary.  1. invaluable	which features apply to which text a-d. This text:  1. uses formal language. 2. addresses the reader directly. 3. has subheadings. 4. shows a discussion between two people. 5. was written in response to a request. 6. features conversational language.

## **G.** P Discuss in pairs/groups.

8. lodging

• What did you find most interesting about the different types of building structures discussed in the texts?

9. provides information that is both

10. includes a greeting and signing off.

factual and detailed.

h. able to last because it is not

harmful to the environment

• Which one would you most like to stay in and why?

10

### Vocabulary

- **I**. P Read the sentences and circle the correct words. Then check your answers using a dictionary.
- **1.** I came into a small **heritage / inheritance** when my grandfather passed away.
- 2. I want to learn more about my descendants / ancestors who migrated here from China in the 1800s.
- **3.** In order to preserve our country's **ceremony / heritage** we should teach young people about our history.
- 4. Colonel Smith built the house in 1825 and his ancestors / descendants still live there today.
- **5.** When we travel with an open mind, we reject cultural **customs / stereotypes** and embrace diversity.
- **6.** The wedding **ceremony / tradition** in Qatar typically lasts several hours.
- **B.** First look at the definition of a collocation. Then decide which noun in the white box below collocates with all four of the verbs and complete the sentences 1-4 with the correct form of the collocations.

A collocation is a combination of two or more words used together.

	history	tradition	custom	culture	
establish break (with) uphold pass down		Omar _ 2. Even to the 3. Mohan he	oday most (	t sword dancing fro	led to study law. inue to red wedding dress. m his father and then to his son.
			_		the orate a good autumn crop.
		OI IIIdi	iiksyiviily ii	i the 1000s to celer	rate a good autumin crop.

- **Choose another word from the box and list four verbs which collocate with it. Then create sentences using the collocations you have formed. Use a dictionary to help you.**
- $oldsymbol{\mathsf{D}}$ .  $oldsymbol{\mathcal{D}}$  Complete the sentences with the words from the boxes. Then check your answers using a dictionary

IJ. ∢	Complete the sentences with the words from the boxes. Then check your answers using a dictionary.
	signal sign symbol gesture
1.	When you make this in my country, it means that you disagree.
2.	It's a of the times that young people today can't imagine life without the Internet.
3.	The falcon, which is the national bird of Qatar, is a of courage.
4.	The teacher gave us the to begin singing the national anthem.
	unique single exclusive rare
5.	During Ramadan we do not eat a(n) bite until after sunset.
6.	Every culture has its own set of values, customs and traditions.
<b>7.</b>	It was a very peaceful society and violence was
8.	You are unlikely to find an authentic cultural experience at a(n) resort.
	common typical regular normal
9.	In many societies it's perfectly for extended families to live all together in the same house.
10.	When people work together for the good, the whole society benefits.
11.	A breakfast in my country consists of yoghurt, fruit and bread.
12.	The museum's collection is updated on a basis.

SB: R4.2, S5.1, S1.2, L2.1, L2.2, S2.3, S1.1, S2.4, S3.1

#### **Functions**

Making speculations, expressing your opinion and reaching a decision

#### Structures

Articles

#### Vocabulary

awkward descendant emblem establish exclusive heritage inheritance normal pass down rare regular shade sign signal single symbol typical unique uphold variety

### Vocabulary

### A. R4.2 🔎

- Have Ss read through the sentences 1-6 and check their understanding.
- Have Ss do the activity and check their answers in the dictionary.
- · Check the answers with the class.

inheritance
 ancestors

4. descendants

ancestors
 heritage

**5.** stereotypes

**6.** ceremony

#### В.

- · Draw Ss' attention to activity B.
- · Have Ss read the rubric and check their understanding.
- Explain to Ss that a *collocation* is a combination of two or more words which are habitually used together and which sound 'natural' to a native speaker, for example *strong winds*, *strong coffee*, *do the shopping*, *do your homework*. Other combinations, such as *big winds*, *heavy coffee*, *make the shopping*, *make your homework*, may be grammatically correct but would sound strange, even though the word replacing the word that collocates may have the same meaning. There are several types of collocations: verb-noun, verb-expression with preposition, adverb-adjective, adjective-noun, noun-noun, etc. Explain to Ss that learning to use collocations is important because collocations facilitate production and fluency.
- Draw Ss' attention to the four nouns in the box and the verbs (establish, break with, uphold, pass down).
- Tell Ss that they have to decide which noun collocates with all four verbs and complete each sentence using the correct verb-noun collocation.
- Give Ss time to do the activity.
- · Check the answers with the class.
- Ask Ss to explain the meaning of the collocations in the context of the sentences.

The collocations establish the *tradition* and *pass down* the tradition require an article. In general, if you identify what the tradition is, you need an article.

#### For example:

Young people today often uphold tradition. **BUT** 

Young people today often uphold the traditions of their parents.

#### tradition

- 1. broke with tradition
- 2. uphold... tradition
- **3.** passed down... tradition
- 4. established... tradition

### C. R4.2 D

- Ask Ss to choose one of the remaining nouns and use a dictionary to find four verbs that collocate with it. They must then create sentences using the collocations they have found.
- · Give Ss time to do the activity.
- Go around the class helping Ss.
- · Choose some Ss to read their sentences out loud to the class.

#### Suggested answers

make/distort/trace / go down in history

- Javier Sotomayer made history when he jumped 2.45 metres in the high jump.
- It's important to be wary of Internet sites that distort history and don't present the facts.
- I can trace the history of my ancestors back to the eighteenth century.
- Pele will go down in history as one of the greatest footballers of all time.

#### produce/develop/create / immerse oneself in culture

- Social media sites and the Internet have produced a culture of instant superficial friendship.
- Their university has developed a culture of tolerance which welcomes students from all backgrounds.
- Stereotypes create a culture of intolerance.
- When you travel to a foreign country you have the opportunity to immerse yourself in a different culture.

#### observe/follow/respect/preserve customs

- Most young people in Japan no longer observe traditional customs.
- If you want to follow the local customs in China, you should eat with chopsticks.
- When travelling, it is especially important to respect the customs of the country you are in.
- The best way to preserve the customs of our country is to teach them to the next generation.

### D. R4.2

- Ask Ss to read through each set of sentences and the words in the boxes and check their understanding.
- Have Ss do the activity.
- Encourage Ss to check the definitions of the words in a dictionary.
- Check the answers with the class and provide Ss with any necessary explanations.

1. gesture

**5.** single

9. normal

**2.** sign

6. unique

**10.** common

3. symbol

**7.** rare

11. typical

**4.** signal **8.** exclusive

**12.** regular

### Language plus

**signal (n)** = a movement or sound that you make to notify or warn sb about sth

sign (n) = an action, an event or a fact that shows that sth exists / is happening

**symbol (n)** = a person, an object, an event or an idea that represents a more general quality or situation

**gesture (n)** = a movement that you make with your hands, your head or your face to show a particular meaning

unique (adj) = very special or unusual

single (adj) = only one

**exclusive (adj)** = very expensive and available to only a small group of people

rare (adj) = not done, seen, happening, etc. very often
common (adj) = happening often

**typical (adj)** = having the usual qualities or features of a particular type of person, thing or group

regular (adj) = done or happening often

normal (adj) = sth you would expect to happen





### Grammar

- Ask Ss to read through the examples 1-5 in the box.
- Draw Ss' attention to the words in blue. Make sure that Ss understand that the focus is on the definite article the and the indefinite articles a/an.
- Ask Ss to read through the questions a-f and check their understanding.
- Ask Ss the questions.
- · Elicit and check the answers with the class.
- Refer Ss to the Grammar Reference (pp. 90-91).
  - a. a/an (A national flag, a flagpole, an emblem, a red dragon, an article)
  - **b.** the (the flag, the invitation)
  - **c.** the (the flag of Wales, the beach, the sun)
  - d. No, we don't. (flags)
  - e. names of countries, cities, proper names (Scotland, Edinburgh, Mike, Tom)
  - f. before names of newspapers, museums, the superlative degree of adjectives (the Daily News, the Museum of Modern Art, the most impressive)

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

<b>1.</b> A	<b>7.</b> -	<b>13.</b> The	<b>19.</b> The	25. The 26. the 27. the 28. a
<b>2.</b> a	<b>8.</b> The	14	20	<b>26.</b> the
<b>3.</b> a	<b>9.</b> the	15	<b>21.</b> a	<b>27.</b> the
<b>4.</b> a	<b>10.</b> the	<b>16.</b> an	22	<b>28.</b> a
<b>5.</b> an	<b>11.</b> the	<b>17.</b> the	<b>23.</b> the	
<b>6.</b> The	<b>12.</b> the	<b>18.</b> a	24	

### Listening

### A. S1.1, S1.2

- Divide Ss into pairs/groups.
- · Ask Ss the questions, elicit answers and initiate a short discussion.

#### Suggested answer

· Actually, yes. Some friends of ours from China came to visit us a few weeks ago and brought me a gift. I immediately opened it after they gave it to me, but they were very embarrassed. I guess in China you shouldn't open a gift in front of the giver. I felt really bad about it.

### B. L2.1, L2.2

- Ask Ss to read through questions 1-6 and the respective answer choices and check their understanding.
- To challenge **higher-performing Ss**, you may modify this activity from multiple choice to open-ended questions. To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Play the recording twice and have Ss do the activity. You may need to pause after certain segments to conceptcheck and allow lower-performing Ss to catch up.
- · Check the answers with the class.



### C. S2.3 D

- Draw Ss' attention to the question.
- · Elicit answers and initiate a short discussion.

#### Suggested answer

· Actually, I agree with the man in the listening. I don't really think time capsules are that effective as a means of preserving our past. First of all, people are not likely to go around digging in the garden for information about how we lived 100 years before. But more importantly, I think that there is a living record in people. Historians and the next generations should get their information by talking to the people who came before.

### Speaking

### S1.1, S2.4, S3.1 Q P



- Divide Ss into groups and have them turn to page 82 in the Speaking Activities section.
- · Have Ss read the rubric and check their understanding.
- Draw Ss' attention to the boxes with useful vocabulary and structures used to express opinion and check their understanding.
- Draw Ss' attention to the tip and explain it.
- Point out to Ss that they should try to use the words/ phrases/expressions in the boxes as well as the active vocabulary presented in the Module.
- · Have Ss do the activity.
- · Go around the class helping Ss when necessary.
- Encourage Ss to cooperate and participate equally in the activity.
- At the end of the activity each group should choose one student to present their idea to the class.

#### Suggested answer

- A: OK, so first we have to decide what aspect of Qatari culture we should highlight.
- **B:** In my opinion we should highlight Qatari cuisine.
- C: I don't agree with you on that. I think it would be more original to look at traditional Qatari handicrafts. These are traditions that need to be preserved before people forget about them.
- **D:** You have a point there. If we chose that, what products should we exhibit?
- C: We could exhibit examples of weaving and embroidery.
- A: That's not a bad idea.
- **B:** That's true. We could even have a master weaver give demonstrations.
- D: That's exactly what I was thinking.
- A: Will we sell anything?
- C: Yes, I think we should sell handicrafts, and the money can be used to maintain the tradition. Maybe we could use it to support local artisans or even to teach young people traditional weaving and embroidery techniques.
- D: We could sell rugs too, and other examples of weaving.
- B: So, we're settled then?
- **A:** Yes. We're going to exhibit traditional Qatari handicrafts.
- D: I think Fatima should present the idea to the class since it was her idea.
- B: Agreed.
- C: OK.
- C: We've decided to exhibit traditional Qatari handicrafts at our stall. We chose this because we want to preserve these traditions before they are forgotten. We are going to show examples of traditional Qatari embroidery and weaving, and even have a master weaver give demonstrations. The handicrafts will be available for purchase and the money will go towards helping to maintain Qatari artistic traditions.

### Grammar Articles → pp. 90-91

- **A**. Read the examples below and answer the questions that follow, referring to the examples.
- A national flag isn't just fabric hanging from a flagpole.
- 2. It is common for flags to have an emblem. For me, the flag of Wales has the most impressive one: a red dragon.
- I've always wanted to visit Scotland, and when my friend who lives in Edinburgh invited me to his wedding, I accepted the invitation immediately.
- Mike and Tom decided to sit on the beach and enjoy the sun.
- 5. There was an article on the Museum of Modern Art in the Daily News today.
- **a.** Which article do we use before a singular countable noun when we mention it for the first time?
- **b.** Which article do we use before nouns which are specific, defined or have been mentioned before?
- **c.** Which article do we use before nouns which are unique?
- **d.** Do we use an article before plural countable nouns when we refer to them in general?
- e. Which words do not take the definite article the?
- **f.** In which other cases do we use the definite article *the*?

### Listening **◄**»

- A. Q Discuss in pairs/groups.
- · Have you ever had a cultural misunderstanding? What happened and how did you feel?
- B. You will hear people talking in six different situations. For questions 1-6 choose the best answer a, b, c or d.
- 1. You hear a brother and sister talking about an Australian custom. Why did their aunt give the hostess an empty plate?
  - **a.** She misunderstood her request.
  - **b.** It was customary to do so where she used to live.
  - c. She wanted to play a joke on her Australian friend.
  - **d.** Her Australian friend was expecting more people than she had plates for.
- **2.** You hear a brother and sister talking about learning a language. What is the man going to do?
  - a. move to Russia
  - **b.** take more Russian lessons
  - c. study with a native Russian speaker
  - d. think in English before speaking in Russian
- **3.** You hear two people talking about an awkward situation. What did the woman do to upset her friend?
  - a. She visited her friend uninvited.
  - **b.** She played a practical joke on her.
  - **c.** She said the food in her friend's country was bad.
  - **d.** She believed something to be a part of her friend's culture that wasn't.
- **L.** Discuss in pairs/groups.
- Do you think time capsules are a good way to preserve history for historians and the next generation? Why? / Why not?

B. Read the text and complete with a, an, the or -.

1 flag isn't just 2 piece of fabric hanging
from 3 flagpole. It is 4 nation's most
widely recognised symbol. While flags come in 5
interesting variety of colours, their shape rarely varies.
6 only non-rectangular flag is that of 7
Nepal which consists of two triangles stuck together.
8 most common colour on national flags is
red which appears on 75% of all flags, closely followed
by white (70%) and blue (50%). For this reason,
many flags can appear similar to each other. Both
9 flags of 10 Republic of Ireland and
11 Ivory Coast have 12 same colours,
but in reverse order. 13 flags of 14 Chad
and 15 Romania seem identical at first glance
and it takes 16 observant person to notice
that 17 Romanian flag has 18 lighter
shade of blue. 19 current flag of 20
Qatar is maroon with 21 broad white band
with 9 points. It was adopted on 22 9 July 1971,
shortly before 23 country's independence
from <b>24</b> Britain. <b>25</b> Qatari flag is
26 only national flag in 27 world to
have <b>28</b> width more than twice its height.

- **4.** You hear a brother and sister talking about Indian food. What does the brother like most about the Indian restaurant?
  - a. It's close to their house.
  - **b.** It sells authentic Indian food.
  - **c.** The food is better than home-cooked Indian food.
  - **d.** It reminds him of a three-week holiday he went on.
- **5.** You hear a man talking about a popular event in Spain. What is the man's purpose?
  - a. to talk about a personal experience
  - **b.** to provide information about the event
  - **c.** to warn people of the dangers of the event
  - **d.** to compare this event with another event that takes place elsewhere
- **6.** You hear a brother and sister talking about time capsules. What does the brother think of his sister's time capsule?
  - a. It won't last that long.
  - b. It will be useful to historians.
  - c. It will be of no value to historians.
  - **d.** It's better than the one he made at school.

### **Speaking**

Work in groups. Turn to page 82 in the Speaking Activities section and do activity 1b.

## **Writing** A newspaper article

- A. Read the text below and answer the questions.
- Where would you expect to find a text like this?
- · Who is the writer writing the text for?



## CANBERRA FESTIVAL OPENS ITS DOORS

ustralia's three-day National Multicultural Festival opened today in the capital city of Canberra. The festival was first held in 1966, and it now takes place annually in February (this year, from the 21st to the 23rd), in various venues around Garema Place. It is supported by a long list of sponsors and partners, such as the US Embassy, the University of Canberra, the North Canberra Bears and the Hellenic Club to name but a few, without whose support the event would not be possible. The festival has one purpose: to provide a sponsors.



by Beverly Hughes

- would not be possible. The festival has one purpose: to provide a space where the different cultures of the country can come together for a celebration of diversity.
- 2 This year's festival is set to be bigger than ever, with organisers expecting over 200,000 people to attend. Already, visitor numbers on the first day alone have passed previous records. This year, the festival features a record-breaking 350 stalls, offering information, cultural displays, and food and drink from approximately 80 different cultures around the world. Another highlight of the festival is the annual parade of countries which is taking place today. With over 2,000 performers in traditional costumes from a range of cultural groups, this event is sure to be a spectacular show of colour and sound.
- The festival is a family-friendly event that combines both entertainment and education. With today and tomorrow offering a wide-ranging programme of cultural events, there is something for everyone. Anyone who wants to learn about the history, people, cuisine and customs of Canberra's multicultural community and have a wonderful time while doing so should not miss this event.

B. 🏂 Read the article again and do the ac	ctivities that follow.
1. Read the following statements. Tick ( ) the writer:	nose that apply to the article.
a. explains why she is writing.	<b>f.</b> provides details about the event.
<b>b.</b> avoids the use of short forms.	g. gives her personal opinion.
c. gives a title.	h. addresses readers directly.
d. uses questions and exclamations.	i. uses separate paragraphs.
e. uses a friendly and chatty style.	<b>k.</b> provides background information about the event.
<b>2.</b> The article on this page and the email on answering the questions below.	page 13 describe the same event. Find out how they differ b
a. Which text is written in a more objective	re and factual style?
<b>b.</b> Which text includes personal feelings a	nd emotive language?

c. What information does the email include that the article does not?d. What information does the article include that the email does not?

e. What information is included in both text types?



SB: R2.3, R2.1, R4.1, W1.1, W2.1, W3.2, W4.1

#### **Functions**

Writing a newspaper article

#### Vocabulary

annually attend display (n.) diversity emotive embassy multicultural partner record (n.) record-breaking spectacular sponsor (n.)

### Writing

### A. R2.3 🥌

· Ask Ss to read the text quickly and answer the questions.

- 1. in a newspaper
- **2.** It is written for a large audience of people who probably know nothing about the writer or the topic.

### B. R2.3 🍜

- · Ask Ss to read the text again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask some comprehension questions.

When was the Multicultural Festival first held? in 1966 How often and when does it take place? every year in February

What is the purpose of the festival? to provide a space where the different cultures of the country can come together

Who are some of the festival's sponsors? the US Embassy, the University of Canberra

How many people do organisers expect to attend? over 200.000

How many performers will take part in the parade? over

- For the first activity ask Ss to read statements a-k and have them do the activity.
- · Check the answers with the class.
- Have Ss provide justification for their answers.



- Refer Ss to the informal email on page 13 and have them read it.
- Ask Ss to read the questions in Activity 2 and check their understanding.
- · Have Ss answer the questions in Activity 2.
- Write the words 'informal email' and 'article' on the board side by side. As students answer the questions a-e, create a table comparing and contrasting the two text types. Alternatively, you can have students work in pairs to create their own tables. This will help draw their attention to the key differences in style, content and form between these two types of texts.
- · Check the answers with the class.

- a. the newspaper article
- b.the email
- c. The email includes personal, subjective information, such as opinions, emotions and preferences. It also gives individual details, for instance when the writer attended the event.
- d. The article is more informative and includes factual/ statistical/specific information, such as how many people are expected to attend, how many stalls there are, how many cultures are represented, and how many performers are participating this year. It also includes information that would not be available to a visitor, such as details about the history of the event and its sponsors.
- e. Both texts include basic information, such as the name of the event, what it celebrates and what you can expect to do and see there.



### C. R2.1

- Draw Ss' attention to the diagram and explain that it illustrates how newspaper articles are structured.
- Ask Ss to read the statements a-i and check their understanding.
- · Allow Ss enough time to do the activity.
- · Check answers with the class.

a.1 b.3 c.2 d.1 e.1 f.2 g.1 h.3 i.2

### D. R4.1 🔎

- Draw Ss' attention to activity D.
- Ask Ss to read the rubric and the words/phrases and check their understanding.
- · Ask Ss to do the activity.
- · Check the answers with the class.

annually
 various venues
 attend
 visitor numbers
 features
 approximately
 combines
 wide-ranging

### E. R2.3 🥌

- · Have Ss read the writing task and underline the key words.
- · Elicit answers and explain any unknown words.

The following words should be underlined: newspaper, article, cultural event, annually, your country, include important facts and figures



- · Have Ss answer the questions.
- Check the answers with the class.
  - 1. write a newspaper article about a cultural event
  - 2. neutral, formal and factual style
  - 3. It should include basic information about the event (what?/where?/when? etc.) and details about what activities are on offer, as well as factual details such as how many people attend and who is organising it.

### F. W1.1, W2.1, W3.2, W4.1

- Ask Ss to read the TIP and check their understanding.
- Ask Ss to go to the Workbook, pages 13-15, read through the plan and provide them with any necessary explanations and clarifications.
- Make sure Ss understand what kind of information the newspaper article should contain.
- Ask Ss to go to the Workbook page 13 and complete the writing plan before they start the writing task.
- Allow Ss enough time to write their descriptions following the plan and the TIP.
- Once Ss have finished writing, ask them to read through the checklist on Workbook page 15 to make sure they have carried out the task correctly.
- · Have some Ss read out their articles.

#### Suggested answer

The first of January marks the start of the Marmi Championship, an International Falcon Festival that takes place every year in Doha, Qatar and runs for an entire month. Falconry is an important part of the Qatari culture and lifestyle and this festival helps not only to keep this traditional sport alive for the generations of the future but also to ensure the protection of falcons and other wildlife. The event is organised by Qatar Al Gannas Society, and is held under the patronage of HE Sheikh Joaan bin Hamad Al Thani.

Now in its eleventh year, the festival has grown to become one of the largest falconry events in the region. It offers visitors an insight into the sport of falconry through competitions and displays. This year, around 1,500 people from around the world are expected to compete in organised falconry events watched by hundreds of visitors. Video screens and additional facilities have also been provided to ensure visitor comfort. Visitors to the festival can win gifts and prizes, learn about the sport, and experience authentic Qatari hospitality.

The Marmi Championship and International Falcon Festival brings together people with a shared interest in a display of excellence and skill. The festival provides an excellent window into the deeply rooted tradition of Falconry in Qatar. It is a family-friendly event that can be enjoyed by people of all ages.

[. First look at the diagram below which shows how a newspaper article is structured. Then read the statements that follow and write the numbers 1-3 in the boxes provided to show which paragraph in the article each statement corresponds to. **Most important information** paragraph 1 Details paragraph 2 General comments paragraph 3 In this paragraph the writer: a. outlines the purpose of the event. b. explains the reason why one should attend the event. **c.** mentions the number of expected visitors. d. states the name of the event. **e.** refers to the specific location of the event. **f.** says what one can expect to do and see there. g. mentions the organisations providing financial support. h. mentions who the event would appeal to. i. provides specific details regarding the attractions. D. PRead the article again and find the more formal equivalents of the phrases below. **1.** every year (para.1): 2. different places (para.1): 3. go/be there (para.2): 4. the number of people present at an event (para.2): **5.** has (para.2): **6.** about (para.2): 7. brings together (para.3): 8. covering many different things (para.3):

E. Read the writing task below and underline the key words/phrases. Then answer the questions that follow.

You work for a newspaper and have been asked to write an article in which you describe a cultural event that takes place annually in your country. Make sure to include important facts and figures.

- **1.** What have you been requested to do?
- **2.** What writing style should vou use?
- **3.** What kind of information should your article have?
- F. First look at the diagram and statements that feature in activity C to determine what kind of information to include in each paragraph of your newspaper article. Then read the TIP below and go to the Workbook pp. 13-15 to plan and write your article.

When writing a newspaper article:



- use a neutral, formal and factual style.
- separate your article into three distinct parts: the important information, the details and then the general comments.
- provide an interesting title.
- use facts and figures to provide interesting details.



A. Choose a, b, c or d.  1. It's not a very colour. Why	<ol> <li>Complete the dialogue with the Present Simple or the Present Progressive of the verbs in brackets.</li> </ol>
don't you try the blue one	A:1 (you / hear) from Sean very often?
instead?	Where is he these days?
<b>a.</b> desired <b>c.</b> appealing <b>b.</b> observant <b>d.</b> considerable	<b>B:</b> You know what he's like; he 2 (always / move) from place to place. He 3 (live) up
<b>2.</b> The problem with sleeping in a big student	in the mountains of Mongolia at the moment.
is you never know who you will end up	He <b>4</b> (write) me a letter every now and
sharing a room with.	then.
<b>a.</b> dormitory <b>c.</b> stall	A: He 5 (send) you letters all the way from
<b>b.</b> surface <b>d.</b> coach	Mongolia. Hasn't he heard of email or the phone?
3. Some people think language is one of the	B: Well, that's the point, isn't it? He 6 (not
which most defines a culture.	use) technology so he can immerse himself in the
a. trends c. emblems	life of the locals there.
<b>b.</b> gestures <b>d.</b> features	
<b>4.</b> This book club is so that it only admits a	A: That 7 (sound) pretty tough.
handful of new members each year.	B: I guess it is, but he 8 (think) these
<b>a.</b> unique <b>c.</b> primary	cultures 9 (die out). He's worried that
b. exclusive d. single	big cities will gradually absorb everyone, and he
<b>5.</b> When I travel, I try to myself in the local	10 (want) to experience the nomadic
culture.	lifestyle before that 11 (happen).
<b>a.</b> immerse <b>c.</b> recreate	A: Well, one thing is certain. I 12 (not envy)
b. rush d. capture	him. When 13 (he / come) back home?
6. In recent years, archaeologists have gained	The winter 14 (be) pretty cold up there
insight into ancient cultures and civilisations.	in Mongolia.
<b>a.</b> normal <b>c.</b> awkward	<b>B:</b> As far as I know, he <b>15</b> (not think) of
<b>b.</b> thoughtful <b>d.</b> considerable	coming back before January.
7. Cultures with strong oral traditions down	D. Complete with a, an, the or
stories from one generation to the next.	<b>1.</b> national flag of country is often
<b>a.</b> break <b>c.</b> write	inspired by historical events.
b. pass d. tell	<b>2.</b> My aunt Emily knows everything about tea,
8. My choice was a weekend at a luxurious	and if she says that tea grown in
hotel by the sea, but when I saw the prices I	China is top quality, I believe her.
changed my mind; I ended up staying at a B&B.	<b>3.</b> For me, most important part of
<b>a.</b> primary <b>c.</b> unique	experience abroad is tasting local cuisine.
<b>b.</b> authentic <b>d.</b> initial	<b>4.</b> We decided to take taxi down to
	seashore and watch moon rise.
B. Complete with the correct form of the words in	<b>5.</b> There was accident on Ludlow Avenue
capitals.	yesterday afternoon. Luckily no one was hurt
1. A good team leader must be and	<b>6.</b> Metropolitan Museum has significant
confident. <b>DECIDE</b>	collection of Mesopotamian art.
<b>2.</b> If you're planning on exploring the old city, be	Self-assessment
sure to wear footwear. SENSE	Read the following and tick the appropriate boxes
3. The new Italian restaurant across the street has	For the points you are unsure of, refer back to the
very nice food, but it's a bit PRICE	relevant sections in the module.
4. The idea of staying in a dormitory is not	
very to some people. APPEAL	NOW I CAN
	discuss issues related to different aspects
5. He was by the way everyone	of culture
welcomed him so sincerely to the	distinguish between permanent and
neighbourhood. <b>OVERWHELM</b>	temporary situations
<b>6.</b> An eyewitness managed to take	describe festivals and different aspects
down the number plate of the car. <b>OBSERVE</b>	of culture
<b>7.</b> Due to the success of our recent series on cultural	<u> </u>
identity, we are on the way to becoming the	make speculations, express my opinion and
country's highest-selling	come to a decision
magazine. <b>WEEK</b>	write an informal email (describing
8. Memories are more than any of the	a cultural event)
souvenirs you can find in tourist shops. <b>MEANING</b>	write a newspaper article (about a cultural
,	event)

#### A.

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

#### В.

decisive
 sensible
 pricey
 appealing
 overwhelmed
 observant

# 7. weekly8. meaningful

#### C.

- Do you hear
   is always moving / always moves
   is living
   writes
   sends
   doesn't use / isn't using
- 7. sounds8. thinks9. are dying out10. wants11. happens
- 12. don't envy13. is he coming
- 14. is15. isn't thinking

#### D.

The, a, –
 -, the, –
 the, an, the
 a, the, the
 an, -, -

**6.** The, a, -

### 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.

	205
5	

STUDENT'S BOOK			
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES	
S5.1	Communication	Reading A p. 22	
R2.3	Communication	Reading B p. 22	
R2.1	Creative and critical thinking	Reading C p. 23	
R4.1	Problem-solving	Reading D p. 23	
R4.2	Problem-solving	Reading D p. 23	
S5.1	Communication	Reading E p. 23	
R4.2	Problem-solving	Vocabulary A p. 24	
R4.2	Problem-solving	Vocabulary B p. 24	
S2.3	Problem-solving	Listening A p. 26	
L1.1	Creative and critical thinking	Listening B p. 26	
L2.1	Creative and critical thinking	Listening C p. 26	
S1.2	Creative and critical thinking	Listening D p. 26	
S2.3	Problem-solving	Listening D p. 26	
S2.3	Problem-solving	Speaking p. 27	
S3.1	Cooperation and participation	Speaking p. 27	
R2.3	Communication	Writing A p. 27	
R2.3	Communication	Writing B p. 27	
R2.3	Communication	Writing C p. 27	
W1.6	Inquiry and research	Writing D p. 27	
W4.1	Creative and critical thinking	Writing D p. 27	
S2.3	Problem-solving	Reading A p. 28	
R2.3	Communication	Reading B p. 28	
R2.1	Creative and critical thinking	Reading C p. 29	
R2.2	Creative and critical thinking	Reading D p. 29	
R4.1	Problem-solving	Reading E p. 29	
R4.2	Problem-solving	Reading E p. 29	
R2.3	Communication	Reading F p. 29	
S1.1	Inquiry and research	Reading G p. 29	
S2.3	Problem-solving	Reading G p. 29	
R4.2	Problem-solving	Vocabulary A p. 30	
L2.1	Creative and critical thinking	Listening A p. 31	
L3.1	Creative and critical thinking	Listening B p. 31	
S2.3	Problem-solving	Speaking p. 31	
S3.1	Cooperation and participation	Speaking p. 31	
S1.1	Inquiry and research	Writing A p. 32	
S5.1	Communication	Writing A p. 32	
R2.3	Communication	Writing B p. 32	
R1.1	Creative and critical thinking	Writing C p. 33	
R2.3	Communication	Writing D p. 33	
W2.1	Creative and critical thinking	Writing E p. 33	
W1.6	Inquiry and research	Writing F p. 33	
W2.1	Creative and critical thinking	Writing F p. 33	
W3.2	Creative and critical thinking	Writing F p. 33	
W4.1	Creative and critical thinking	Writing F p. 33	
S2.2	Creative and critical thinking	Culture page A p. 35	
S5.1	Communication	Culture page A p. 35	
R1.1	Creative and critical thinking	Culture page B p. 35	
R2.1	Creative and critical thinking	Culture page C p. 35	
S2.3	Problem-solving	Task A p. 36	
R2.3	Communication	Task B p. 36	
R2.1	Creative and critical thinking	Task C p. 36	
L2.1	Creative and critical thinking	Task D p. 36	
R2.3	Communication	Task E p. 36	
S2.5	Communication	Task F p. 36	

WORKBOOK			
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES	
R2.1	Creative and critical thinking	Activity D p. 28	
R2.2	Creative and critical thinking	Activity D p. 28	

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

### **2a** (pp. 22-23)

- express and explain different opinions on real events, and justify their own opinion (S5.1)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

### **2a** (pp. 24-25)

 use independently familiar and unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

### **2a** (pp. 26-27)

- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- understand and respond to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (L1.1)
- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1)
- justify and respond independently to common feelings such as surprise, interest and regret (S1.2)
- keep interaction going in discourse level exchanges by asking for explanation of complex ideas (S3.1)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- ask about and explain independently causes and consequences of more complex processes and ideas, including processes and ideas which are unfamiliar (W1.6)
- use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts (W4.1)

### **2b** (pp. 28-29)

- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics (R2.2)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- explain independently why a real or fictional event has a personal significance (S1.1)

### **2b** (pp. 30-31)

- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1)

- guess independently the meaning of unknown words important for comprehension from available clues in a wide range of longer, more complex texts including some texts on unfamiliar topics (L3.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- keep interaction going in discourse level exchanges by asking for explanation of complex ideas (S3.1)

### **2b** (pp. 32-33)

- explain independently why a real or fictional event has a personal significance (S1.1)
- express and explain different opinions on real events, and justify their own opinion (S5.1)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- organise sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- ask about and explain independently causes and consequences of more complex processes and ideas, including processes and ideas which are unfamiliar (W1.6)
- plan and draft an extended complex text and modify the draft independently (W3.2)
- use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts (W4.1)

### Culture page (p. 35)

- justify independently their attitude towards the character of a real or fictional person (S2.2)
- express and explain different opinions on real events, and justify their own opinion (S5.1)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)

### Task modules 1 & 2 (p. 36)

- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1)
- clarify a complex idea or process by breaking it down into smaller steps (S2.5)

#### 2 Review

- understand and respond independently to detail in longer, more complex texts including some texts on unfamiliar topics (R2.1) WB
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts including some texts on unfamiliar topics (R2.2) WB



### Vocabulary

### a thirst for knowledge combine cradle grave imagination patience seek

- Draw Ss' attention to the picture on the page and ask them to tell you what they can see (an illustration of the human brain with the left hemisphere in black and white with gears, a ruler and equations and the right hemisphere in colour with flowers and a rainbow).
- Ask Ss why the brain is depicted in this way. Elicit
  answers and then explain that it is depicted in this
  way because the two sides of the brain are believed to
  process information very differently. The right side of the
  brain is said to be for creative thinking, while the left side
  of the brain is said to be for analytical thinking.
- Draw Ss' attention to the title of the module and help them relate it to the content of the picture on the page.
- Ask Ss to tell you what the title of the module might mean (a strong desire to learn new things).
- Ask Ss to tell you what they think the module is going to be about.
- Flicit answers
- Have Ss read through the quotations in the *Discuss* section and check their understanding.
- · Ask Ss the questions.
- Elicit answers and initiate a short discussion.

#### Suggested answers

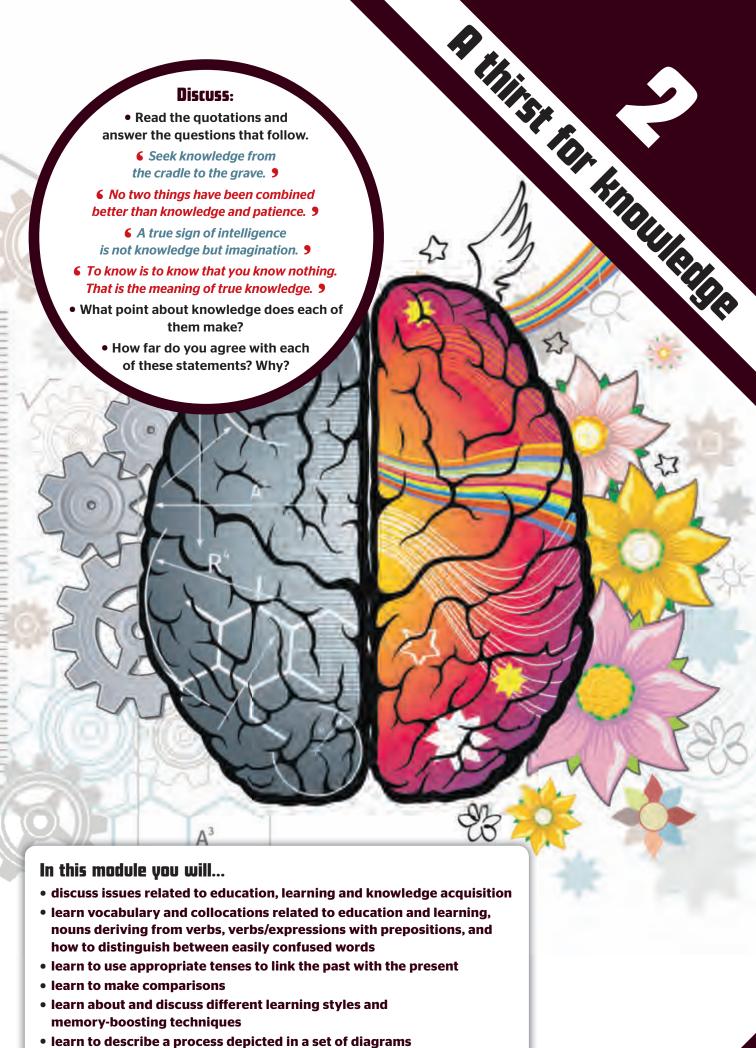
• 'Seek knowledge from the cradle to the grave.' - The Prophet Muhammad (PBUH) is clearly emphasising how important acquiring knowledge is. Its acquisition is described as a pursuit that starts when one is born and ends when one dies. Given the infinite nature of knowledge, it makes sense that one should never stop trying to acquire it. I personally think that the pursuit of knowledge has a humbling effect as it makes us realise that no matter how much we know, there is always more to learn.

No two things have been combined better than knowledge and patience.' - I think The Prophet Muhammad (PBUH) is telling us that the acquisition of knowledge can only be achieved when we possess intellectual virtues, such as patience, perseverance and diligence. In other words, truth can only be revealed to us when we have the qualities of mind and character that promote intellectual growth and development.

A true sign of intelligence is not knowledge but imagination.' - I believe that this means that being knowledgeable (knowing a lot about a subject) does not make you intelligent. This is because information in and of itself means nothing unless it is applied creatively to provide insight and understanding, yield solutions and inspire action and progress.

'To know is to know that you know nothing. That is the meaning of true knowledge.' - In my opinion, this means that a truly knowledgeable person is modest in that he/she understands that knowledge is infinite and can therefore never truly be attained.

- I agree entirely with all four statements. If we wish to fulfil our potential and become the best version of ourselves, we must devote our lives to the pursuit of knowledge and truth. This will not only help broaden our minds but also refine our character.
- Read out the objectives in the In this module you will... section.
- Explain any unknown words.



learn to write a compare and contrast essay





### A visit to Bay College

Posted by Elliot Ingber Feb 3 2020

Well, I've been putting things off again! I was meant to start applying for colleges yesterday. So, time to get something done! I want to study interior design, but I just need to decide where. So, this morning, at last, I checked out Bay College of Design, to see what the students are doing.

I felt intimidated when I saw their work. Anyone who can draw like that must be remarkably gifted – I'd struggle to do something that good. However, I spoke with some students, and they told me they felt the same on first visiting the college!

They also warned me it's tough getting in, because you need to prove you've got what it takes. But they said that if I do, I'll have a bright future ahead. This is the first time I've felt like this is what I really want to do. I have to keep reminding myself that getting in isn't child's play, so I'll have to stay focused and work on drastically improving my drawing skills.

If anyone out there can give me more information about Bay, I'd appreciate it!

Bye for now.

## Reading **◄**»

**A.** Discuss in pairs/groups.

- Are there things you've always wanted to learn, but haven't had the opportunity to do so yet? What are they?
- What do you think would be the best way to learn these things?
- B. Quickly read texts A-D and answer the questions.

1.

# Match the text types a-d with texts A-D.

a.	an article in	
	a magazine	
b.	a formal letter providing	
	information	
c.	a blog post	
d.	a flver	

2. Match the purposes a-d with texts A-D.

Tŀ	nis text aims to:	
a.	provide information about a specific study programme.	
b.	share personal experiences about study choices.	
c.	get people to apply for a specific course. [	
d.	inform people about an	

approach to learning.



Woods, forests and fields are ideal settings for education and well-suited to the direct learning experiences of experimentation and play. Why, then, do so many children lack the opportunity to learn in these environments?

Many educators believe it is time to make experiential learning in nature a primary means of instruction. The concept actually originated in Sweden in the 1950s and was then adopted by all Scandinavian countries because of its value in building confident and independent-minded children. This is where some innovative UK schools, appropriately named Forest Schools, have been getting their ideas from.

Forest Schools use the wilderness as a classroom. Students may be seen following wild animal tracks or picking up survival skills like how to build shelters or search for <a href="edible">edible</a> plants. Research has shown that this hands-on approach encourages students to better assess risks and show initiative. Supporters say that children in this setting are bound to develop an appetite for learning, be more environmentally aware and be more physically active. Students attending Forest Schools have also earned the reputation for demonstrating excellent problem-solving abilities. Perhaps it's time to get out into the great outdoors?



SB: S5.1, R2.3, R2.1, R4.1, R4.2

#### Vocabulary

adopt ahead aircraft alternative (adj.) aspect astronomy be bound to be child's play be on offer bright certificate challenging concept conventional crucial curriculum demanding demonstrate determined drastically edible engineering enrol excel express fall behind field trip focused gifted hands-on have what it takes ideal identify initiative interior design intimidated lack (v.) maintain pick up (skills) poisonous put off remarkably remind reputation setting shelter struggle (v.) submit survival the great outdoors tough tracks wilderness woods

### Reading

### A. S5.1

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

#### Suggested answers

- Actually, there are a lot of things that I've always wanted to learn, but haven't managed to do so yet.
   They include learning to ride a motorbike, cook well, write well and speak a foreign language, such as Spanish or French.
- Well, the best way to learn how to ride a motorbike is to sign up for a basic rider course at an approved school. Before doing that though, I think I would first attend an introductory lesson. Although optional, it would help ease me into the process, which I think would be very intimidating at first. To learn how to cook, I can do all sorts of things. I can watch YouTube videos and cooking shows, try out recipes and experiment with new techniques and ingredients. If, however, I wish to take learning how to cook seriously, I think I would have to attend cooking classes. As for learning to write well, I think it would take a lot of effort, practice and dedication to the craft to develop good writing skills. I would need to read widely and critically. This would involve not only reading lots of books written by distinguished writers but also studying the techniques they use and applying them to see what works best for me. I could also enrol on a writing course for additional support. As for learning a foreign language, I think the first step is to take lessons in that language. I could also watch YouTube videos and films. Also, once I have developed a fairly good understanding of the language, it would be a good idea to travel and fully immerse myself in the culture of the country whose language I am learning.

### B. R2.3 🥌

- Ask Ss to read through the rubric and the options in activities 1 and 2 and check their understanding.
- Have Ss do the activities.
- To challenge higher-performing Ss ask them to cover the purposes a-d in activity 2 and provide a description of the purpose of each text themselves. To aid lower-performing Ss tell them that purposes b and d refer to the texts on page 22 and purposes a and c to the texts on page 23.
- Check the answers with the class.

**1. a:** B, **b:** D, **c:** A, **d:** C **2. a:** D, **b:** A, **c:** C, **d:** B





- Ask Ss to read the texts again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

#### Text A

Who is the post written by? Elliot Ingber What does he want to study? interior design

What hasn't he decided yet? where he wants to study Which college did Elliot manage to check out? Bay College of Design

Why is it tough to get into Bay College of Design? Because you have to prove that you have what it takes.

What will Elliot have if he manages to get in? a bright future ahead

What will Elliot have to do? stay focused and work on drastically improving his drawing skills

What does Elliot ask for in this post? He asks for information about Bay College of Design.

#### Text B

What are some ideal settings for education? woods, forests and fields

What do many educators believe? that it is time to make experiential learning in nature a primary means of instruction Where and when did this concept originate? in Sweden in the 1950s

Why was this concept adopted by all Scandinavian countries? It was adopted because of its value in building confident and independent-minded children.

What do Forest Schools use as a classroom? the wilderness What are some of the activities students in Forest Schools may be seen doing? following wild animal tracks or picking up survival skills like how to build shelters or search for edible plants

What has research shown about this hands-on approach? It encourages students to better assess risks and show initiative.

What do supporters of Forest Schools say about children in this setting? In this setting, children are bound to develop an appetite for learning, be more environmentally aware and be more physically active.

Which other skill have students attending Forest Schools earned a reputation for? excellent problem-solving abilities

#### Text C

What can students at Eaglewing Aviation School obtain? a PPL (Private Pilot Licence)

What are some of the aspects of basic aircraft engineering that the additional courses cover? how to maintain and repair light aircraft

Where can people interested in applying to Eaglewing Aviation School find more information? the school's website

#### Text D

Who wrote this letter? Alex Baxter, the Blue Ridge School Study Abroad Coordinator

Who is this letter addressed to? Mr Philipps

What do all Grade 12 students in the Blue Ridge School do? They spend one semester living and studying in another country.

What subjects do students study abroad? the same conventional subjects as at home

What else is on offer? many alternative courses

What are some of the subjects participants have studied over the years? astronomy, storytelling and even how to identify poisonous mushrooms

What have current students been learning about? archaeology

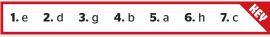
How are they learning about archaeology? They have been on a week-long field trip to the fascinating ancient site of Göbekli Tepe in Turkey.

- Draw Ss' attention to activity C and and the TIP and explain both.
- Ask Ss to read questions 1-8 and check their understanding.
- Point out to Ss that they should choose one text for each of the questions 1-5 and two texts for each of the questions 6-8.
- · Allow Ss enough time to do the activity.
- Check the answers with the class and ask Ss to justify their answers.

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

### D. R4.1, R4.2

- Draw Ss' attention to the highlighted words in the text.
- Explain to Ss that they should try to deduce the meaning of the words from the context.
- To help **lower-performing Ss** you may remove the extra meaning (f) from the answer choices.
- · Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- · Check the answers with the class.



### E. S5.1 🍜

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

#### Suggested answer

 I'd like to attend Bay College of Design because I'm interested in pursuing a career in graphic design, so I think that this school will provide me with some very important knowledge and skills. I also like the fact that the level of studies is very demanding as this will increase both my motivation and my will to succeed.



Have you just finished college or university? Have you always dreamt of being able to fly a plane? Are you the type of person who is determined to excel in everything you do?

### **Learn to fly with us!**

We offer a challenging curriculum designed to fully prepare students for obtaining their PPL (Private Pilot Licence). We provide additional courses covering key aspects of basic aircraft engineering, including how to maintain and repair light aircraft!

### Requirements

Before enrolling, applicants must pass our highly demanding mathematics and physics tests and must have a valid EASA Class 1 medical certificate that shows that they are in good health.

For further information and an application pack, contact us at: enquiries@eaglewing.edu.qa



Dear Mr Philipps,

Thank you for expressing interest in the Blue Ridge School study abroad programme.

All Grade 12 students spend one semester living and studying in another country. This allows them to experience life abroad, but without falling behind with schoolwork.

Students study the same conventional subjects as at home; however, many alternative courses are also on offer. Over the years, for example, participants have studied astronomy, storytelling and even how to identify poisonous mushrooms. Current students have been learning about archaeology on a week-long field trip to the fascinating ancient site of Göbekli Tepe in Turkey.

If you are interested in applying, it is crucial you submit your application before the end of this month.

Yours sincerely,

Alex K Baxter

Study Abroad Coordinator

C. Read the texts again. For questions 1-8, choose from texts A-D.

WI	hid	:h	tex	(t:
----	-----	----	-----	-----

willen text:	
1. points out specific entry requirements for a course?	
2. discusses more than one educational institution?	
3. indicates that something needs to be sent soon?	
<ul><li>4. addresses a specific person?</li><li>5. shares part of a conversation the author had?</li></ul>	
Which texts:  6. discuss courses only for people over eighteen years of age?	le
<ul><li>7. mention courses involving food?</li><li>8. include opinions other than the author's?</li></ul>	
When matching questions with	<i>&gt;</i>

short texts:



- scan each text and look for the specific information referred to in each question.
- find the part of the text which correctly answers the question.
- don't choose a text just because the vocabulary or phrasing in the text is similar to that of the question.

**D.** Description Look at the highlighted words in the texts and match them with their meanings. There is one extra meaning which you do not need to use. Then check your answers using a dictionary

a dictional y.	
1. intimidated	<b>5.</b> conventional
2. edible	<b>6.</b> fascinating
3. excel	7. crucial
4. curriculum	

- a. considered ordinary, standard or traditional
- **b.** the subjects that are taught in a school
- **c.** extremely important
- **d.** suitable or safe for eating
- **e.** feeling scared or nervous and not being confident in a particular situation
- f. the qualities needed for sth
- **g.** to be extremely good at doing sth
- **h.** very interesting

### E. Discuss in pairs/groups.

 Which of the educational institutions mentioned would you like to attend? Why?

## Vocabulary

**Q.** Complete the sentences with the correct form of the words in the boxes. In some cases, more than one answer may be correct. Then check your answers using a dictionary.

		study	read	learn	teach	educa	ate ir	nstruct			
1. My brother	works at a sr	orts cei	ntre and	d			peop	le how	to use the	e equipment	_
<b>2.</b> Samantha i											•
<b>3.</b> The organis											
<b>4.</b> Can you										-	
<b>5.</b> I tried to									ut I just fe	ell asleep.	
<b>6.</b> Tim is											
		g	joal p	urpose	intenti	ion ar	nbitior	ı			
7. I have no _			_ of wa	sting an	y more	of my ti	me he	re. I hav	ve studyir	ıg to do.	
8. Setting											
9. When he jo	oined our cor	npany, h	ne was y	young ai	nd full of	f			·		
<b>10.</b> The		of th	is meet	ting is to	discuss	how w	e are g	oing to	raise fun	ds for resear	ch.
		succe	ed ma	nage a	chieve	accom	plish	excel			
<b>11.</b> I don't thin	k Victoria has	s what it	takes t	:o			_ succ	ess.			
<b>12.</b> If Wayne _			_in get	ting into	univers	ity, his p	parents	s are go	ing to bu	y him a car.	
<b>13.</b> I don't thin	k you are goi	ng to			m	uch sitt	ing on	the so	fa all day.		
<b>14.</b> Did you			to find	someon	e to help	o you w	ith you	ır assig	nment?		
<b>15.</b> Alison was	never any go	ood at hi	story, b	ut she a	lways _				_ at art ar	nd music.	
B. 🔎 Match t	the groups o	f words	1-4 wi	th the n	ouns a-	d. Then	checl	k your	answers	using a dict	ionary.
•						Γ					•
	1. higher, pl			lima imba		Ĺ		<b>a.</b> scl	100l ucation		
	2. chemistry		_			_	$\dashv$	<b>C.</b> CO			
	3. boarding	•		_	iage, ari	ving [	$\dashv$	<b>d.</b> lea	ırning		
	<b>4.</b> distance,	interact	ive, ian	guage		L					
I. Now compl			_					_		-	
<b>1.</b> As soon as											f German.
2											
3. I've been co	_					e only u	niversi	ity that	offers the	e course I am	1
Interested i 4. When my fa	n is too far av	•		•			and h	o roally	looked fo	rward to co	sing his
	ain at the end	_		d			allu III	ereally	lookeu ic	n waru to see	enig nis
<b>5.</b> The instruc				mad	e me pra	actise m	ıv nark	kina he	fore I tool	the test	
<b>6.</b> Most peopl											pensive.
D. Complete											
b. Complete						1 . 1 .		4.	.1		
	get	attend	sign	gradua	te con	пріете	enter	ao (	arop		
<b>1.</b> start /		/	get into	o / apply	to <b>Oxf</b>	ord Uni	versity	//			
Westhill C										40	
2		/ an to	school	/ univer	city / a	comina	r			THE RESERVE TO SHARE THE PARTY OF THE PARTY	The residence of the last of t

1. start / \_\_\_\_\_\_\_ / get into / apply to Oxford University /
Westhill College
2. \_\_\_\_\_\_\_ / go to school / university / a seminar
3. take / attend / enrol on / \_\_\_\_\_\_ up for a course / a class
4. have / get / complete / \_\_\_\_\_\_ / study for a degree in
Architecture
5. quit / \_\_\_\_\_\_ out of school
6. have / \_\_\_\_\_\_ a degree from McGill University /
a bachelor's degree (BA) / a master's degree (MA)
7. \_\_\_\_\_\_ from university with a degree in medicine
8. finish / \_\_\_\_\_\_ my studies

**SB:** R4.2

#### **Functions**

Distinguishing between easily confused words
Using appropriate tenses to link the past with the present
Distinguishing vocabulary relating to education

#### Structures

Present Perfect Simple vs Present Perfect Progressive

#### Vocabulary

accomplish achieve annoyance bachelor's degree (BA) basics (of sth) boarding school distance learning drop out educate funds graduate higher education instruct intensive course intention interactive learning master's degree (MA) online course physical education private education public school purpose quit set a goal sign up for sth state school studies (n.) term

### Vocabulary

### A. R4.2 🔎

- Ask Ss to read through each set of sentences and draw their attention to the words in each box.
- Draw on Ss' previous knowledge to identify the vocabulary.
- · Have Ss do the activity.
- Encourage Ss to find the meanings of the unknown words in a dictionary.
- Check the answers with the class and provide Ss with any necessary explanations.

1. instructs/teaches

9. ambition

2. studies

**10.** purpose

3. educate

11. achieve

4. teach

**12.** succeeds

**5.** read

13. accomplish/achieve

**6.** learning

14. manage15. excelled

7. intention8. goals

### Language plus

study (v) = to spend time learning about a subject by reading

read (v) = to understand the meaning of written or printed words by going through them silently or speaking them out loud

**learn (v)** = to gain knowledge by studying, from being taught, etc.

**teach (v)** = to show sb how to do sth so that they will be able to do it themselves

educate (v) = to teach sb about sth

instruct (v) = to teach sb sth, especially a practical skill

goal (n) = sth that you want to achieve in the future

purpose (n) = the aim that is intended to be achieved

intention (n) = a plan to do sth

ambition (n) = a strong desire sb has to achieve sth

**succeed (in sth/doing sth) (v)** = to achieve sth that you have been trying to do or get

manage (to do sth) (v) = to succeed in doing sth, especially sth difficult

achieve (v) = to succeed in doing sth or causing sth to happen

accomplish (v) = to succeed in doing or completing sth
excel (in/at sth) (v) = to be very good at sth

### B. R4.2 🔎

- Ask Ss to read through the set of words 1-4 and check their understanding.
- Draw Ss' attention to the nouns a-d.
- · Have Ss do the activity.
- Encourage Ss to find the meanings of the unknown words in a dictionary.

### **Background knowledge**

In the UK some students attend *public schools* which are in practice private schools since the parents pay for their children's education. Attending these schools gives students status and prestige.

State schools generally refer to primary or secondary schools mandated for or offered to all children without charge, funded in whole or in part by taxation.

 Check the answers with the class and provide Ss with any explanations if necessary.

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

#### C.

- Ask Ss to read through the sentences and check their understanding.
- Check if students understand the meaning of the word collocations (a collocation is a combination of two or more words which are habitually used together and which sound 'natural' to a native speaker).
- Ask Ss to complete the sentences 1-6 using the collocations presented in activity B.
- · Check the answers with the class.
  - 1. intensive/language course



- 2. Physical education
- 3. distance learning
- **4.** boarding school
- **5.** driving school
- 6. private education

#### D.

- Ask Ss to read through the collocations 1-8 and check their understanding.
- Draw Ss' attention to the verbs in the box and check their understanding.
- Have Ss do the activity.
- Check the answers with the class and provide Ss with any explanations if necessary.

enter
 drop
 attend
 get
 sign
 graduate
 do
 complete

 To challenge higher-performing Ss, you may have them write sentences using some of the collocations presented in this activity on a piece of paper. You may then collect these pieces of paper and write some of these sentences on the board, omitting the target vocabulary. Have lower-performing Ss complete the sentences for extra practice.

## Grammar

#### A

- Ask Ss to read through the examples 1-8, draw their attention to the verbs in blue and check their understanding.
- Draw on Ss' prior knowledge of grammar and ask them to explain when we use the Present Perfect Simple.
- Make sure that Ss can differentiate between the verbs in the Present Perfect Simple and the Present Perfect Progressive respectively.
- Ask Ss to read through the uses of the Present Perfect Simple and the Present Perfect Progressive in the respective boxes and check their understanding.
- · Have Ss do the activity.
- Check the answers with the class and provide Ss with any further explanations if necessary.

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

 Then have Ss complete the rules that follow which show how each tense is formed.

#### **Present Perfect Simple**

subject + have/has + past participle

#### **Present Perfect Progressive**

subject + have/has + been + base form + ing

- · Check the answers with the class.
- For further practice, ask Ss to come up with their own examples of the different uses of the Present Perfect Simple and the Present Perfect Progressive.
   This will challenge higher-performing Ss. To help lower-performing Ss, you can give them some prompts to help them create their own sentences (e.g. exact time not mentioned: try / Chinese food).
- Refer Ss to the Grammar Reference (pp. 91-92)

#### В.

- Ask Ss the questions 1-3 by referring them to the corresponding examples in activity A.
- · Elicit and check answers.
- Refer Ss to the Grammar Reference (p. 91).
  - for is used when we want to indicate the length of a period of time (for nearly three years now) while since is used when we want to indicate the starting point of a period of time (since he graduated)
  - **2.** No, we can't because *have gone* means that someone is still at a place and hasn't come back yet, which is not the case in example 7.
  - 3. We use the Present Perfect Simple (has taught) in the first part of the sentence because the exact time is not mentioned while we use the Past Simple (graduated) in the second part of the sentence because the exact time is mentioned.
- Ask Ss to find examples of the uses of the Present Perfect Simple and Present Perfect Progressive in the texts on pp. 22-23

#### **Present Perfect Simple:**

- function a: ...participants have studied astronomy (text D)
- function b: Have you just finished college... (text C)
- function c: Students attending Forest Schools have also

earned... (text B)

- function d: Have you always dreamt of ...? (text C)
- function e: This is the first time I've felt like... (text A)

#### **Present Perfect Progressive:**

- function f: Current Students have been learning about... (text D)
- function g: ...have been getting their ideas from. (text B)
- function h: ...I've been putting things off again! (text A)

#### C.

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

1.	2.
1 Has she left	10 have you been ignoring
2 has accepted	11 rang
3 hasn't found	12 have been ringing
4 has been searching	13 've been
5 went	14 Have you heard
6 talked	15 've cancelled / cancelled
7 haven't rung	16 spoke
8 Has she tried	17 decided / have decided
9 has been doing	18 've / have been looking
	19 announced

#### D.

- Have Ss turn to page 83 in the Speaking Activities section.
- First, divide Ss into pairs.
- Next, have them read the steps outlined in the instructions and the example and check their understanding.
- Explain to Ss how to go about doing the activity.
- To help **lower-performing Ss**, you may provide them with some prompts to use with the time expressions (e.g. *travel / abroad*).
- Go around the class helping Ss when necessary.

For KEY, turn to the Key for Grammar Production Tasks section on page 121.



### Grammar Present Perfect Simple vs Present Perfect Progressive → pp. 91-92

**A**. First, match the rules about the uses of the Present Perfect Simple and the Present Perfect Progressive with the examples 1-8 below. Then complete the rules that follow which show how each tense is formed.

- **1.** This is the first time I've ever taken an art course.
- **2.** I have just signed up for another year of evening classes.
- **3.** I have been attending business school for nearly three years now.
- **4.** Jill has been studying Chinese for a while, but only now feels confident enough to hold a conversation.
- **5.** Mr Smith **has taught** history at this school since he **graduated** from university.
- **6. Have you been borrowing** my clothes without asking again?
- **7.** I have been to Canada before.
- **8.** Jessica can't withdraw money from the cash machine because she **has forgotten** her PIN.

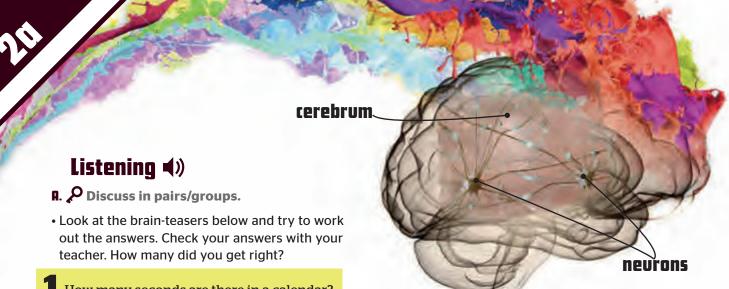
The Present Perfect Simple is used:	The Present Perfect Progressive is used:
a. for actions which happened in the past but the exact time is not mentioned.  b. for recently completed actions.  c. for past actions whose results are obvious in the present.  d. for actions which started in the past and continue up to the present (emphasis on the action).  e. with adjectives in the superlative form and expressions like the only/first/second etc.	f. for actions which started in the past and continue up to the present (emphasis on the duration of the action).  g. for actions which happened over a period of time in the past and may have finished, but the results are obvious in the present.  h. to show annoyance resulting from a recent action.
	Present Perfect Progressive
Present Perfect Simple subject + + past participle	subject + have/has + + base form +

- **B.** Answer the following questions.
- 1. What's the difference between for and since in examples 3 and 5?
- 2. Can we replace have been with have gone in example 7? Why? / Why not?
- **3.** In example 5, why is the Present Perfect (*has taught*) appropriate in the first part of the sentence and why is the Past Simple (*graduated*) appropriate in the second part of the sentence?

**Complete the dialogues with the Present Perfect Simple, the Present Perfect Progressive or the Past Simple of the verbs in brackets.** 

1.	A: Jane! How's your dau	ghter? 1	(she / leave) ye	et?	
	<b>B:</b> No. The university <b>2</b> _		(accept) her but she 3	(no	ot find) accommodation yet.
	<b>A:</b> That can be tough.				
	<b>B:</b> Yeah, she <b>4</b>	(se	earch) for two weeks now, bu	t she can't find a	nything.
	A: Universities usually h	ave services t	o help you find accommodat	ion, don't they?	
	<b>B:</b> Yeah, she <b>5</b>	(g	o) there on Monday and 6		_ (talk) to someone at the
	uni, and now she's wa	iting for a cal	I. But they <b>7</b>	(not ring) he	r yet.
	A: 8	(she / try) s	searching the Internet?		
	<b>B:</b> Well, that's what she	9	(do) all morning, but	without success	I'm afraid.
2.	<b>A:</b> Why <b>10</b>	(you / i	gnore) me lately?		
	B: What? What are you t	alking about?			
	A:   11	_ (ring) you s	ix times yesterday and I 12 _		_ (ring) you all morning. And
	guess what! No answ	er!			
	<b>B:</b> Sorry, I <b>13</b>	(be) a	a bit busy lately. What's up?		
	A: 14	_(you / hear)	about the field trip?		
	B: What? Don't tell me th	ney <b>15</b>	(cancel) it.		
	A: Yep. Mr Branner 16		(speak) to the head teac	her two days ag	o and they <b>17</b>
	(decide) to cancel it.				
	<b>B:</b> Oh, no! I <b>18</b>	(lo	ok) forward to this trip since t	hey <b>19</b>	(announce) it.

D. Work in pairs. Turn to page 83 in the Speaking Activities section and do the Grammar Production Task.



- How many seconds are there in a calendar?
- What starts with the letter 't', is filled with f' and ends in 't'?
- If there are 3 apples and you take away 3, how many do you have?
- I'm tall when I'm new and I'm short when I'm old. What am I?
- What gets wetter and wetter the more it
- In a year there are 12 months. Seven months have 31 days. How many months have 28 days?
- A man was outside taking a walk when it started to rain. The man didn't have an umbrella and he wasn't wearing a hat. His clothes got soaked, yet not a single hair on his head got wet. How could this happen?
- Which weighs more: a kilo of feathers or a kilo of rocks?
- Name four days of the week that start with the letter 't'.
- What invention lets you look right through a wall?
- What belongs to you, but other people use it more than you do?
- A plane crashes on the border of the US and Canada. Where do they bury the survivors?

- B. You will hear a biology teacher giving a lesson to students on the human brain. Number the topics 1-6 in the order in which they are mentioned.
- what the human brain is made up of how much energy the human brain produces how much of our brain we use how much the human brain weighs which section of the brain is the largest how the human brain has been described
  - [. Listen again and answer the questions 1-7. Circle a or b.
- 1. No other organ is as complicated as the brain.
  - a. true
  - b. false
- 2. Which weighs more?
  - a. a human brain
  - **b.** an elephant brain
- 3. What is the brain made up of?
  - a. fat
  - **b.** fat and water
- 4. How many parts does the brain consist of?
  - a. more than two
  - b. two

- 5. Which side of the body does the left hemisphere interact with?
  - a. the right
  - **b.** the left
- 6. We make use of only 10% of our brain.
  - a. true
  - b. false
- 7. Learning is associated with a change in the brain's structure.
  - a. true
  - **b.** false

### **D.** Discuss in pairs/groups.

- What information about the brain did you find most interesting? Why?
- Do you consider yourself to be more creative than logical? Why?

## Speaking

 $ho \stackrel{\scriptstyle \circ}{\mathcal{O}}$  Work in groups. Turn to page 84 in the Speaking Activities section and do activity 2a.

SB: S2.3, L1.1, L2.1, S1.2, S3.1, R2.3, W1.6, W4.1

#### **Functions**

Solving brain-teasers

Reading a diagram

Classifying

Describing a process

### Vocabulary

analyse biology brain brain-teaser gather confirm draw a conclusion elaboration hypothesis input (n.) interact interpret logical organ prove revise structure (n.) teapot theory weigh

### Listening

### A. S2.3

- Draw Ss' attention to the boxes 1-12 and tell them that they contain some brain-teasers. Ask Ss if they know what a brain-teaser is (a problem or a riddle whose answer is not easy to find and which people try to solve
- · Ask Ss to read the brain-teasers and check their understanding.
- · Have Ss do the activity.
- · Check the answers with the class.
- **1.** 12 (2 January, 2 February, etc.)
- 2. a teapot
- 3. three
- 4. a candle
- **5.** a towel
- 6. all months
- **7.** He was bald.
- 8. Neither, they both weigh one kilo.
- 9. Tuesday, Thursday, today, tomorrow
- 10. a window
- 11. your name
- 12. You do not bury survivors!
- · Ask Ss how many brain-teasers they got right.

### B. L1.1

- Ask Ss to read the rubric and the topics outlined in the activity and check their understanding.
- To help **lower-performing Ss**, you may tell them which topic is mentioned first and/or which topic is mentioned
- · Play the recording and have Ss do the activity.
- · Check the answers with the class.
  - 4 what the human brain is made up of
  - 2 how much energy the human brain produces
  - 6 how much of our brain we use
  - 3 how much the human brain weighs
  - which section of the brain is the largest
    - how the human brain has been described

### C. L2.1

- Ask Ss to read the questions 1-7 and the options a-b and check their understanding.
- Play the recording twice and have Ss do the activity. You may need to pause after certain segments to concept check and allow lower-performing Ss to catch up.
- To challenge higher-performing Ss you may ask them to write down key words to justify their answers.
- · Allow students to peer-check their answers before whole-class correction.

**2.** b **3.** b **4.** a **5.** a **6.** b **7.** a

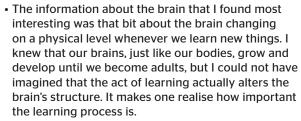


### D. S1.2, S2.3 🚇 🔎



- · Ask Ss the questions.
- Encourage students to think creatively to answer the questions.
- · Elicit answers and initiate a short discussion.

#### Suggested answers



• I think that I am more creative than logical. I tend to use intuition and instinct when making decisions and enjoy 'thinking out of the box'. I am also open to new concepts and ideas as well as experiences as I feel that they nurture my imagination and serve as food for thought.

### **Speaking** 52.3, 53.1 🔑 🎨



- Draw Ss' attention to the memory-boosting techniques and explain that these are methods people can use to help them remember things more easily.
- Ask Ss to read through the memory-boosting techniques and the words/phrases in the boxes and explain the meaning of any unknown words.

### Language plus

Acronym: Acronyms use the first letter of each word in a sentence or phrase to create a new word. Some commonly used acronyms include: LOL - laugh out loud, GIF - graphic information format or ETA - estimated time of arrival.

**Acrostic:** An acrostic is a mnemonic device where a phrase or sentence is created by taking the first letters of the information you want to remember. For example, the order of the planets in our solar system can be remembered with the acrostic: My Very Educated Mother Just Served Us Noodles which stands for Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.

- Divide Ss into groups and have them do the activity.
- Point out to Ss that they should try to use the words/ phrases/expressions in the boxes and the active vocabulary presented in the module.
- Go around the class helping Ss when necessary.
- Encourage Ss to cooperate and participate equally in the
- Choose some Ss to present their group's ideas to the class.

For suggested answers, see 2a Speaking on page 123.





### A. R2.3 🍣

- · Draws Ss's attention to the diagram.
- · Ask Ss if they know what the scientific method is.
- Explain to Ss that we use the scientific method to test theories using experiments in a way that is systematic.
- Ask Ss the question.
- · Check the answer with the class.

The diagram depicts the stages involved in the scientific method.



### B. R2.3 🥌

- · Have Ss read the rubric and check their undertanding.
- Ask Ss to read the description of the process and underline the words and phrases that appear in the diagram.

The diagram shows the different stages involved in the scientific method. First, the topic of enquiry is determined. This involves asking a scientific question. Next, some background research is done to collect information about the topic of interest. The information gathered is then used to create a <u>hypothesis</u>, which guesses the answer to the question and makes predictions. To determine if the hypothesis is correct, an experiment is designed and carried out and the results are observed. At this point, it may be necessary to revise the hypothesis and conduct the experiment again. The data collected from the experiments must then be analysed to see if the results prove the hypothesis and the experiment <u>must</u> be repeated to confirm the results. Finally, conclusions are drawn and the results are reported to other members of the scientific community.

- · Have Ss answer the questions.
- · Check the answers with the class.
  - 1. all stages are mentioned, vocabulary is often lifted from the diagram, some words and phrases are rephrased, elaboration is provided
  - 2. The writer's description is different because it uses full sentences and linking words to present the information rather than images and phrases. The writer also rephrases some words and elaborates on the diagram.

### C. R2.3

- · Ask Ss to read through the description again and circle any unknown words.
- Have them read through the statements 1-10 and check their undertanding.
- Tell Ss to tick the ones that apply to the description.
- · Check the answers with the class.





#### D. W1.6, W4.1 🔯 🗳





· Have Ss read the rubric and the TIP and check their understanding. Tell them that they have to write a description of a process similar to the one that features on the page.

- Have Ss look at the diagram and encourage higherperforming Ss to help explain any unknown words.
- To help lower performing Ss, you may pair them up with **higher-performing Ss** and have them discuss the process depicted in the diagram.
- Allow Ss enough time to complete the activity in class.
- Check the answers with the class and select a few students to read their description out loud.

#### Suggested answer

The diagram shows the different steps involved in the learning process. First, input, in the form of images, sounds, smells, tastes and feelings, is received from the environment by the senses. This information is then processed by the brain, which identifies it or makes sense of it. If the information is attended to, it is stored for a short period of time in short-term memory. If, however, no attention is paid to it, it is lost from memory. Information that is stored in short-term memory may be remembered for a longer period of time if it is rehearsed. This is because when we make an effort to learn something the information is stored in long-term memory. It is, thus, clearly evident that effort, revision and practice play a very important role in our ability to remember information.

### Writing

A. Dook at the image below. What is the purpose of the diagram?

### SCIENTIFIC METHOD

ASK A SCIENTIFIC QUESTION

**GATHER INFORMATION**  **CONDUCT AN EXPERIMENT** TO PROVE THEORY

**ANALYSE DATA** 

**REPORT RESULTS** 







**CREATE A HYPOTHESIS** 



**OBSERVE RESULTS** 



**DRAW** CONCLUSIONS



Revise theory

Repeat and confirm

B. 🔂 Below is a description of the process shown in the diagram. Go through the description and underline the words/phrases that appear in the diagram. Then answer the questions that follow.

The diagram shows the different stages involved in the scientific method. First, the topic of enquiry is determined. This involves asking a scientific question. Next, some background research is done to collect information about the topic of interest. The information gathered is then used to create a hypothesis, which guesses the answer to the question and makes predictions. To determine if the hypothesis is correct, an experiment is designed and carried out and the results are observed. At this point, it may be necessary to revise the hypothesis and conduct the experiment again. The data collected from the experiments must then be analysed to see if the results prove the hypothesis, and the experiment must be repeated to confirm the results. Finally, conclusions are drawn and the results are reported to other members of the scientific community.

- **1.** What do you notice about how the writer uses the information?
- 2. How is the writer's description of the process different from the diagram?
- Read the description again and tick (
   the statements that apply to it.

#### The writer:

- **1.** provides an opinion about the process.
- 2. uses informal language.
- 3. uses a variety of linking words.
- 4. follows the progression of the diagram.
- 5. uses vocabulary given in the diagram.
- 6. uses past tenses.

- **7.** paraphrases some words.
- 8. provides elaboration.
- **9.** gives descriptions of the images in the diagram.
- 10. uses impersonal language.

D. 🔯 🎱 Look at the diagram below and write a description of the process shown. Remember to read the TIP and include the key features you identified in activity C.

### LEARNING PROCESS

**ENVIRONMENTAL INPUT** 

**BRAIN IDENTIFIES INPUT** 

INPUT STORED IN **SHORT-TERM MEMORY** 

**INFORMATION** CATEGORISED AND STORED IN LONG-TERM MEMORY



SENSES PICK **UP INPUT** 



**IF ATTENTIVE** 



IF PRACTISED AND REVISED

& REVISED:

**FORGOTTEN** 



**NOT ATTENTIVE: FORGOTTEN** 

When describing a process:

- use formal language.
- use vocabulary from the diagram.
- rephrase some words from the diagram and elaborate.
- use linking words and phrases.
- follow the progression of the diagram.
- use the Present Simple and the Passive Voice.

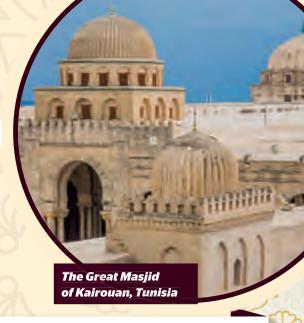
### Reading **◄**))

**A.** P Discuss in pairs/groups.

Look at the different scientific fields of study in the box below and answer the questions that follow.

astronomy algebra medicine geometry philosophy

- What is each field of study concerned with?
- Do you know any famous scientists from the past who contributed to these fields?
- **B.** Read the text quickly and choose from the options provided the main purpose of the text.
- a. to compare two historical eras
- **b.** to express an opinion on a historical era
- c. to persuade readers of the importance of a historical era
- d. to provide a factual and informative account of a historical era



# The Golden Age of Islam

History has been shaped by periods of great learning. These periods, which historians often refer to as Golden Ages, are marked by advances in both science and culture. Perhaps none has had a more lasting impact on the world of learning than the Golden Age of Islam.

The Prophet Muhammed (PBUH) stressed that it was the obligation of every Muslim to 'seek knowledge' and the caliphs who expanded the Islamic Empire after the Prophet's death did exactly that. As the Islamic territories expanded to Africa, Asia and the Iberian Peninsula, libraries and centres of learning were founded throughout the Islamic world. A system of both primary and secondary education was established and these schools focused primarily on the study of Islamic law as well as theology, medicine and mathematics. The world's oldest university, Al-Karaouine, was founded in northern Africa in 859 and still operates today. Arabic became the official language, and during this period literacy in the Islamic world was far greater than in northern Europe.

After its construction in 762, the city of Baghdad became both the capital of the Islamic Empire and the centre of learning for the entire world. The Abbasid caliphs placed great value on learning and began a state-sponsored programme of scientific inquiry. Furthermore, great emphasis was placed on preserving scientific knowledge and cultural heritage from other civilisations. After the knowledge of paper-making was imported from China in 751, thousands of historical and scientific texts were translated into Arabic. In the 9th century, the House of Wisdom was established by Harun al-Rashid and developed by Al-Ma'mun. This library welcomed scholars from all backgrounds to pursue scientific inquiry and to translate and preserve literary and scientific texts from the past.

This climate of inclusivity, which welcomed and rewarded the very brightest minds from all over the world, led to a period of amazing scientific advances. The Muslim mathematician Al-Khwarizmi is widely considered to be the father of algebra for his contributions during this period. The physician and philosopher Ibn Sina wrote over 400 works on philosophy, mathematics, theology and medicine, including his *Book of Healing*. He also translated and interpreted the works of Aristotle. Architecture and literature also thrived during this period. The Great Masjid of Kairouan, which was built during this period in northern Africa, is considered the ancestor of all the masjids in the Western Islamic world. And the stories which make up 1001 *Arabian Nights* were first written down during this period.

Unfortunately, in 1258 the city of Baghdad and the House of Wisdom were destroyed by the Mongols led by Hulagu Khan. Nevertheless, the achievements of the Golden Age of Islam are still strongly felt today. Students all over the world study algebra, and Ibn Sina's *Canon of Medicine* is standard reading for those studying the history of medicine. And in places like Qatar's Education City, which brings together scholars from around the world, the spirit of intellectual inquiry sparked by the Islamic Golden Age lives on.



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

#### Vocabularv

achievement advance algebra attitude bright background chronological contribution death era field (of study) found geometry historian impact import inclusivity inquiry intellectual lasting law literacy medicine obligation omit philosophy physician primarily publish pursue spark stress territory theology thrive timeline translate welcome (v.)

### Reading

### **Background knowledge**

The fields of study listed in the box were all strongly influenced by the Golden Age of Islam, a period of great intellectual advancement that lasted roughly from 650-1250. At its height during the Abbasid Caliphate, scholars from all over the world came to the House of Wisdom in Baghdad to study and translate. Many of the most prominent scholars from this period contributed in a wide variety of subjects. In the West, they are often more commonly known by their Latinised names (given in parenthesis).

- Caliphate: Refers to the Islamic State after the death of the Prophet Muhammad (PBUH) in 632. The Abbasid Caliphate moved the capital of the empire from Damascus to Baghdad. The Fatamid Caliphate and the second Umayyad Caliphate were parallel caliphates in the Iberian Peninsula and northern Africa.
- The House of Wisdom: It originally begun as a library by Abbasid Caliph Al-Rashid and was then turned into a more official place of learning by his son Al-Ma'mun.
- Abu al-Abbas Abdallah ibn Harun al-Rashid, known as Al-Ma'mun (786-833): The seventh Abbasid caliph was a great supporter of scientific scholarship and translation. He built upon the library founded by his father to formally found the House of Wisdom.
- Muḥammad ibn Mūsā al-Khwārizmī (Algorithmi)
   c. 780-c. 850: Considered the father of algebra, he introduced the idea of balanced equations as well as the Indian numerical system. The mathematical term Algorithm is a Latinised version of his name.
- Abū ʿAlī al-Ḥusayn ibn ʿAbdillāh ibn al-Ḥasan ibn ʿAlī ibn Sīnā 980-1037 (Avicenna): Often called the father of modern medicine, he was also a noted philosopher and astronomer. His books were standard medical texts throughout Europe well into the 1800's.
- The Great Masjid of Kairouan: Built in Tunisia in 670 it
  was subsequently destroyed and then rebuilt in its current
  form in 863. It is one of the oldest and largest places of
  worship in the Islamic world and it has served as a model
  for other mosques in the West.
- University of Al-Karaouine: The oldest university in the world, it was established in modern-day Morocco in 859.

### A. S2.3

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

#### Suggested answer

- **A:** Well, astronomy is the study of the stars and planets. Do you know any famous astronomers?
- B: Yes, I know Galileo. He made the first telescope.
- **A:** What about medicine? It's the study of the body and how to treat illness, injury or disease. There are a lot of famous doctors in history. Ibn Sina is sometimes called the father of modern medicine.



- A: Algebra is maths, isn't it?
- **B:** Yes. Algebra refers to the mathematics of equations. And Geometry is a maths subject too. It's the study of shapes. A great mathematician that I've read a lot about is Muhammad ibn Musa al-Khwarizmi. He introduced the concepts of algebra into European mathematics and served as the head of the library of the House of Wisdom.
- **A:** Yes, I also know a lot about Al-Khwarizmi. OK, what about philosophy?
- **B:** Well, philosophy is the study of beliefs and the meaning of life. Do you know any famous philosophers from history?
- A: Sure. Al-Razi, Aristotle and Socrates.

### B. R2.3

- Draw Ss' attention to the title of the text. Ask Ss to tell you what they think the text will be about. Elicit answers.
- Have Ss read through the text quickly and do the activity.
- Check the answers with the class.
- Ask Ss to provide justification for their answer.





### C. R2.1 🎱

- Ask Ss to read the text again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:
   How do historians refer to periods of great learning? as

Golden Ages What is every Muslim obliged to do? seek knowledge

Who expanded the Islamic empire? the caliphs What were founded in Asia, Africa and the Iberian Peninsula? Iibraries and centres of learning

What subjects did schools focus on? Islamic law, theology, medicine and mathematics

What was the official language? Arabic

What city became the capital of the Islamic empire? Baghdad

What did the Abbasid caliphs place great value on? learning and preserving scientific knowledge and cultural heritage What did the caliph Al-Ma'mun found? the House of Wisdom Who were welcomed to the library? scholars from all backgrounds

Who is considered the father of algebra? Al-Khwarizmi What did Ibn Sina write about? philosophy, mathematics, theology and medicine

Who translated the works of Aristotle? Ibn Sina What masjid is considered to be the ancestor of all the masjids in the Western Islamic world? the Great Masjid of Kairouan

What subject do students all over the world study today? algebra

What book is standard reading for those who study the history of medicine? Ibn Sina's Canon of Medicine

- Draw Ss' attention to the timeline.
- Ask Ss if they are familiar with any of the events listed on the timeline.
- Ask Ss to read the timeline to make sure they understand everything.
- Point out to Ss that when they see the letter c. before a date it means circa which is Latin for about/approximately.
- Give Ss enough time to do the activity.
- To help **lower-performing Ss**, you may refer them to specific lines/paragraphs where they can find the answers.
- Check the answers with the class. Ask Ss to justify their answers.
  - Iberian Peninsula
     paper-making
- 4. Al-Karaouine
- **5.** Ibn Sina
- 3. algebra
- 6. House of Wisdom

### D. R2.2 😷

- Ask Ss the questions and have them write down their answers.
- Tell students to use information from the text to support their answers.
- · Check the answers with the class.

#### Suggested answers

- Knowledge of paper making allowed scholars to translate scientific and cultural works from other languages into Arabic. This allowed people to learn from these works and then make further discoveries.
- The author is clearly impressed by the Golden Age of Islam. His/Her attitude is expressed through the words and details he/she has selected to talk about the subject.

He/She clearly says that it has influenced learning and education in a variety of ways and talks about how the spirit of the Golden Age is alive even today. He/ She also uses phrases, such as *lasting impact, climate of inclusivity, brightest minds, amazing scientific advances* and *literature... thrived*, which add a positive undertone to his/her description.

### E. R4.1, R4.2

- Ask Ss to read through the meanings a-f and make sure they do not have any unknown words.
- Ask Ss to look at the highlighted words in the text.
   Encourage Ss to deduce the meaning of the words from the context.
- · Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- · Check the answers with the class.

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



### F. R2.3 🥏

- Draw Ss' attention to the key features 1-10.
- · Have Ss read the features and check their understanding.
- Explain to Ss that they must identify which features apply to the article or timeline, and which to both.
- Allow Ss enough time to complete the activity.
- · Check the answers with the class.

**Note:** The timeline uses bare passive clauses. In other words, the auxiliary verb *be* has been removed and only the past participle features. Bare passive clauses most commonly occur in newspaper headlines. The use of bare passive clauses makes it possible to present information clearly and concisely.

#### 1. T 2. B 3. T 4. A 5. T 6. T 7. A 8. A 9. B 10. A



 Encourage Ss to find the meanings of the unknown words which they underlined in the passage in a dictionary.
 Encourage higher-performing Ss to use the words in new sentences.

### G. S1.1, S2.3

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

#### Suggested answers



- There are many different sources of information we can use to find information about a topic and gain knowledge. We can use the Internet or books. We can also take a class. And we may also ask our elders as they are very likely to know about the history and cultural heritage of our country.
- I'd really like to learn more about the history of languages and how they developed. I'm fascinated by the fact that languages have alphabets that look so different and the fact that some languages like English are written from left to right and some like Arabic from right to left.

#### **Optional Activity**

100

Ask Ss to identify one topic or area of study that they
would like to learn more about. Explain to Ss that they
should research the topic at home, using the Internet or
whatever other resources they have available. Ss should
then prepare a short talk/presentation about the topic, with
visual aids if possible and present the topic to the class.

Time	elir	1e: Golder	1 Age of Islam	C. Read the text again and complete the timeline on the left. Choose NO MORE THAN THREE WORDS						
632-661 Rashidun Caliphate		632	Death of the Prophet (PBUH)	from the text for each answer.  D. Provide a written response to the following questions in your own words. Use information from the text to support your answers.  1. What role do you think the knowledge of paper						
661-750 Umayyad Caliphate		632-750	Islamic empire expands to Africa, Asia,	making played in the Golden Age of Islam?  2. What do you think the writer's attitude is to the Golden Age of Islam?						
Caliphate		670	First Great Masjid of Kairouan built	E. Look at the highlighted words in the text and match them with their meanings. Then check your answers using a dictionary.  1. literacy  4. inclusivity						
_			Knowledge of	2. inquiry 5. thrive						
	K	751	2.	3. imported 6. intellectual						
750	ŀ	762	imported from China Baghdad built	a. the ability to read and write b. brought from another country c. to be very successful and do very well						
750-1258 Abbasid Caliphate	k	c. 820	House of Wisdom founded	d. concerning knowledge and understanding e. the process of looking for knowledge or information						
pasid Ca	Į	c. 825	Al-Khwarizmi invents	f. the policy of providing equal opportunities for people of different backgrounds						
liphate		c. 859	University of  4.  founded	F. Read the article and the timeline again. Then read the statements below and identify which features apply to each text type. Write T for Timeline, A for Article or B for Both in the boxes provided.  1. provides information in chronological order  2. is based on facts						
909-1171 Fatimid Caliphate		1027	<b>5.</b> publishes <i>Book of Healing</i>	<ol> <li>omits articles and prepositions</li> <li>is organised into paragraphs, each with a central theme</li> <li>uses Present Simple to talk about past events</li> <li>uses passive structures omitting the auxiliary be</li> <li>uses full sentences</li> <li>uses past tenses to talk about past events</li> <li>has a title</li> <li>uses descriptive adjectives and adverbs</li> </ol>						
		1258	Baghdad and  6.  destroyed	<ul> <li>G. Discuss in pairs/groups.</li> <li>1. What are some different ways you can gain knowledge about a topic?</li> <li>2. If you could learn more about any one topic, what would it be?</li> </ul>						

Al-Khwarizmi, Muslim mathematician

10

### Vocabulary

**II.** Complete the sentences with the correct form of the words/phrases in the box. Notice the prepositions in bold. Then check your answers using a dictionary.

	good	benefit	cheat	work	cooperat	e ab	sent	revis	e capal	ble con	centrate	pay at	tention
1.	You ha	ave to			with ea	ch oth	er in c	order t	o comple	te the ass	ignment.		
2.	Patric	ia is			on an idea	for a ı	new n	ovel.					
3.	John's	in trouble	e becaus	e he trie	ed			<b>in</b> t	ne maths	test and t	he teache	r caugh	ıt him.
4.	Can y	ou turn do	own the 1	ΓV? It's h	nard for m	e to			o	<b>n</b> this rep	ort with s	o much	noise.
5.	If you	don't			<b>to</b> the to	eacher,	, you v	won't l	know how	to do the	project c	orrectly	/.
6.	We we	ent to the	library to			f	<b>or</b> oui	r final	exams.				
<b>7.</b>	Lisa h	as always	been vei	ry			<b>at</b> pai	inting,	which is	why she c	lecided to	study a	art.
8.	Carl is	S		of	memorisir	ng large	e amo	unts	of informa	tion with	out much	effort.	
9.	Jenny	was			_ <b>from</b> sch	ool to	day be	ecause	she's ill.				
10	Mrs C	ooper is a	very god	od profe	essor and y	ou'll _				greatly <b>fr</b>	<b>om</b> her le	ctures.	
	B. Complete the tables. Form nouns by adding a suffix to the verbs in the box. Make any necessary spelling changes.												
		pres	ent ass	ist in	teract ap	pear	invo	lve	combine	punish	particip	ate	
		-	-ion		-atio	n			ment		-ance		
							ПΓ						
C. F	irst re	ad the tip	. Then c	omplet	e the sent	ences	1-7 us	sing t	ne correc	t form of	the wor	ds in ca	pitals.
	have sente	ord buildir to fill in a g nce carefu d be in the	ap with a lly and de	noun, re	ead the ne noun	A		_	is highly			_ and	students <b>OPERATE</b>
1.				is red	quired in o	rder to	)	5 Y	ou need t	o have so	me form	of	
	get a c	ertificate 1	from the	semina	r. A	TTEND	)		ou necu t				OII
2.	One of	his many			i:	5			o take you			-	identify
	writing	a book al	bout his	experie	nces as a t	eacher			ests aren'				
	in a for	eign coun	itry.		ACCON	IPLISH	1			-			ASSESS
3.	I don't	understar	nd the										ASSESS
	They're	e in French	1.		INS	TRUCT	Г	<b>7.</b> E	veryone v	was proud		nietes	ACHIEVE
Gı	amn	<b>NU</b> Con	nparison	s → pp.	92-93								
					match the	em wit	h the	funct	ions a or	b.			
2	. This is	s consider eminar isı	ed to be	the bes	han study st college i ve as the c	n the r	egion			acti sev <b>b.</b> con	nparing a on, situat eral of the nparing tv ons, situa	ion or io same k vo peop	dea with kind le, things,
<b>B</b> .	Read tl	ne senten	ces belo	w and	answer th	e que	stions	that	follow.				

- The documentary about robotics was far more interesting than the one about computer programming.
- **2.** The documentary about Leonardo da Vinci was **slightly more interesting** than the one about Vincent van Gogh.
- **a.** Which sentence means that there is not much difference between the documentaries, and which means that there is a big difference between them?
- **b.** Which words in the sentences determine the meaning?
- **c.** What other words can be used?

SB: R4.2, L2.1, L3.1, S2.3, S3.1

#### **Functions**

Making comparisons Expressing an opinion Reaching a conclusion

#### Structures

Comparisons

#### Vocabulary

absent accomplishment appearance assess assessment assist assistance attendance cheat combination concentrate cooperate cooperation interaction involvement memorise participation punish punishment teamwork

### Vocabularv

### A. R4.2

- Ask Ss to read through the words/phrases in the box and the sentences 1-10 and check their understanding.
- Explain to Ss that the words/phrases in the box should be combined with the prepositions in bold in each sentence.
- · Have Ss compare their answers and use a dictionary to check the ones they disagree on.
- · Have Ss do the activity and check answers.



**5.** pay attention

9. absent 10. benefit

2. working 3. to cheat 6. revise

**7.** good

4. concentrate

8. capable

- Ask Ss to read through the verbs in the box and check their understanding.
- · Have Ss do the activity and check answers.

-ion: interaction, participation

-ation: presentation, combination

-ment: involvement, punishment

-ance: assistance, appearance

#### C.

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the sentences 1-7.
- 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. Attendance

5. identification

2. accomplishments

6. assessment

3. instructions

7. achievement(s)

4. cooperation

### Grammar

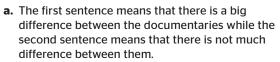
- · Ask Ss to read through the sentences and check their understanding.
- Draw Ss' attention to the words in blue in each sentence.
- Draw on Ss previous knowledge of grammar and ask them to explain how comparisons are formed.
- · Ask Ss to read through the functions a-b and check their understanding.

· Have Ss do the activity and check answers.

**1.** b **2.** a **3.** b

• Refer Ss to the Grammar Reference (p. 92).

- · Ask Ss to read through the two sentences in the box and check their understanding.
- Draw Ss' attention to the words in blue in each sentence.
- Make sure that Ss understand that the adjectives in the respective sentences are in the comparative form.
- Ask Ss to read through the questions and check their understanding.
- · Have Ss do the activity and check answers.



b. far, slightly

c. a bit, a lot, much, rather, a little, even

- Refer Ss to the Grammar Reference (p. 92).
- Refer Ss to the text on p. 28 and ask them to underline any examples of adjectives/adverbs in the comparative and superlative form and in the structures taught in activity B (comparative: Perhaps none has had a more lasting impact on the world of learning than the Golden Age of Islam., superlative: The world's oldest university, ... the very brightest minds from all over the world..., far + comparative: ... literacy in the Islamic world was far greater than in Northern Europe.)

- Ask Ss to read through the sentences and check their understanding.
- Draw Ss' attention to the words in blue in each sentence.
- · Ask Ss to read through the rules a-b and check their understanding.
- · Have Ss do the activity and check answers.

**1.** b **2.** a

- · Draw Ss' attention to the note containing other forms of comparison and explain it.
- Refer Ss to the Grammar Reference (pp. 92-93).
- For further practice, ask Ss to come up with their own sentences practising the forms of comparison presented in activities B and C. This will challenge higher-performing **Ss**. To help **lower-performing Ss**, give them prompts to make the sentences (e.g. new car / fast / old car).

- Ask Ss to read through the sentences and check their understanding.
- Have Ss do the activity and check answers.
  - 1. the best mark I can
  - 2. more Carl practised, the easier 3. to be much easier
- 4. was not so/as large as
- **5.** become harder and harder
- 6. are less expensive than





## A. L2.1 😷

- Draw Ss' attention to the application form and ask them what it is for (a transfer of degree programme).
- Ask Ss to read through the application form and make sure they understand everything.
- Ask Ss to read the rubric and explain it.
- Play the recording and have Ss do the activity. You may need to pause after certain segments to concept-check and allow lower-performing Ss to catch up.

5. zero / 0

**6.** Civil

· Check the answers with the class.

1. Hawkins

2. 984028025

3. Mathematics Engineering 4. full

7. home fee

8. maths. physics, economics

9. Coghlan

## B. L3.1 😩

- Explain to Ss that they are going to listen to part of the previous conversation and guess the meaning of a phrase.
- Draw Ss' attention to the phrase in quotation marks in the rubric and ask Ss to try and guess its meaning. Do not correct Ss at this stage.
- · Play the recording again.
- · Have Ss do the activity.
- To help lower-performing Ss, you may give them two options to choose from (e.g. a. a department that receives more applications than it has places for **b.** a department that does not have many applicants).
- · Check the answers with the class.

### Suggested answers

a department that receives more applications than it has places for / a department that cannot accommodate all the students interested in attending its courses / a popular department that doesn't have places for all the interested applicants

# Speaking s2.3, s3.1 🔑 💠

- · Divide Ss into groups and have them turn to the relevant page in the Speaking Activities section.
- Draw Ss' attention to the diagram and ask them what they can see (a Venn diagram with three, overlapping circles; the orange circle says 'visual' and has an eye in it, the grey circle says 'auditory' and has an ear in it and the pink circle says 'kinaesthetic' and has a hand touching
- Explain to Ss that this is a diagram showing different learning styles and ask them what a learning style is (the way in which a person learns, i.e. collects, interprets and stores information).
- Ask Ss the first question.
- Elicit answers and initiate a short discussion.

Visual learning means that a person learns best when they can see information and view the relationship between things. People with a visual learning style remember images easily.

Auditory learning refers to people who prefer to hear information and learn best by listening.

Kinaesthetic learning refers to hands-on learning in which people learn by doing.

- · Have Ss read questions 2, 3 and 4 and check their understanding.
- Have Ss work in groups to answer the questions.
- · Point out to Ss that they should try to use the phrases in the box as well as the active vocabulary presented in the
- Go around the class helping Ss when necessary.
- Encourage Ss to cooperate and participate equally in the activity.
- Choose some Ss to present their group's ideas to the class.

### Suggested answers

attending lectures: auditory

memorising rhymes: auditory

watching videos: visual, auditory

playing sports: kinaesthetic

creating diagrams/graphs: kinaesthetic, visual, visual, kinaesthetic

playing interactive video games: kinaesthetic, visual, auditory

conducting experiments:

kinaesthetic taking notes: kinaesthetic, visual drawing mind maps: kinaesthetic, visual making models: kinaesthetic going on field trips:

auditory

reading texts: visual (if out loud both: visual and auditory)

- 3. I think that I am a visual learner and I learn best when I can see the information. That's why I keep notes. I also find the use of word webs useful when I am studying for an exam. I think the visual representation of information makes it easier for me to process and recall it.
- **4. A:** I think there are a lot of other ways we learn. For example, we learn through our social relationships and our interactions with others.
  - **B:** But aren't those interactions just auditory, visual or kinaesthetic? I mean, you see people, talk to them and do things with them?
  - **A:** Not really, because it's the interpersonal interaction that is the key to helping you learn something and other things don't matter as much.
  - C: I'd have to agree with that. Another way of learning that I think is really important is problem solving. Maybe this sounds a little bit kinaesthetic, but I don't think it really is. I like maths because I like going through the process of solving a problem when I'm trying to learn. I think that it helps motivate me and I learn more effectively that way.
  - **B:** That makes sense to me. I'm not very good at problem solving to be honest, but I see what you



C. Read the sentences and match them with the rules a or b.

- 1. The more you apply yourself the better you will perform.
- **2. More and more** people are enrolling on computer programming courses.
- a. The structure comparative form + and + comparative form is used to indicate a continual change.
- b. The structure the + comparative form + the + comparative form is used to describe two actions or situations, one of which comes as a result of the other.

Other	forms	of	com	parison
-------	-------	----	-----	---------

Dorothy is the elder of the two sisters. Kevin's car is exactly the same as mine.

The food at the restaurant was good; not like the last time we ate there.

Lucy studies twice as hard as her friends. Valerie found the course less demanding than

the previous one she had done.

That was one of **the least** humorous jokes I've ever heard.

<b>D.</b> Complete the second sentence so that it has a
similar meaning to the first sentence, using the
word given. Do not change the word given. You
must use between two and five words, including
the word given.

1. I can't get a better mark in maths than this. the
This is get in maths.
2. As Carl practised more, tennis became easier. the
The tennis became.
<b>3.</b> I didn't expect the course to be that hard; that's
why I dropped out. much
I expected the course;
that's why I dropped out.
<b>4.</b> We expected the museum to be larger. <b>no</b>
The museum we expected
<b>5.</b> As you progress through the book, the maths
problems become increasingly hard to solve. and
As you progress through the book, the maths
problems to solve.
<b>6.</b> Online courses are not as expensive as they

# Listening **◄**》

- A. First, read the information on the form on the right. Then, listen to a telephone conversation between a student and an admissions officer. Complete the form, writing NO MORE THAN THREE WORDS OR A **NUMBER** for each answer.
- B. Listen to part of the conversation again. What does the admissions officer mean by 'one of the most oversubscribed departments'. Write a word, phrase or

sentence on the lines below explaining the meaning.			
			 ·····•
•••••			 ·····

University of Bloomwell
PERSONAL INFORMATION
First name
Surnama

## **APPLICATION FOR TRANSFER OF DEGREE PROGRAMME**

Surname	1		
Student ID number	2		
<b>CURRENT STUDY PROGRAMME</b>			
Degree programme	Mathematics and Physics		
Department	3		
Level	undergraduate		
Fee status	4	scholarship	
Number of completed credits	5		
REQUESTED STUDY PROGRAMME			
Degree programme	6		
Department	Engineering		

undergraduate

9 Dr

Alexander

used to be.

to be.

Online courses

## Speaking



Work in groups. Turn to page 84 in the Speaking Activities section and do activity 2b.

Level

Fee status

Academic record A-level subjects

Current tutor

rate

less

they used

V

## **Writing** A compare and contrast essay

A. Q Discuss in pairs/groups.

- Have you ever taken a course online? If yes, how did this learning experience differ from other more conventional learning experiences that you have had? If no, how do you imagine online learning differs from conventional learning?
- B. Pread the writing task and the essay below. Then do the activities that follow.

Despite the increased popularity of distance learning, there are people who still prefer a more traditional on-site learning experience. Write an essay comparing and contrasting the two different learning experiences. Use examples to support your arguments.

As more and more people gain access to the Internet, distance learning has become the educational method of choice for many. Still, there are those who are sceptical about this new trend in education and prefer a more traditional on-site learning experience. With this in mind, it is useful to analyse the similarities and differences between online and on-site learning, especially with regard to course content and organisation, accessibility, and skills.

There are both similarities and differences in the course content and organisation of distance and on-site learning. Online learning provides just as much course variety as on-site learning, but the types of courses offered may differ. Courses which require hands-on learning, such as engineering and medicine, are more suited to traditional learning environments. Conversely, courses which have a largely theoretical curriculum, like philosophy, are ideal distance courses. Moreover, online courses are usually structured into modules, which can be completed at the learners' own pace, while on-site courses have set start and finish dates.

Another point of comparison is that of accessibility. Unlike on-site learning, which is subject to limitations of time, space and location, online learning is more flexible and inclusive. It enables people of all ages and backgrounds to attend a university of their choice regardless of its geographic location and their personal commitments. In addition, online learning is more affordable than on-site learning. On-site learning takes place on a campus with various facilities. Although the availability of facilities makes the learning experience far more enjoyable, it also increases the cost of attendance because these facilities need to be maintained and upgraded.

Finally, both distance and on-site classes help students develop unique skills. At a traditional school or university, students are able to meet face-to-face with both instructors and classmates. This gives students the opportunity to improve important interpersonal skills, such as communication, listening, negotiation and conflict management. In contrast, distance-learning students have fewer opportunities for face-to-face interaction. Nevertheless, the fact that they work independently helps to build their confidence and sense of independence and responsibility.

In conclusion, there are marked differences between distance learning and on-site learning. Distance learning seems to be suited for those restricted in time, money and mobility while on-site learning is ideal for those wishing to study in a more face-to-face, hands-on learning environment. It is clear that both approaches can help you further your education. Which one you choose is, thus, not a question of which one is better, but rather which one suits your needs, circumstances and goals best.

The writer:	e triat apply to trie essay.
<ul><li>a. provides examples.</li><li>b. uses informal register.</li></ul>	h. uses the first person and makes personal comments throughout.
<ul> <li>c. actively expresses his/her opinion.</li> <li>d. uses comparative structures.</li> <li>e. uses linking words to connect ideas.</li> <li>f. introduces new ideas in the conclusion.</li> </ul>	<ul> <li>i. tries to persuade the reader that the one option is better than the other.</li> <li>j. paraphrases the question in the introduction and informs the reader what the essay will be about.</li> </ul>
<b>g.</b> divides the essay into paragraphs, each with a central idea.	

- 2. Has the writer done what he/she was requested to do? What makes you say so?
- 3. How has the writer organised his/her essay?
- **4.** What three aspects of the topic are compared in the essay?
- 5. How does the writer introduce the information to be covered in each paragraph?
- 6. What do you notice about the style of the essay?
- **7.** Underline the words/structures the writer uses to make comparisons.



## **Learning Standards**

SB: S1.1, S5.1, R2.3, R1.1, W2.1, W1.6, W3.2, W4.1

### **Functions**

Comparing and contrasting situations

### Vocabulary

advancement at one's own pace circumstance commitment consideration content convenience conversely efficiency enable inclusive largely limitation marked mobility negotiation on-site popularity promotion regardless of restrict sceptical subject matter upgrade vocational

## Writing

### A. S1.1, S5.1 🔯 🍣





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

### Suggested answers

 Actually, I have. Last year I took an online PowerPoint course to improve my computer skills. Well, this learning experience was different from other conventional learning experiences that I've had in that there was a lot more flexibility and I could learn at my own pace. / No, I've never had the opportunity to take an online course. Well, I imagine that online learning enables you to have a more flexible schedule than on-site learning. For one, you don't have to be at a specific place at a specific time because you don't attend classes. I also suppose that you have to be self-disciplined and motivated to do an online course because you have to do the work and meet the deadlines even though there is no one there to check up on you and ensure that you are making progress.

## B. R2.3

- · Have Ss read the writing task and ask them questions to elicit the genre (compare and contrast essay), the main idea (how distance learning and traditional on-site learning compare) and the audience (the target audience would most likely be people interested in furthering their studies and are exploring these options).
- · Have Ss read the essay that follows and check their understanding.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

What can explain the fact that distance learning has become the educational method of choice for many? the fact that more and more people gain access to the Internet What do those who are sceptical about this new trend in education prefer? They prefer a more traditional on-site learning experience.

Which courses are more suited to traditional learning environments? courses which require hands-on learning, such as engineering and medicine

Which courses are ideal distance courses? courses which have a largely theoretical curriculum, like philosophy

What's different between online and on-site courses as regards their organisation? Online courses are usually structured into modules which can be completed at the learner's own pace while on-site courses have set start and finish dates.

What makes online learning more flexible and inclusive than on-site learning? the fact that it enables people of all ages and backgrounds to attend a university of their choice regardless

of its geographic location and their personal commitments What makes online learning more affordable than on-site learning? the fact that on-site learning takes place on a campus with various facilities, which increases the cost of attendance because these facilities need to be maintained and upgraded

What skills do students at a traditional school or university have the opportunity to improve? important interpersonal skills, such as communication, listening, negotiation and conflict management

Why is that the case? Because they meet face-to-face with both instructors and classmates.

What skills do distance learning platforms help students develop? their confidence and sense of independence and responsibility

What should you take into consideration when choosing a type of learning? which one suits your needs, circumstances and goals best

- Ask Ss to read the questions and check their understanding.
- Have Ss do the activities
- Check the answers with the class.
  - **1.** a, d, e, g, j



- 2. Yes. The writer has successfully compared and contrasted distance learning and on-site learning by covering three different aspects of the topic, and providing examples.
- **3.** The writer has organised his/her essay into separate paragraphs. The ones in the main body focus on comparing and contrasting distance learning and traditional on-site learning in relation to three key aspects.
- 4. The aspects are course content and organisation, accessibility and skills.
- 5. The writer introduces the central idea to be covered in each paragraph using a topic sentence.
- **6.** The essay is objective and written in a formal, neutral style. The writer uses formal language, does not use abbreviations or short forms and does not offer his/ her opinion.
- 7. P2: just as much course variety as, more suited to, Conversely, while
  - P3: more flexible and inclusive, more affordable than, far more enjoyable
  - P4: In contrast, fewer opportunities
  - P5: while, more face-to-face, which one is better circumstances and goals best



- Ask Ss if they know what a vocational school is (a type of school in which learners are taught subjects and skills related to a particular profession).
- Explain to Ss that paragraphs 1-3 form the main body of an essay which compares and contrasts vocational schools and traditional colleges.
- Ask Ss if they remember what a topic sentence is and what role it plays (it is usually the first sentence in a paragraph; it introduces the central idea of the paragraph).
- Remind them that the sentences that follow a topic sentence in a paragraph serve to justify and expand on the idea presented in it.
- Ask Ss to read the paragraphs 1-3 and the different aspects a-f outlined in the white box and check their understanding.
- Have Ss choose the aspect being dealt with in each paragraph and check answers.

# 1. b 2. d 3. f

- Then have Ss write a topic sentence for each paragraph introducing the aspect being dealt with.
- To help **lower-performing Ss**, you may pair them with higher-performing Ss so that they may discuss their ideas with their partners.
- · Check the answers with the class and choose some Ss to read out their topic sentences.

### Suggested answers

- 1. Both vocational schools and traditional colleges teach students important skills.
- 2. Another important point of comparison is the time
- 3. Finally, both types of schools offer different career development paths.

## D. R2.3

- · Have Ss read the writing task and underline the key words.
- · Elicit answers and explain any unknown words.

The following words should be underlined: prefer to study alone, studying in group, more effective, essay comparing and contrasting, examples, support, arguments

- · Have Ss answer the questions..
- · Check the answers with the class.
  - 1. studying alone versus studying in groups
  - 2. to write an essay comparing and contrasting studying alone and studying in groups
  - 3. expository, formal, objective, neutral

## E. W2.1

- Have Ss read the writing task and underline the key words.
- Allow Ss enough time to brainstorm the different aspects shown in the table and write down the key words/ phrases they come up with.
- To help lower-performing Ss, you may write some of the key words/phrases on the board and ask Ss to put them into categories. To challenge **higher-performing Ss**, ask them to come up with an additional aspect of the topic which could be discussed in the essay.
- Choose some Ss to present their ideas in class.

Suggested answers	Arg.
ASPECT	KEY WORDS/PHRASES
learning style	kinaesthetic, social, solitary, linguistic
convenience	flexibility, (im)practical, location, personalised study environment
subject matter	memorisation, concept, process
skills developed	negotiating, communication, stress management, team work, critical thinking, self-discipline
efficiency	skim, wide range of topics, clarification, sharing talents/ knowledge/insights, fewer distractions
motivation	inspire, put things off, procrastinate, individual/team/group effort

 Have Ss decide which three aspects they wish to discuss when writing their compare and contrast essay.

### F. W1.6, W2.1, W3.2, W4.1 🔍 😩



- Ask Ss to read the TIP and check their understanding.
- Ask Ss to go to the Workbook, page 24, read through the plan, and provide them with any necessary explanations and clarifications.
- Make sure that Ss understand what kind of information the essay should contain.
- Ask Ss to go to the Workbook page 24 and complete the writing plan before they start the writing task.
- · Allow Ss enough time to write their essays, following the plan and the TIP.
- · Once Ss have finished writing, ask them to read through the checklist on Workbook page 26 to make sure they have carried out the task correctly.
- Have some Ss read out their essays.

For a suggested answer, see 2b Writing on page 123.



L. Pirst read the main body of an essay comparing and contrasting vocational schools and
traditional colleges. Then from the aspects a-f in the box below, choose the one being discussed in
each paragraph and write a topic sentence to introduce it.

	In technical schools the focus is on practical abilities while
traditional colleges take a more theoretical approach. V	ocational education is usually very hands-on, and students
focus on developing abilities which will be needed to p	erform a specific job. On the other hand, a large part of
university education is focused on developing the ability	to think critically, solve problems and do research.

The average traditional college takes four years to complete and students often undertake graduate studies afterwards. In contrast, vocational school requires a much shorter commitment of one or two years. Moreover, many trade schools offer courses at night and at weekends, providing greater flexibility to students.

Vocational schools often work directly with industry and graduates may be better prepared to enter the workforce than graduates of traditional universities. However, a graduate from a vocational school often has less opportunities for promotion because their studies are so skill-specific. Conversely, a graduate from a traditional college will have achieved a broader education that provides them with more opportunities for advancement.

- a. financial considerations
- c. student life
- e. environment

**b.** skills

- d. time factor
- f. career development

## D. Fread the writing task below and underline the key words/phrases. Then answer the questions 1-3.

Some people prefer to study alone while others believe that studying in a group is more effective. Write an essay comparing and contrasting these study methods. Use examples to support your arguments.

- 1. What is the topic of discussion?
- 2. What have you been requested to do?
- 3. What writing style should you use?

**E.** The table below provides different aspects that can be covered when comparing and contrasting self-study and group study. Brainstorm the different aspects listed in the table below and write some key words or phrases next to each one. Then decide which three aspects to develop in the main body of your essay.

SUBJECT	KEY WORDS/PHRASES	
learning style	auditory, visual	
convenience	flexible schedule	
subject matter	factual information	
skills developed	problem-solving	
efficiency	time management	
motivation	supportive environment	

F. Read the writing task in activity D again and the TIP. Then go to pages 24-26 of the Workbook to plan and write your essay.

When writing a compare and contrast essay:

- write an introduction which paraphrases the question and clearly tells your reader what the essay will be about.
- organise your essay into paragraphs, each with a separate idea.
- use topic sentences to introduce the central idea of each paragraph.
- expand your ideas by explaining them clearly and providing examples.
- write in a formal style and do not use abbreviations or short forms.
- use linking words/phrases to compare and contrast.
- use a variety of comparative structures.
- do not introduce new information in the conclusion.
  - summarise the points you raised and conclude by making a general statement.

\ \ \	A. Choose a, b, c or d.	Since opening, the school 4 (work)
	1. Very few people in finishing this	with the city university to offer the opportunity for
1	course in three months.	university level studies, and access to university
Q	<b>a.</b> manage <b>c.</b> succeed <b>b.</b> excel <b>d.</b> accomplish	resources. The early-access degree programme, which
	<b>2.</b> She finds it very difficult to on her work	5 (begin) only five years ago, is simply
	because she has so many other things on her	the latest innovation. To mark the occasion, head
	mind.	teacher Anthony Richardson 6(give)
	a. concentrate c. enrol	the following statement: 'When creating UC, we
2	<b>b.</b> study <b>d.</b> learn	7 (want) to avoid the conventional,
3.	I found this book absolutely and couldn't put it down until I had finished it.	artificial classroom environment. We want to prove
	<b>a.</b> fascinating <b>c.</b> crucial	that UC enhances real experiences. Since we
	<b>b.</b> intimidated <b>d.</b> edible	8 (start) taking students out of
4.	Working with children requires a lot of patience	their classrooms, we 9 (constantly
	because they often refuse to	/ search) for newer and better ways to help them
	a. improve c. adopt	develop. Today we see the successful conclusion to
5	<b>b.</b> cooperate <b>d.</b> assess I spent the whole weekend for today's maths	a programme that we <b>10</b> (work)
٥.	exam.	towards for the last five years.'
	<b>a.</b> studying <b>c.</b> educating	•
	<b>b.</b> teaching <b>d.</b> instructing	<b>D.</b> Rewrite the sentences using the words given.
6.	I have no of apologising because, as far as I am	<b>1.</b> That seminar is too expensive for us to attend. <b>AS</b>
	concerned, it was his fault. <b>a.</b> goal <b>c.</b> ambition	We can't afford to attend a seminar
	<b>b.</b> intention <b>d.</b> purpose	·
<b>7</b> .	The widespread use of the Internet has resulted in	2. As I studied harder, the work became easier
	learning becoming the preferred means of	to understand. THE
	education for many school-leavers.	The harder I studied,
	<ul><li>a. physical</li><li>b. driving</li><li>c. distance</li><li>d. boarding</li></ul>	3. This is the worst lecture I have ever attended. THAN
R	Complete with the correct form of the words in	I have never attended
	pitals.	4. Research shows that a growing number of
	Discovery and are essential for	companies are promoting lifelong learning. <b>MORE</b>
	personal growth and development. <b>EXPERIMENT</b>	Research shows that more
2.	This year, all for financial	<b>5.</b> No other professor at this university is as
	assistance must be completed online. APPLY	•
	Hiding his, the teacher	Of all the professors at this university,
	patiently explained the assignment again. <b>ANNOY</b>	
4.	All students have to sign a	Self-assessment
	confirming that they didn't receive any help	Read the following and tick the appropriate boxes
	with their work. <b>STATE</b>	For the points you are unsure of, refer back to the
5.	After hearing the from	relevant sections in the module.
	both sides, they made a decision. <b>ARGUE</b>	Now I sou
6.	at lectures is compulsory	NOW I CAN
	at this university. ATTEND	) discuss issues related to education,
C.	Complete with the Present Perfect Simple, the	learning and knowledge acquisition
	resent Perfect Progressive or the Past Simple of	use vocabulary and collocations related to
	e verbs in brackets.	education and learning, nouns deriving from
	hat is surprising about students who 1	verbs and verbs/expressions with prepositions
	ust / complete) their final year at Urban Classroom	) use appropriate tenses to link the past
(UC) is that many of them 2 (not only / pass) their secondary school exams, but they		with the present
	(also / achieve) a university degree.	) make comparisons
	or the last five years of their education, these students	) discuss different learning styles and use
	llow a split curriculum, taking their classes at UC,	memory-boosting techniques
	well as participating in an early-access degree	) describe a process depicted in a
CC	ourse at the university. Along with conventional	set of diagrams
cla	assrooms, students have lessons in art galleries,	write a compare and contrast essay
	otanical gardens, and even the Houses of Parliament.	

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

A.

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

B.

- 1. experimentation
- 2. applications
- 3. annoyance
- 4. statement
- 5. arguments
- 6. Attendance

C.

- 1. have just completed
- 2. have not only passed
- 3. have also achieved
- **4.** has been working / has worked
- 5. began
- 6. gave
- 7. wanted
- 8. started
- 9. have been constantly searching
- 10. have been working

D.

- 1. as expensive as that
- 2. the easier the work became to understand / the easier it became to understand the work
- **3.** a worse lecture than this one / a lecture worse than this one
- **4.** and more companies are promoting lifelong learning
- **5.** he is the most helpful

## 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: S2.2, S5.1, R1.1, R2.1

### A. S2.2, S5.1 🚰 🍣



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

### Suggested answers

- · Her Highness Sheikha Moza bint Nasser is the wife of the father Emir Sheikh Hamad bin Khalifa Al-Thani and the mother of the current Emir of Qatar.
- She is well-known for her humanitarian work, which focuses on promoting education, healthcare and cultural diversity.
- I think it says that if you provide education for children then they will have the chance to do amazing things with their lives.

## B. R1.1

- · Ask Ss to read through the text quickly.
- · Ask Ss the question in the rubric.
- · Check the answers with the class.

The profile provides information about Her Highness's background, domestic and international projects, awards and recognition.

## C. R2.1

- Ask Ss to read the text again.
- · Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions.

What do our leaders on the international stage highlight? the best Qatar has to offer

What about at home? They are inspirational role models. Where was Moza bint Nasser born? in the coastal city of Al Khor in the north of Qatar

When was she born? on August 8, 1959

Where did she spend most of her childhood? abroad

When did she come back to Qatar? 1977

Where did she meet his Royal Highness? at university

How many children does she have? seven

What did Sheikha Moza co-found in 1995? the Qatar Foundation for Education, Science and Community Development

What has the construction of Education City brought to Qatar? top foreign universities

What has the Qatar National Research Fund committed to? spending 2.8% of Qatar's gross national product on scientific and technological research

How many children has Education Above All enrolled? over

What is the WISE initiative dedicated to doing? providing creative educational solutions

In what other areas does Her Highness work? improving healthcare, especially for women and children, fighting regional unemployment, and promoting cultural understanding

What did she play an important role in establishing? Qatar's National Healthcare Strategy

What did she establish in 2008? Silatech

What has not gone unnoticed by the international community? her tireless efforts

What did Forbes magazine list her as? one of the most influential women in the world

- · Ask Ss to read the questions 1-5 and their options, and check their understanding.
- Have Ss do the activity.
- · Check the answers with the class.
- Ask Ss to provide justifications for their answers.



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

# A. Discuss in pairs/

- How much do you know about Her Highness Sheikha Moza bint Nasser?
- · What is she well-known for?
- What does the quote say about the importance of education?





## B. Quickly read the text below. What kind of information does the text provide?

On the world stage, the leaders and cultural ambassadors who represent our nation highlight the very best Qatar has to offer. At home, these same leaders are inspirational role models. Perhaps no one has better combined this role of respected international emissary and inspiring national icon than Sheikha Moza bint Nasser.

Moza bint Nasser was born on August 8, 1959 in the coastal city of Al Khor in the north of Qatar. She lived much of her childhood abroad before returning to Qatar in 1977 to attend Qatar University, where she studied sociology. It was there that she met His Royal Highness Sheikh Hamad bin Khalifa Al-Thani, and the two were soon married. As a wife and mother to seven children, Sheikha Moza bint Nasser credits her family with inspiring and supporting her passion for education.

For over two decades, Sheikha Moza has been the driving force behind the creation of a modern educational and research culture in Qatar. In 1995 she co-founded the Qatar Foundation for Education, Science and Community Development and began to realise her dream 'to see a Middle East region where everyone has access to the unique and rich tradition of learning that has such a strong place in our Arabic and Islamic heritage.' The construction of Education City, which has brought top foreign universities to Qatar, has provided access to the very best education for Qataris and foreigners alike. Additionally, as part of the Qatar Foundation, she established the Qatar National Research Fund, which has committed to spending an amazing 2.8% of Qatar's gross national product on scientific and technological research.

Sheikha Moza's dedication to education does, however, not stop at Qatar's borders. On an international level her initiatives have been responsible for providing education for millions of children all over the globe. In 2012 she launched Education Above All (EAA), an international initiative to provide schooling to children living in areas stricken by poverty, conflict and disaster. This initiative has enrolled over 10 million children in school. Through the Qatar Foundation, Her Highness has also established the World Innovation Summit for Education (WISE), dedicated to providing creative educational solutions.

Beyond education, Her Highness has also worked tirelessly to improve healthcare, especially for women and children, fight regional unemployment, and promote global cultural understanding. She is the chairperson of Sidra Medicine, the new state-of-the-art medical research centre for women and children, and she played an important role in the establishment of Qatar's National Healthcare Strategy. In 2008 she established Silatech, a non-profit company which aims to combat unemployment among young people in the Middle East and northern Africa. Working with the United Nations she has been an Advocate for the United Nations' (UN) Sustainable Development Goals, Special Envoy for Basic and Higher Education and Ambassador of the UN Alliance of Civilisations.

Such tireless efforts have not gone unnoticed by the international community. Forbes magazine has listed her as one of the most influential women in the world, and Her Highness Sheikha Moza has been presented with numerous international awards, including in 2013 the prestigious Carnegie Medal of Philanthropy.

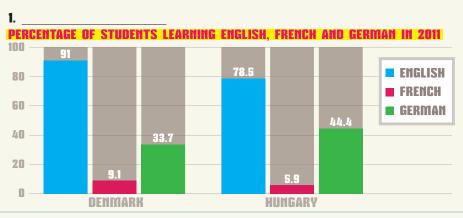
## L 🎱 Now read the text carefully and answer the questions. Choose a, b, c or d.

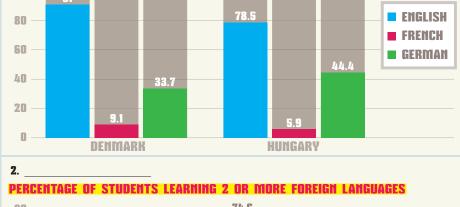
- 1. Sheikha Moza bint Nasser's commitment to education
  - **a.** began when she was at university.
  - **b.** is a direct result of her childhood spent living
  - c. has been influenced by her role as a wife and mother.
  - **d.** is the only reason that she is well-known on the world stage.
- 2. Her Highness feels education and learning
  - a. can never be made available to everybody.
  - **b.** are deeply rooted in Arabic and Islamic tradition.
  - c. can only be provided with the help of the United Nations.
  - **d.** can only be pursued in in the Middle East in **Education City.**

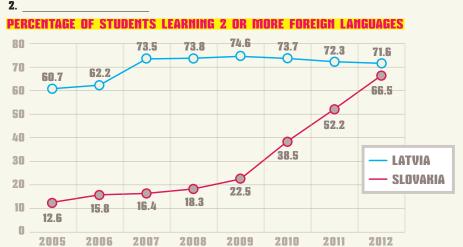
- 3. What has the Qatar National Research Fund promised to do? **a.** use 2.8 % of its money per year
  - **b.** employ the best minds in the world
  - c. directly fund all research projects based in Qatar
  - **d.** spend a portion of the country's wealth on research
- 4. Education Above All focuses on children who
  - **a.** are affected by war and poverty.
  - **b.** live in difficult-to-reach locations.
  - c. have shown a special talent or skill.
  - d. have never had the chance to attend a school before.
- 5. What is Silatech?
  - a. a division of the United Nations
  - b. a part of Qatar's National Healthcare Strategy
  - **c.** a company founded by Her Highness to help young people find work
  - d. a technology company operating branches in the Middle East and North Africa

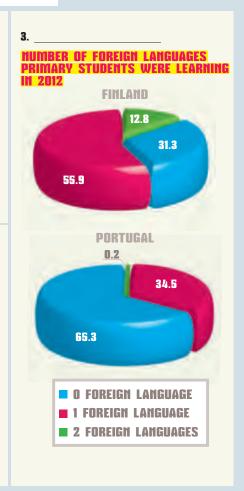
- **A.** P Discuss in pairs/groups.
- Why do we use charts and graphs, and what kind of information do they depict?
- Do you find them easy to read? Why? / Why not?
- Do you think they make information easier to understand? Why? / Why not?
- B. Dook at the graphs/charts below and match the terms in the box with the graph/chart they correspond to.

line graph bar graph pie chart









- C. 😩 The graphs/charts above show data concerning foreign-language learning in various European countries. Look at the information depicted in the graphs/charts and answer the questions.
- **1.** What is the subject matter of the bar graph?
- 2. What do you notice about the percentages in this graph? Do they add up to 100? Why? / Why not?
- 3. What is the subject matter of the line graph? What is being compared and how is it depicted?
- 4. Which graph/chart shows the components of a whole?
- 5. Which of the above show information that applies to a specific year? Which shows gradual progression?
- 6. Can you show the information depicted in the bar graph as a line graph or a pie chart? Why? / Why not?
- 7. Can the information in the line graph be depicted as a pie chart or a bar graph? Why? / Why not?
- D. Now listen to two people discussing statistics concerning foreign-language learning in Europe and fill in the missing data in the table below.

	UPPER SEC	ONDARY STUD	ENTS LEARNING	G 2 OR MORE FO	REIGN LANGU	AGES (in %)
	2007	2008	2009	2010	2011	2012
France	1	90.2	90.6	90.8	92.4	2
Spain	28.3	27.7	27.7	23.4	22.7	3
Sweden	91.6	91.3	91.8	92.7	93.2	4

- E. Work in pairs. Use the data in the table in activity D to create bar graphs, line graphs or pie charts. Remember to use the correct type of graph depending on what you want to show.
- F. Present your graphs/charts to the class and compare.

# TOSK

## Task modules 1&2

## Learning Standards

SB: S2.3, R2.3, R2.1, L2.1, S2.5

## A. S2.3 🔎

- · Ask Ss the questions.
- Check Ss' understanding of what charts and graphs are.
- Elicit answers and initiate a short discussion.

### Suggested answers

- They are used to present and compare information diagrammatically. They can depict information about various trends over a period of time.
- Most of the time I do because the information is presented diagrammatically and I can make the connections more easily.
- Yes, I do because they convey the information more vividly.

## B. R2.3 🍜

- · Ask Ss to look at the three different types of graphs/charts.
- Draw Ss' attention to the way the information/data is presented in each graph/chart.
- Draw Ss' attention to the names of graphs/charts in the box.
- Have Ss do the activity and check answers.
  - 1. bar graph
  - 2. line graph
  - **3.** pie chart
- Ask Ss if they have seen any bar graphs / line graphs / pie charts before, and if they have used any of them at school in other subjects.
- Elicit answers and initiate a short discussion.

## C. R2.1

- Draw Ss' attention to the three graphs/charts and ask them to tell you what kind of data they show.
- Elicit the answer, as stated in the rubric, that they show data concerning foreign language learning in various European countries.
- Ask Ss to read through questions 1-7 and check their understanding.
- · Have Ss do the activity and check answers.
  - 1. the percentage of students learning English, French and German in Denmark and Hungary in 2011
  - 2. The percentages in this graph help us see how many students studied English, French and German in Denmark and Hungary in 2011. The percentages for each country don't add up to 100 because one student might belong to two categories (e.g. learning English and French).
  - 3. The subject matter is the percentage of students learning two or more foreign languages in Latvia and Slovakia from 2005 to 2012. Two lines are being used to show how the percentages of each country fluctuate/change over a period of time (2005-2012). This way, the reader can compare the percentages.

- **4.** The pie chart shows the components of a whole.
- 5. The bar graph and the pie chart show information that applies to a specific year, while the line graph shows gradual progression over a period of time.
- **6.** You can't show the information depicted in the bar graph as a line graph because the data depicted aren't sufficient to show a progression over a period of time and you can't show the information as a pie chart because the percentages do not add up to 100.
- No, it cannot. The only way to show parts of information of the line graph in a bar graph is if we compare two countries in a specific year.

## D. L2.1 🞱

- Draw Ss' attention to the data in the table and check their understanding.
- Play the recording twice and have Ss do the activity.
- Check the answers with the class.

**1.** 90 **2.** 94.5 **3.** 24.6 **4.** 80.1



### **Optional activity**

• Ask Ss:

Is learning two or more foreign languages common where you live?

What kind of languages do you usually learn?

• Elicit answers and initiate a short discussion.

## E. R2.3 🥌

- Divide Ss into pairs and refer them to the data in the table in the previous activity.
- Ask Ss to choose what kind of data from the table they want to focus on and use the correct type of graph to present it.
- Allow Ss some time to draw/prepare their graphs/charts.
- · Monitor Ss from a distance. Do not correct them.

## F. S2.5 🍜

 Ask each pair to come to the front of the class and present their graphs/charts and findings.

## Recap:

- Ask Ss the following questions:
- 1. What have you learnt to do in this specific task? (to analyse, interpret and create graphs/charts, to discuss and present findings, to compare and contrast language learning data)
- 2. What language did you need to use?

  (various tenses such as the Present Simple and the Past Simple to talk about graphs/charts and discuss the data in graphs/charts, the Passive Voice, comparisons as well as topic-related vocabulary)
- 3. Where will this task help you in life?

  (for project work and presentations at college or at work, to understand and interpret the data shown in a graph/chart in textbooks and journals, etc.)

	STUDENT'S BOOK	
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
S1.1	Inquiry and research	Reading A p. 38
S2.3	Problem-solving	Reading A p. 38
R1.1	Creative and critical thinking	Reading B p. 38
R2.1	Creative and critical thinking	Reading C p. 39
R2.1	Creative and critical thinking	Reading D p. 39
R2.3	Communication	Reading E p. 39
R2.2	Creative and critical thinking	Reading F p. 39
R4.1	Problem-solving	Reading G p. 39
R4.2	Problem-solving	Reading G p. 39
S2.2	Creative and critical thinking	Reading H p. 39
S2.3	Problem-solving	Reading H p. 39
R4.2	Problem-solving	Vocabulary A p. 40
R4.2	Problem-solving	Vocabulary B p. 40
R4.2	Problem-solving	Vocabulary C p. 40
S2.3	Problem-solving	Listening A p. 42
L2.1	Creative and critical thinking	Listening B p. 42
L2.2	Communication	Listening B p. 42
S2.2	Creative and critical thinking	Listening C p. 42
S2.3	Problem-solving	Speaking A p. 42
S2.2	Creative and critical thinking	Speaking B p. 42
S2.3	Problem-solving	Speaking B p. 42
S2.2	Creative and critical thinking	Speaking C p. 42
S2.3	Problem-solving	Speaking C p. 42
W1.1	Creative and critical thinking	Writing p. 43
W2.1	Creative and critical thinking	Writing p. 43
W4.1	Creative and critical thinking	Writing p. 43
S1.1	Inquiry and research	Reading A p. 44
S1.2	Creative and critical thinking	Reading A p. 44
S5.1	Communication	Reading A p. 44
R1.1	Creative and critical thinking	Reading B p. 44
R2.1	Creative and critical thinking	Reading C p. 45
R4.1	Problem-solving	Reading D p. 45
R4.2	Problem-solving	Reading D p. 45
S2.3	Problem-solving	Reading E p. 45
S5.1	Communication	Reading E p. 45
R4.2	Problem-solving	Vocabulary B p. 46 Vocabulary C p. 46
R4.1	Problem-solving	, ,
R4.2	Problem-solving	Vocabulary C p. 46
S2.3	Problem-solving	Listening A p. 47
L1.1 L2.1	Creative and critical thinking Creative and critical thinking	Listening B p. 47
L3.1	Creative and critical thinking	Listening C p. 47 Listening C p. 47
S5.1	Communication	
S2.2	Creative and critical thinking	Speaking p. 47 Speaking p. 47
S3.1	Cooperation and participation	Speaking p. 47
S2.3	Problem-solving	Writing A p. 48
R1.1	Creative and critical thinking	Writing B p. 48
R2.3	Communication	Writing C p. 48
R4.2	Problem-solving	Writing D p. 49
R4.2	Problem-solving Problem-solving	Writing E p. 49
R2.3	Communication	Writing F p. 49
W1.1	Creative and critical thinking	Writing G p. 49
W1.3	Creative and critical thinking  Creative and critical thinking	Writing G p. 49
W1.5	Communication	Writing G p. 49
W2.1	Creative and critical thinking	Writing G p. 49
W3.2	Creative and critical thinking	Writing G p. 49
¥¥ J. Z	Creative and critical trilliking	writing G p>

	WORKBOOK	
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
L2.1	Creative and critical thinking	Activity E p. 40
L2.2	Communication	Activity E p. 40

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

## **3a** (pp. 38-39)

- explain independently why a real or fictional event has a personal significance (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts of unfamiliar topics (R2.2)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- justify independently their attitude towards the character of a real or fictional person (S2.2)

## **3a** (pp. 40-41)

 use independently familiar and unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

## **3a** (pp. 42-43)

- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1)
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics (L2.2)
- justify independently their attitude towards the character of a real or fictional person (S2.2)
- explain independently why a real or fictional event has a personal significance (W1.1)
- organise, sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts (W4.1)

## **3b** (pp. 44-45)

- explain independently why a real or fictional event has a personal significance (S1.1)
- justify and respond independently to common feelings such as surprise, interest and regret (S1.2)
- express and explain different opinions on real events, and justify their own opinion (S5.1)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)

- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)

## **3b** (pp. 46-47)

- use independently familiar and unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (L1.1)
- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1)
- guess independently the meaning of unknown words important for comprehension from available clues in a wide range of longer, more complex texts including some texts on unfamiliar topics (L3.1)
- express and explain different opinions on real events, and justify their own opinion (S5.1)
- justify independently their attitude towards the character of a real or fictional person (S2.2)
- keep interaction going in discourse-level exchanges by asking for explanation of complex ideas (S3.1)

## **3b** (pp. 48-49)

- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- explain independently why a real or fictional event has a personal significance (W1.1)
- justify independently their attitude towards the character of a real or fictional person (W1.3)
- explain and justify plans and ambitions when comparing them to alternative suggestions (W1.5)
- organise sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- plan and draft an extended complex text and modify the draft independently (W3.2)

## 3 Review

- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1) WB
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics (L2.2) WB



## Vocabulary

# genetic inheritance human nature nurture (n.) upbringing

- Ask Ss to look at the pictures on the page and tell you
  what they show (a family, a man smiling, two toddlers
  sitting next to each other with their arms on each other's
  shoulder, a young woman helping an old woman, a man
  climbing a mountain, people praying).
- 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 is going to be about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section. Make sure that they do not have any unknown words.
- Elicit answers and initiate a short discussion.

### Suggested answers

- What I consider important in a friend is loyalty, trustworthiness, knowing that I can rely on them and I can turn to them when I need their help, a good sense of humour, having a pleasant disposition and a positive outlook on life. I consider the same qualities important in a family member. What I consider important in a colleague is honesty, being reliable and being a team player.
- I think it is both. However, in some cases nurture may be a bigger influence than nature and vice versa, but, in general, I think we are the result of the characteristics we are born with and the experiences we gain during our childhood and the course of our lives.
- Read out the objectives in the *In this module you will...* section.
- Explain any unknown words.





A. Q P Discuss in pairs/groups.

- What kind of information would you expect to find in a text about a person's life?
- How can we benefit from reading about someone else's life and experiences?
- If you were writing about your own life, what experiences would you choose to write about?

B. Read the titles as well as the first paragraph of both texts 1 and 2. What is the difference between these two texts? Do you know what these text types are called?

TEXT 1



## 'Live and Help Live' -official motto of the Edhi Foundation

Abdul Sattar Edhi was born on 28 February 1928 in Bantva, Gujarat, India. Charity was part of his life from an early age and as a young child his mother would give him one paisa coin for his lunch and another to give to a beggar or child in need. When she suffered a stroke and was paralysed in 1939, her eleven-year-old son devoted the next eight years of his life to her health. In 1947, after the death of his mother and the establishment of an independent Pakistani state, Edhi moved to Karachi.

In Karachi, Edhi began what would soon become the largest welfare organisation in Pakistan and the largest volunteer network in the world. With no wealth of his own, Edhi begged in the streets for money in order to start a free medical dispensary. In 1951, he established the Edhi Foundation and eventually received enough donations to buy an ambulance which he drove himself. When the Asian Flu hit Pakistan in 1957, Edhi enlisted the help of medical students and established treatment centres.

Greatly saddened by the poor conditions around him, Edhi expanded his charitable works and established maternity clinics, outpatient hospitals and orphanages—all funded entirely by charitable donations. A Muslim, Edhi made it a point to treat all people regardless of religion or social background. He worked particularly hard to improve the lives of children and became the legal guardian of over 20,000 orphans.

Abdul Sattar Edhi died on 8 July 2016 of kidney failure. At the time of his death, the Edhi foundation operated over 1800 ambulances, 300 clinics and four hospitals throughout Pakistan. The foundation had also provided vocational training for thousands, including over 40,000 nurses. Upon his death, the Pakistani Prime Minister said, 'We have lost a great servant of humanity.'

TEXT 2



# My Career, My Calling By Salman Singh

I was born in 1990 and raised on the outskirts of London. My parents, who had emigrated from India, were always stressing the importance of education, so I realised its value from a young age. I grew up knowing that I wanted to be a history teacher. After finishing my undergraduate history course, I decided I'd take a gap year to travel and get some practical teaching experience. It was a decision that would change the course of my life forever.

In 2012, I found myself in rural Bangladesh. A few days after my arrival, I was teaching a mixed class of five to fifteen-year-olds in a schoolhouse consisting of one room. The students were thirsty for knowledge and I'd never seen children so enthusiastic about school. The school coordinator told me that my students were the lucky few. She said that due to poverty and flooding, only about half of primary school-aged children in the region received education.

When it was time for me to return to England, I knew exactly what I wanted to do. Instead of pursuing a graduate degree in history, I moved to New York and enrolled in NYU to get a Master's degree in Educational Leadership, Politics and Advocacy. After graduating, I took a job at UNESCO, the United Nations organisation which focuses on education, and became a fundraising coordinator working closely with educational charities in South Asia.

When I felt I'd gained enough experience from my job, I decided it was time to open up my own school. I worked to get funding and donations and then I returned to Bangladesh. With the help of local teachers I found the place where I'd be able to do the most good for the most children. I now operate three floating schools which can reach students even during the rainy season.

I consider myself lucky to have found my calling in life. As for the future, I dream of a day when every child will be able to experience the joy of learning and discovery that only education can offer.

### **Learning Standards**

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

### Vocabularv

ambulance beg beggar calling charitable charity clinic coordinator devote dispensary donation emigrate enlist enthusiastic establishment eventually floating flooding foundation fund (v.) fundraising gap year guardian humanity in need independent network (n.) nurse orphan orphanage outskirts paralyse poverty rural sadden stroke (n.) suffer wealth welfare

## Reading

## A. S1.1, S2.3 🔯 🔎

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

### Suggested answers

- In a text or book about a person's life, I would expect
  to find information about that person's family,
  childhood, educational background, personal life and
  career. I would also expect to find information that
  justifies why that person was worth writing about
  and what makes/made him/her so special.
- By reading about other people's lives we can learn from their experiences, be inspired by their achievements and avoid making the same mistakes.
- If I were going to write about my own life, I think I
  would write about some interesting experiences that
  I have had. Or maybe I would write about my family
  and how supportive they have been.

## B. R1.1

- Draw Ss' attention to the pictures and titles of the texts and ask them what they think the texts will be about.
- Discuss the titles and explain any unknown words
  (motto a short prhase used to convey a belief or
  principle; calling a strong desire to follow a certain
  career path, especially when you you believe it will be of
  benefit to others).
- · Ask Ss to quickly read the first paragraph of each text.
- Ask Ss the questions in the rubric.
- Elicit answers.
- · Check the answers with the class.

### Suggested answer

The first text is a biographical account. This means that the writer is writing about somebody other than himself/herself and that he/she is writing in the third person. Text two is an autobiographical account. This means that the writer is writing about himself and is writing in the first person.

## C. R2.1

- Ask Ss to read the texts again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

When was Abdul Sattar Edhi born? on 28 February 1928 Where was he born? in Bantva, Gujarat, India Why would his mother give him an extra paisa coin? to give it to a beggar or child in need



How old was he then? eleven years old

Why did he beg in the streets in Karachi? in order to raise money to start a free medical dispensary

When did the Asian flu hit Pakistan? in 1957

What did Edhi do then? He enlisted the help of medical students and established treatment centres.

How many orphans did he become a legal guardian of? 20,000 orphans

When did Edhi die? on 8 July 2016

What did he die of? kidney failure

How many ambulances, clinics and hospitals did the Edhi foundation operate at the time of his death? 1800 ambulances, 300 clinics and four hospitals

How many nurses had the foundation provided training for? 40,000

### Text 2

Who is the writer of this text? Salman Singh When was he born? in 1990

Where was he raised? on the outskirts of London Where had his parents emigrated from? India

What were his parents always stressing? the importance of education

When did Singh find himself in rural Bangladesh? in 2012 What was he doing there? He was teaching a mixed class of five to fifteen-year-olds in a schoolhouse consisting of one room.

What did Singh notice about these children? He noticed that they were very enthusiastic and thirsty for knowledge. What did the school coordinator tell Singh? He told him that

What did the school coordinator tell Singh? He told him that Singh's students were the lucky few and that due to poverty and flooding, only about half of primary school-aged children in the region received education.

Why did he enrol in NYU? to get a master's degree in Educational Leadership, Politics and Advocacy What is UNESCO? the United Nations organisation which

focuses on education What did he decide to do after he'd gained enough experience from his job? He decided it was time to open up

his own school.
Who helped him find the place where he'd be able to do the most good for the most children? local teachers

What does he dream of? He dreams of a day when every child will be able to experience the joy of learning and discovery that only education can offer.

- Have Ss read through points 1-12 and check their understanding.
- To help Ss you may tell them that the points are equally distributed and that there are six that correspond to each person.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to provide justifications for their answers.

**1.**S **2.**E **3.**E **4.**S **5.**S **6.**E **7.**S **8.**S **9.**E **10.**E **11.**S **12.**E

## D. R2.1

- Draw Ss' attention to the names and the two timelines.
- Explain to Ss that they should complete the timelines using the points from activity C to show the sequence of events in the two texts.
- To help lower-performing Ss, you can tell them the first and last point in each diagram.
- Have Ss do the activity.
- · Check the answers with the class.

**Abdul Sattar Edhi:** 6, 2, 12, 10, 3, 9 **Salman Singh:** 8, 5, 4, 1, 7, 11





## E. R2.3

- Draw Ss' attention to activity E.
- Ask Ss to read through the key features 1-10 and check their understanding.
- · Have Ss do the activity.
- · Check the answers with the class.

**1.** T2 **2.** T1 **3.** T1 **4.** B **5.** B **6.** B **7.** T2 **8.** B **9.** T2 **10.** T1

## F. R2.2

- Ask Ss the question and have them write down their answers
- Tell Ss to use information from the text to support their answers.
- Check the answer with the class.

### Suggested answer

Both these individuals are proof that nurture or the immediate environment, upbringing and life experiences of a person can influence the course of one's life. It is clearly evident that the parents of both Abdul Sattar Edhi and Salman Singh had a huge impact on their lives. Edhi's mother taught him the importance of charity when he was a child and also taught him to love and care for the sick. Singh's parents were immigrants who made him believe in the importance of education, so it's no surprise he focused on providing schooling for children in need.

## G. R4.1, R4.2 🔎

- Ask Ss to read through the meanings a-h and check their understanding.
- Ask Ss to look at the highlighted words in the text.
- Encourage Ss to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- · Check the answers with the class.

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

 Elicit the help of higher-performing Ss to explain any unknown words from the text.

## H. S2.2, S2.3 😩 🔎

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

### Suggested answers

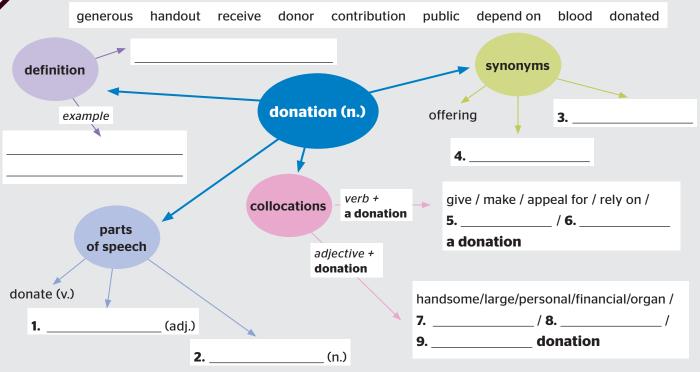
 Well, I am always fascinated by people who devote their lives to philanthropy. In this case, I was most impressed by the fact that Abdul Sattar Edhi was able to start such a wide-ranging volunteer network even though he came from poverty himself. I think it's a real testament to his charitable nature, and the charitable nature of all those who got involved in this venture. I also find the work that Salman Singh does very important. When you provide children living in

- poverty-stricken areas with an education, you are giving them the opportunity to change the course of their lives.
- Yes, I do think it would be difficult but I also think
  that it is very important that we do it in spite of
  the difficulty. Our faith teaches us that we must
  be charitable to all people and devote our lives
  to helping others. Sometimes it is difficult to put
  ourselves second and think of the needs of others
  first, but only by doing so can we secure a better life
  for ourselves and our children.

C. Now read the texts carefully. Decide which person each of these points refers to. Write E for
Abdul Sattar Edhi, or S for Salman Singh.  1. works for UNESCO
D. Provided in the points from activity C to complete the timelines below which show the sequence of events in the text. Write the numbers 1-12 in the boxes provided.
Abdul Sattar Edhi Born 1928
Salman Singh Born 1990
E. Fread the texts again. Choose the statements that apply to each text. Write T1 for Text 1, T2 for Text 2 or B for both.
<ol> <li>Uses the first person.</li> <li>provides an objective account of a person's life.</li> <li>uses the third person.</li> <li>uses the third person.</li> <li>uses paragraphs to present information in an organised manner.</li> <li>presents in the order in which they were experienced.</li> <li>is subjective and presents the personal perspective and opinion of the person.</li> <li>uses key date/time references.</li> <li>makes use of some features of informal writing.</li> <li>presents information that is factual.</li> </ol>
<ul> <li>F. Provide a written response to the following question in your own words. Use information from the texts to support your answer.</li> <li>How do you think both Abdul Sattar Edhi's and Salman Singh's attitudes towards helping others were influenced by their parents?</li> <li>C. Dook at the highlighted words in the texts and match them with their meanings a-h. Then check your answers using a dictionary.</li> </ul>
a. in the countryside b. to try to achieve or work towards c. a home for children without parents d. to give all of one's time and effort to sth e. located on the edge of a city f. a person who, by law, is responsible for the protection and care of a child g. the process of collecting money, usually for charity h. concerned with the general health and happiness of people  H. Discuss in pairs/groups.
<ul> <li>What did you find most interesting about the people in the two texts?</li> <li>Do you think it would be difficult to devote your life to works of charity and helping others?</li> </ul>

Vocabulary

**A.** Complete the word web below. First write a definition and example sentence of the word *donation*. Next use the words in the box to fill in the gaps. Then check your answers using a dictionary.



**B.** P Make your own word web using one of the nouns in the box below. Use a dictionary to find the definition of the word and an example sentence. Make sure you use all the different categories which you see in the diagram above.

The diagram above are the diagram above.

**C.** P Use the suffixes in the box to complete the sentences with the correct form of the words in capitals. Then check your answers using a dictionary.

-ist -arian -ity -eer

I. He was famous for his and willingness to help those less fortunate than himself.  2. The Edhi foundation runs throughout Pakistan. ORPHAN  3. The well-known was given a lifetime achievement award. PHILANTHROPY  4. They have organised a for next week to raise money for the homeless. FUNDRAISE  5. The noted gave a speech at the general assembly of the United Nations. HUMANITY  6. The university created a culture of by welcoming people from a wide variety of backgrounds.  7. The government welcomes of all ages to take part in the beach voluntary clean-up.  8. The children expressed their by creating a beautiful painting for their GRATIFY teacher.			age		ariari	,	· · · · · ·	uuc	11000	O.	
The well-known was given a lifetime achievement award. PHILANTHROPY  They have organised a for next week to raise money for the homeless.  The noted gave a speech at the general assembly of the United Nations.  The university created a culture of by welcoming people from a wide variety of backgrounds.  The government welcomes of all ages to take part in the beach clean-up.  The children expressed their by creating a beautiful painting for their GRATIFY	1.		or his			and willir	ngness to	help tho	se less for	tunate	GENEROUS
<ul> <li>4. They have organised a for next week to raise money for the homeless.</li> <li>5. The noted gave a speech at the general assembly of the United Nations.</li> <li>6. The university created a culture of by welcoming people from a wide variety of backgrounds.</li> <li>7. The government welcomes of all ages to take part in the beach clean-up.</li> <li>8. The children expressed their by creating a beautiful painting for their GRATIFY</li> </ul>	2.	The Edhi foundati	ion runs _			thro	ughout F	Pakistan.			ORPHAN
<ul> <li>5. The noted gave a speech at the general assembly of the United Nations.</li> <li>6. The university created a culture of by welcoming people from a wide variety of backgrounds.</li> <li>7. The government welcomes of all ages to take part in the beach clean-up.</li> <li>8. The children expressed their by creating a beautiful painting for their GRATIFY</li> </ul>	3.	The well-known _			was	given a lit	fetime ac	hievemer	nt award.	PH	ILANTHROPY
6. The university created a culture of by welcoming people from a wide variety of backgrounds.  7. The government welcomes of all ages to take part in the beach clean-up.  8. The children expressed their by creating a beautiful painting for their GRATIFY	4.	They have organis	sed a			for next	week to	raise mon	ey for the	homeless.	<b>FUNDRAISE</b>
variety of backgrounds.  7. The government welcomes of all ages to take part in the beach clean-up.  8. The children expressed their by creating a beautiful painting for their GRATIFY	5.	The noted		gav	ve a spee	ch at the	general	assembly	of the Un	ited Nations.	HUMANITY
clean-up.  8. The children expressed their by creating a beautiful painting for their GRATIFY				ture of			by \	welcoming	g people f	rom a wide	OPEN
	7.	_	welcomes			of a	ll ages to	take part	in the be	ach	VOLUNTARY
	8.		essed thei	r		by	creating	a beautif	ul paintin	g for their	GRATIFY

**D.** What do you notice about the answers in activity C? What do they have in common?

-200

**E.** Put the words from activity C into the correct categories in the table below.

CONCRET	TE NOUNS	ABSTRACT NOUNS
PEOPLE	THING/PLACES	ABSTRACT NOUNS

A **concrete noun** is sth that you can *see*, *hear*, *smell*, *touch* or *taste*. Concrete nouns can usually be used in both the plural and the singular forms.

An **abstract noun** refers to a concept or idea that you cannot experience through the five senses. Abstract nouns are usually uncountable.

## **Learning Standards**

**SB:** R4.2

### **Functions**

Distinguishing between the Past Simple and the Past Progressive for reference to past events and situations Expressing past habits and typical behaviour in the past

### Structures

Past Simple vs Past Progressive Used to, Would

## Vocabulary

contribution (n.) depend on donate donated donor fundraiser generosity generous gratitude handout handsome humanitarian (n.) offering openness philanthropist receive relief volunteer (n.)

## Vocabulary

## A. R4.2 🔎

- Direct Ss' attention to the word web and draw on their prior knowledge. Ask them what a word web is (a visual of a particular target word and the words associated with it) and what purpose it serves (to organise information and make it easier to process).
- Explain to Ss that creating word webs can help them expand their understanding of vocabulary by enabling them to organise information and create associations.
   Tell them that they should try to use this vocabularybuilding strategy beyond the classroom setting.
- Draw Ss' attention to the word at the centre of the word web (donation) and inform them that this is the target word.
- Have Ss read the information in the box and the word web and check their understanding.
- Explain to Ss that they have to use the words in the box to complete the gaps 1-9 in the word web.
- To help lower-performing Ss, you can pair them up with higher-performing Ss. In this way, lower-performing Ss will receive the support they need and higherperforming Ss will be able to expand their understanding by trying to impart knowledge.
- Have Ss do the activity.
- Encourage Ss to check their answers using a dictionary.
- · Check the answers with the class.

### Suggested answers

(definition) Money or goods given to charity. (example) Every year we make a generous donation to a different charity.

- 1. donated
- **6.** depend on / receive
- 2. donor
- **7.** generous/public/blood
- 3. handout/contribution
- 8. generous/public/blood
- **4.** contribution/handout
- 9. generous/public/blood
- **5.** receive / depend on

## B. R4.2 🔎

- Draw Ss' attention to the words in the box.
- Explain to Ss that they should choose one of the words in the box and make a word web like the one in activity A.
- Point out that they should use all the different categories they see in the diagram in activity A.
- Instruct Ss to use a dictionary to find the definition of the word they have chosen and one example sentence.
- To help lower-performing Ss, you may pair them with higher-performing Ss. Lower-performing Ss can ask higher-performing Ss to model the procedure. At the same time, this can help higher-performing Ss consolidate their skills and knowledge.
- Have Ss do the activity.
- · Check the answers with the class.

### Suggested answers

### **RELIEF:**

- **definition** + **example sentence**: the act of providing assistance to make a difficult or painful situation better. After the flooding, aid organisations attempted to provide relief for thousands of homeless.
- parts of speech: relieve (v.), relieved (adj.)
- synonyms: comfort
- collocations: (adj. + relief) considerable, obvious, instant, (verb + relief) give, offer, provide

### **CHARITY:**

- definition + example sentence: the act of giving assistance freely without being paid. My mother taught me the importance of charity at an early age.
- parts of speech: (un)charitable (adj.), (un)charitably (adv.)
- synonyms: philanthropy, assistance, generosity
- collocations: (adj. + charity) local, national, international, medical, environmental, educational, (verb + charity) give to, donate to, accept, support, (charity + noun) auction, event, ball, shop, school

### **ASSISTANCE:**

- definition + example sentence: help or aid. The Edhi
  Foundation offers free medical assistance to those in need.
- parts of speech: assist (v.), assistant (n.), (un)assisted (adj.)
- synonyms: help, support, aid
- **collocations:** (adj. + assistance) practical, humanitarian, professional, limited, real, emergency, international, military, legal, (verb + assistance) offer, provide, give, refuse, promise

## C. R4.2

- Draw Ss' attention to the suffixes in the box. Explain that they should use these suffixes to form words to complete the sentences 1-9.
- Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- · Check the answers with the class.

**1.** generosity **2.** orphanages **3.** philanthropist

**4.** fundraiser **5.** humanitarian **6.** openness

7. volunteers 8. gratitude





#### D.

- Draw Ss' attention to the answers in activity C and ask them the question in the rubric.
- · Elicit and check answers.

All the answers in activity C are nouns.



#### E.

- Draw Ss' attention to the answers in activity C and the table
- Explain to Ss that the nouns in activity C can be divided into two categories: concrete nouns and abstract nouns.
- Draw Ss' attention to the note and explain it.
- · Have Ss do the activity.
- · Check the answers with the class.

### Concrete nouns

**People:** philanthropist, humanitarian, volunteers

Things/Places: orphanages, fundraiser

**Abstract nouns** 

generosity, openness, gratitude

 To challenge higher-performing Ss, you may have them write sentences on a piece of paper using the words they learnt in activity C. You may then collect these pieces of paper and write some of these sentences on the board making sure to omit the target vocabulary. You may then have lower-performing Ss complete the sentences for extra practice.

## Grammar

### A.

- Draw on Ss' prior knowledge of grammar and ask them to explain when we use the Past Simple and the Past Progressive and to provide examples.
- Ask Ss to read through the sentences 1-9 and draw their attention to the verbs in blue. Make sure that Ss can differentiate between the Past Simple and the Past Progressive.
- Illustrate the difference between the two tenses using timelines.
- Ask Ss to read through the uses of the Past Simple and Past Progressive and check their understanding.
- · Have Ss do the activity.
- Check the answers with the class.
- Note that sentence 2 corresponds to both uses c and j. In particular, use c refers to the verb in the Past Progressive (was looking) whereas use j refers to the verb in the Past Simple (found).

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

- Ask Ss to find examples in the text on p. 38 (Charity was part of his life from an early age..., In 1947... Edhi moved to Karachi., With no wealth of his own, Edhi begged in the streets..., Edhi expanded his charitable works and established..., I was born in 1990 and raised..., My parents, who had emigrated from India, were always stressing the importance of education..., In 2012, I found myself..., A few days after my arrival, I was teaching a mixed class..., ... I moved to New York and enrolled in NYU..., etc.)
- For further practice, pair lower-performing Ss with higher-performing Ss and have them come up with their own examples of the different uses of the Past Simple and the Past Progressive.

• Refer Ss to the Grammar Reference (p. 93).

#### В.

- Draw Ss' attention to the note.
- · Ask Ss the question in the rubric.
- · Check the answers with the class.
- Point out to Ss that *would* is not used to describe permanent past states.

For example: I used to be chubby when I was young. **NOT** I would be chubby when I was young.

- **1.** My sister *used to* have very long hair when she was young.
- I (always) used to help my mother make dinner when I was younger.
   I would always help my mother make dinner when I was younger.
- To challenge **higher-performing Ss**, you may have them write sentences on a piece of paper using these structures. Point out to Ss that they should make examples expressing past states, in which only *used to* can be used, and examples expressing past habits, in which both *used to* and *would* can be used. You may collect these pieces of paper and write some of the sentences on the board making sure to omit the target structures. You may then have **lower-performing Ss** complete the sentences with the correct structures.
- Refer Ss to the Grammar Reference (pp. 93-94).

#### C.

- Have Ss read through the text and check their understanding.
- · Have Ss do the activity.
- · Check the answers with the class.

1.	would watch / used to watch / watched		looked / was looking wasn't raining
2.	didn't use to think		was taking
3.	travelled	16.	heard
4.	went	<b>17</b> .	turned
<b>5</b> .	told	18.	saw
6.	had	19.	were standing
<b>7.</b>	didn't pay	20.	didn't want
8.	was exploring	21.	thought
9.	happened	22.	began
10.	were having	23.	looked
11.	decided	24.	told
12.	didn't use to have	25.	didn't believe

### Optional activity

The instructions here concern the Writing activity which is found on page 43. They are given in advance so that Ss can prepare ahead of time for the activity.

- For the next lesson, tell Ss to do some research, online and otherwise, on Her Excellency Sheikha Al Mayassa bint Hamad bin Khalifa Al Thani.
- Ss will be required to write a biography of Her Excellency referencing various life events and her important humanitarian contributions both at home and abroad.
- Instruct Ss to keep notes when doing their research.

# **Grammar** Past Simple vs Past Progressive, Used to, Would $\rightarrow pp. 93-94$

**A**. Read the sentences below, look at the verbs in blue and match them with the uses a-j.

1. My sister had very long hair when she	Uses of the Past Simple and Past Progressive
was young.	<b>a.</b> completed actions that took place at a definite
2. While I was looking for my mobile	in the past.
phone, I <b>found</b> my sister's diary.	<b>b.</b> an action that was in progress at a definite time
3. It was dark and it was raining heavily.	in the past.
4. Andy opened the door and walked into	<b>c.</b> an action in progress in the past that was
the house.	interrupted by another action.
5. My sister was always borrowing my	<b>d.</b> completed actions that took place one after the
things without asking when we were	other in the past.

- teenagers.6. This time last Friday, I was flying home from Brazil.
- **7.** I **travelled** to Poland with my family last year.
- **8.** Mike was washing the car while his wife was making lunch.
- **9.** I always **helped** my mother make dinner when I was younger.

<b>a.</b> completed actions that took place at a definite till in the past.	me
<b>b.</b> an action that was in progress at a definite time in the past.	
<ul><li>c. an action in progress in the past that was interrupted by another action.</li></ul>	
<b>d.</b> completed actions that took place one after the other in the past.	
<ul><li>e. past habits or repeated actions in the past (often used with adverbs of frequency).</li></ul>	
<ul><li>f. actions happening at the same time in the past.</li><li>g. background scenes of a narration.</li></ul>	
h. repeated past actions or annoying past habits (with always, constantly and continuously).	
<ul><li>i. permanent situations in the past.</li><li>j. an action in the past that interrupted a 'longer' action in progress.</li></ul>	

B. Read the note. In which of the examples 1-9 above could the Past Simple be replaced with used to or with would?

 $\mathbf{used}\ \mathbf{to}\ + \mathbf{base}\ \mathbf{form}$  is used to describe permanent past states, past habits or repeated actions in the past

I used to play tennis when I was younger.

**would + base form** is used to describe past habits or typical behaviour in the past *When my parents were away, my aunt would look after me.* 

### **C.** Complete the text with the correct form of the verbs in brackets.

When I was a young bo	y, my dad and <b>l 1</b>	(watch) documentari	es about exotic
places around the world	d, and I couldn't wait to grow up	and visit them myself. By the age	e of 35, I had
travelled far and wide, s	so I 2	(not / used to / think) that I could	discover something
that I had never seen be	efore. That's, of course, until I <b>3</b> _	(travel)	to the Amazon
Jungle. When I first <b>4</b> _	(go) the	re, the locals <b>5</b>	(tell) me
about tribes that <b>6</b>	(have) no	contact with the outside world.	But I
7	(not / pay) much attention to	o them. One day I 8	(explore)
a part of the rainforest i	n Brazil with some fellow travell	lers when something amazing ${f 9}$ _	
(happen). It was around	midday and the others 10	(have) lun	ch.
l 11	(decide) to go a bit deeper in	to the jungle to take some picture	es of some tropical
birds with my new came	era. I <b>12</b>	(not / used to / have) such a fa	ancy camera and I
13	(look) forward to using it in	this perfect setting. It was hot an	d humid, but at least
it 14	(not rain). Anyway, as I <b>15</b>	(take)	photos,
l 16	(hear) a noise. I <b>17</b>	(turn) around and	
18	(see) a man who belonge	d to a tribe I had never seen befo	re. It seemed like
we <b>19</b>	(stand) there looking a	it each other for ages. I <b>20</b>	
(not want) him to be sca	ared of me so I 21	(think) it would be a go	ood idea to offer
him something. I 22	(begin)	searching through my bag. But w	hen I
23	(look) up again, he was g	one. When I <b>24</b>	(tell) the
others about my encour	nter most of them 25	(not / helieve) n	ne

## Listening **◄**»

- A. O Discuss in pairs/groups.
- What kind of personal qualities do you think people need to have to do the following jobs in the emergency services? volunteer firefighter police officer paramedic emergency dispatcher search and rescue worker
- B. 🚰 🤝 You will hear five people talking about their jobs. Choose from the list (A-F) the statement that best describes what each speaker says. Use the letters only once. There is one extra

statement which you do not need to use. A. Ordinary citizens can provide valuable support to Speaker 1 this emergency service. Speaker 2

**B.** Better training would help us be more effective.

C. I can't leave my job behind at the end of the day.

**D.** I forget about the danger when I know someone needs help.

**E.** I sacrifice a lot of my personal time for my job.

F. You need a lot of self-control to do my job.

When doing a multiple matching listening task, remember to:

- · read through the statements carefully to get a clear idea of what you are
- wait to hear the recording a second time before you make your final decision.



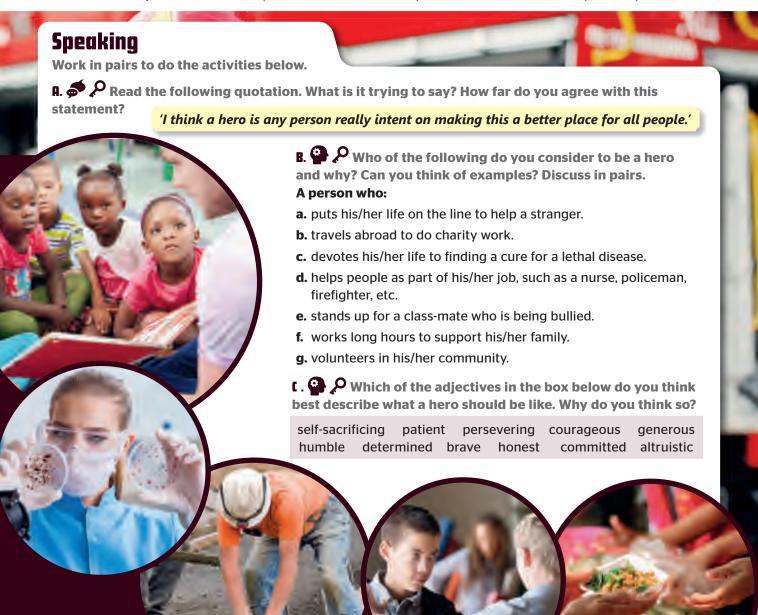
Speaker 3

Speaker 4

Speaker 5

**C.** Discuss in pairs/groups.

· Which of the jobs mentioned do you think would best suit you? Which would least suit you? Why?





SB: S2.3, L2.1, L2.2, S2.2, S5.1, W1.1, W2.1, W4.1

### **Functions**

Expressing and justifying an opinion Narrating a person's life and achievements

### Vocabularv

altruistic brave bully (v.) committed courageous hero honest humble lethal on the line patient (adj.) persevering self-sacrificing stand up for stranger volunteer (v.)

## Listening

## A. S2.3 D

- · Have Ss read the question and check their understanding.
- · Elicit answers and initiate a short discussion.

### Suggested answer

I think that people who work in the emergency services or who volunteer to help in emergency situations, such as when a wildfire breaks out, have a strong sense of integrity, social responsibility, commitment and dedication. They are also obviously very courageous and self-sacrificing as individuals as their jobs often require them to take risks and make sacrifices to help others.

## B. L2.1, L2.2 🚰 🍜

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the statements A-F and check their understanding.
- Play the recording twice and have Ss do the activity.
- · Check the answers with the class.
- If necessary, play the recording again in order to clarify any questions Ss may have. This will help lower-performing Ss.

Speaker 1 D

Speaker 4 F

Speaker 2 A

Speaker 5 E

Speaker 3 C

## C. S2.2

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

### Suggested answer

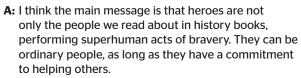
Out of all the jobs mentioned, I think the one that best suits me is that of an emergency dispatcher. An emergency dispatcher works in a call centre that receives emergency calls. He/She is responsible for collecting information about an emergency situation and prioritising these situations so that emergency vehicles may be dispatched to provide assistance. I find doing this more desirable than having to deal with people that may be seriously injured as the sight of blood makes me feel nauseous and dizzy and I may well faint. So given the circumstances, I don't think I could do the other jobs mentioned. I also think that I lack the courage to put myself in harm's way. You see, I am not much of a risk taker.

## **Speaking**

## A. S2.3 D

- Draw Ss' attention to the quote.
- Ask Ss the questions in the rubric.
- · Elicit answers and initiate a short discussion.

### Suggested answer



**B:** Heroes are people who think of others before they think of their own interests. They are determined to act for the good of all.

### B. S2.2, S2.3





- · Have Ss read the phrases a-g and check their understanding.
- Divide Ss into pairs and have them do the activity.
- Point out to Ss that they should try to use the active vocabulary presented in the Module.
- · Go around the class helping Ss when necessary.
- Encourage Ss to cooperate and participate equally in the
- Choose some Ss to present their ideas to the class.

### Suggested answer



- a. Such a person is a hero because they are brave and self-sacrificing. And yet they could be anyone - a person who jumps in the sea to save a child who accidentally fell in, for example.
- **b.** This person could be a hero if they are humble and truly committed to working for a good cause. On the other hand, they could be doing it just because they are being paid.
- c. This person is a hero because they are self-sacrificing as well as persevering. They are often humble and work hard to save the lives of others.
- **d.** These people are being paid to do a job, so they may not be considered heroes. So often, though, they are courageous and self-sacrificing, as well as honest and humble. They may also put their own lives at risk to help others. This goes beyond what they are paid for, and they can be considered heroes.
- e. This may seem to be a simple act, but so many students are afraid to stand up to bullies, especially to defend someone else's dignity. Such a person shows courage and, in a small but important way, could be considered a hero.
- f. Supporting a family takes perseverance and commitment. Parents often make sacrifices for the good of their children that last a lifetime, asking for nothing in return. Is this heroic? Though it is often not recognised, I believe that it is.
- g. A person who volunteers, and offers not only their money but also their time to help others is altruistic. Some people volunteer just to socialise and show off. Most, however, are humble, generous with their time and motivated by kindness. They are driven by feelings of genuine compassion for people who are less fortunate than themselves. I think people who display these unique qualities truly have what it takes to be a hero.



## C. S2.2, S2.3

- Draw Ss' attention to the adjectives in the box and make sure they do not have any unknown words.
- · Have Ss answer the question.
- Point out to Ss that they should try to use the words in the box and the active vocabulary presented in the Module.
- · Go around the class helping Ss when necessary.
- Encourage Ss to cooperate and participate equally in the activity.
- · Choose some Ss to present their ideas to the class.

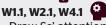
### Suggested answer

- A: I think a hero must be altruistic because what sets him or her apart from ordinary people is thinking of others first, and not themselves. They must also be brave and willing to act, because otherwise, being altruistic simply means they have good intentions.
- **B:** I see what you mean, but you could also say that a hero must be self-sacrificing, and willing to put themselves at risk in order to help others. And they must also be persevering, because a hero is a person who is consistent day in day out. Otherwise a brave act may be just an accident. Those people who spend their life helping others are doing something much more difficult. Their work has a great impact over time.

As head of the Qatar Museums Authority, Her Excellency has worked tirelessly to bridge cultural divides and strengthen Qatari national identity. She has been responsible for opening various museums. including the Museum of Islamic Art (2008), the Arab Museum of Modern Art (2010) and the highly praised National Museum of Qatar (2019). These museums help to teach outsiders about the rich history of the Qatari people and provides the local population with a unique opportunity to strengthen their sense of Qatari identity with a wide range of educational and cultural programmes. Sheikha Al Mayassa also founded the Doha Film Institute whose work includes the production of local, regional and international films, mentorship programmes, film screenings and the Ajyal Youth Film Festival.

Her Excellency Sheikha Al Mayassa has worked closely with such renowned international organisations as the United Nations in order to build bridges and achieve better cultural understanding and to improve the quality of life for people throughout Asia. In 2014, the Global Thinkers Forum awarded her the Award for Excellence in Cultural Understanding.

## Writing



- Draw Ss' attention to the rubric and explain to Ss what they are required to do.
- Remind Ss to use both the information in the timeline and the notes from the research they did to enrich their description and make their biography of Her Excellency more interesting.
- Draw Ss' attention to the TIP and check their understanding.
- Refer Ss to Text 1 from the reading on page 38 and the key features of a biography in activity E on page 39 for help.
- Have Ss write the biography.
- · Choose some Ss to read out their biographies in class.

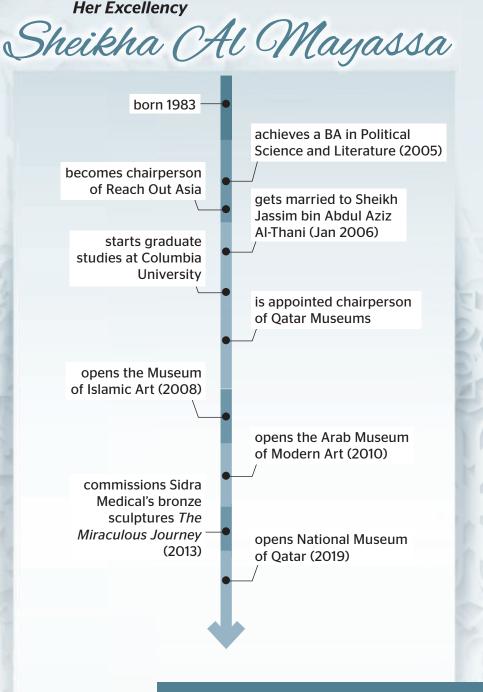
### Suggested answer

Her Excellency Sheikha Al Mayassa bint Hamad bin Khalifa Al Thani, daughter of the Father Emir Hamad bin Khalifa Al Thani and Sheikha Moza bint Nasser, was born in 1983. She went to Duke University in the US where she achieved a BA Political Science and Literature in 2005. Following her studies, in December, she became the chairperson of the humanitarian organisation Reach Out Asia (ROTA). In the beginning of the following year, on 6 January 2006. Sheikha Al Mayassa married Sheikh Jassim bin Abdul Aziz Al-Thani at Al-Wajbah Palace. Later the same year, she began graduate studies in Public Administration at Columbia University, New York, but returned to Qatar after being appointed chairperson of Qatar Museums by her father.

Sheikha Al Mayassa's dedication to doing humanitarian works has taken her to Cambodia, Palestine and Pakistan with a variety of charitable organisations, such as the Qatari Red Crescent. Under Her Excellency's leadership, ROTA raised over 30 million dollars in five months for victims of the devastating Indian Ocean tsunami and for earthquake relief in Pakistan, India and Afghanistan. Since then, Sheikha Al Mayassa has led ROTA in a variety of endeavours to improve education by building or adopting schools, creating academic fellowships, organising student exchange programmes and providing teacher and vocational training in a network across Asia.

## Writing

A. The timeline below shows various events that have taken place in Her Excellency Sheikha Al Mayassa's life. Using Text 1 from the reading on page 38 and the events below, write a short biography of her life.



### When writing a biography:

- do research on a person and make a note of the events/experiences that helped to shape this person.
- provide some introductory information to set the scene.
- describe the chosen events in the order in which they occurred.
- highlight the person's main accomplishments and their significance.
- use a new paragraph for each stage of the account you are giving.
- be objective.
- write in the third person.
- use standard spelling and grammar conventions and avoid short forms and abbreviations.
- make sure you use appropriate tenses. Use past tenses when the person is no longer alive or when talking about things that happened in the past.

## Reading **◄**》

- A. 🙋 🚰 🧩 Discuss in pairs/groups.
- How do you feel when someone does something nice for you without expecting anything in return?
- Have you ever done anything to help someone without expecting anything in return? What was it?
- **B.** Pread the text quickly without paying attention to the missing sentences. What is the purpose of this article?
- a. to point out the amount of kindness that exists in the world
- **b.** to persuade people that they should be kinder towards others
- **c.** to ask for help in finding out the identities of unknown heroes
- d. to show people that someone will always help them when they are in need



When a stressed commuter bumps into you on the underground, or a tired waitress is rude to you, you may end up feeling disappointed with people. I made it my mission to search for and bring some of these stories to my readers' attention and remind them of the goodness that exists in human nature. Kindness comes in all shapes and sizes. You can find kind-hearted people lending others a hand just about anywhere. It is even more so when they do not want their identity ever to be revealed.

No one can appreciate this more than Mike Lewis, who was diagnosed with serious kidney failure. He had been waiting on the list for a kidney transplant for six months when doctors announced they had finally found him a kidney. All Mike was told was that the donation had come from a completely healthy person who had chosen to give one of his kidneys to anyone in need. 'I owe my life to someone I will never meet,' Mike said. 'I only wish I could express my appreciation in person.'

The kidney donor opted to remain anonymous. The idea that someone would face the risks of surgery in order to help a complete stranger is bewildering, but at the same time inspiring for us all.

*g* lan Marshman, witness to a four-car pile-up in his home town of Leicester, UK, last year, is the perfect example. Most of the drivers involved in the accident got away with only a few cuts and bruises, but one had been knocked unconscious. Ian, along with other bystanders, not knowing how to help the man, just stood and watched. In the end, it was a teenage boy who dragged the driver out of the car and performed CPR. When the ambulance arrived, the boy had disappeared; no one, including the driver he had saved, ever found out his identity. 

'After that incident, I didn't ever want to feel that helpless again,' lan reveals. Seeing how one person's quick thinking could mean another's survival was the encouragement lan needed. He is currently enrolled in a paramedic training programme.

While both these heroic deeds directly saved a life, sometimes a seemingly small act of kindness can play an important role. London-born Dave Chapman had just lost his job, and was at a low point in his life when something unexpected helped him out of it. He was eating lunch at a sandwich shop a few months ago when he asked for the bill and found that someone had already paid for his food. Feeling that someone cared gave Dave the courage he needed to look at life more optimistically – and he soon found a new job. 'People being compassionate towards strangers is something I never expected in this day and age,' Dave said. Surprisingly though, when asked if he wanted to know his benefactor, he replied, 'If they wish to remain anonymous, then I,

So, next time you feel disappointed because of someone's negative behaviour, look on the bright side; not everyone is self-centred. After all, there are more mystery heroes out there than you can imagine. And who knows, you might be the next one!

and everyone else, must respect that.'

When you are presented with a text from which sentences have been removed:

- first read the whole text in order to get the overall idea.
- read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer's meaning and grammatically fit the gap.
- pay attention to sentence linkers (moreover, on the other hand, as a result, after, etc.) as well as reference items (he, it, this, there, etc.) and identify what they refer to. This will help you understand the text.





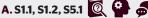
## Learnino Standards

SB: S1.1, S1.2, S5.1, R1.1, R2.1, R4.1, R4.2, S2.3

### Vocabularv

act (n.) anonymous appreciation bewildering bump into bystander come in all shapes and sizes commuter compassionate deed diagnose encouragement failure goodness heroic identity in this day and age incident inspiration inspiring kind-hearted knock sb unconscious lend sb a hand opt overlook quick thinking reveal self-centred surgery tend to

## Reading







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

### Suggested answers

- · I'm pleasantly surprised and feel grateful. They also restore my faith in human nature and kindness and make me believe that there is a better world out there. In short, they make me a better human being.
- I have helped my friends/classmates with their studies because I wanted them to do well in the exams. I have also helped an elderly couple take their shopping bags to their car.

## B. R1.1

- Draw Ss' attention to the layout of the text and ask them to tell you what kind of text it is (an article) and where it can be found (in a magazine, on the Internet).
- Draw Ss' attention to the pictures accompanying the text and ask them to tell you what they can see (pieces of a puzzle forming the word 'contribute', three pictures with the words 'donate & charity', 'sponsorship' and 'donor' and visual clues to help someone understand the meaning of the words).
- Draw Ss' attention to the title 'Mystery Heroes' and have them relate it to the content of the pictures (people who contribute through various acts of charity but who do so anonymously).
- Ask Ss to tell you what they think the text will be about.
- · Elicit answers.
- Ask Ss to read through the text quickly without paying attention to the missing sentences.
- Ask Ss to read through the options a-d and check their understanding.
- You may modify the activity from multiple choice to an open-ended question. Write the question from the rubric on the board (without the options), ask Ss to cover the options in their books, read the text and answer the question. This will challenge higher-performing Ss. Alternatively, eliminate one or two option. This will help lower-performing Ss.
- · Have Ss do the activity.
- Check the answer with the class and ask Ss to provide iustification for their answer.

The purpose of this article is **a.** to point out the amount of kindness that exists in the world.



- Ask Ss to read through the sentences a-g and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- · Ask Ss to read through the article again and figure out

which sentence completes each gap. Point out that there is one extra sentence which they do not need to use and that the answer for gap four is provided.

- · You can model the first answer.
- To help **lower-performing Ss**, provide them with clues from the text which will help them complete the gaps (gap 1 - 'some of these stories' (in the line that follows the gap) refers to 'the many acts of human kindness' in the correct option d; gap 2 - the correct option c builds on the idea of 'lending others a hand' (which features in the sentence preceding the gap) in the sense of how the act becomes even more altruistic when the person you are helping is 'a complete stranger'; gap 3 - the word this (in the correct option a) refers back to 'express my appreciation' in the line preceding it); gap 5 - the sentences that follow the gap build on the idea of how one can 'be an inspiration to others' as the boy's 'quick thinking' served as 'the encouragement lan needed' to enrol in 'a paramedic training programme'; gap 6 - the correct option f builds on the idea of a 'simple gesture' in the form of paying for someone else's food anonymously which is mentioned in the preceding sentence).
- Have Ss do the activity.
- Instruct Ss to underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Encourage Ss to read the whole text as soon as they finish in order to figure out if it makes sense.
- · Check the answers with the class.

**1.** d **2.** c **3.** a **4.** g **5.** b



• Ask Ss some comprehension questions:

Who may make you feel disappointed? a stressed commuter who bumps into you on the underground, or a tired waitress who is rude to you

What does the writer want to achieve by bringing these stories of human kindness to his/her readers' attention? to remind them of the goodness that exists in human nature What does the writer say about kindness? that it comes in all shapes and sizes

Does he/she think that it is easy to find kind-hearted people around you? Yes, he/she does.

What does he/she find amazing about some kind-hearted people? that they go to extraordinary lengths to help a complete stranger

What is even more amazing about some of them? that they don't want their identity ever to be revealed

What was Mike Lewis diagnosed with? He was diagnosed with serious kidney failure.

How long did he have to wait before the doctors announced that they had found him a kidney? He had to wait for six months.

What did the doctors tell him about the donor? that he was a completely healthy person who had chosen to give one of his kidnevs to a person in need

What did Mike wish he could do? He wished he could find the donor to express his appreciation in person.

What is both bewildering and inspiring for us all? the idea that someone would face the risks of surgery to help a complete stranger

Who can be affected by good deeds? those who benefit from them and also those who learn about them or actually see

What did Ian Marshman witness last year? He witnessed a four-car pile-up.

Where did it happen? in Leicester, UK, which is lan's home town What happened to the drivers? Most of them involved in the accident got away with only a few cuts and bruises, but one had been knocked unconscious.

What did Ian and some other bystanders do? They just stood and watched because they didn't know how to help the man.



What did a teenage boy do? He dragged the driver out of the car and performed CPR.

Did they manage to find out who the boy was? No, they didn't.

Why? Because he had left when the ambulance arrived.

What did the accident make lan think? that he didn't ever want to feel that helpless again

What encouraged him to enrol in a paramedic programme? the fact that one person's quick thinking could mean another's survival

Where was Dave Chapman born? in London

What was wrong with him? He had just lost his job, and was at a low point in his life.

What happened to him at that point? He was eating lunch at a sandwich shop a few months ago, when he asked for the bill and found that someone had already paid for his food. How did this good deed change the way he looked at life? The feeling that someone cared gave him the courage he needed to look at life more optimistically.

What did he manage to find after that? a new job Did he ever expect people to be so compassionate towards strangers? No, he didn't.

How does he feel about his benefactor's wish to remain anonymous? He respects that.

What should we do when we feel disappointed because of someone's negative behaviour? We should look on the bright side and bear in mind that not everyone is self-centred.

## Language plus

The initials *CPR* stand for 'cardiopulmonary resuscitation' (= breathing air into the mouth of an unconscious person and pressing on their chest to keep them alive by sending air around their body).

## D. R4.1, R4.2

- Ask Ss to read through the meanings a-f and check their understanding.
- Ask Ss to look at the highlighted words in the text.
- Encourage Ss to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- · Check the answers with the class.

1.c 2.e 3.d 4.f 5.b 6.a 🎨

 Elicit the help of higher-performing Ss to explain any unknown words from the text.

## E. S2.3, S5.1 🔎 🍝

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

### Suggested answers

- Because they are genuinely interested in helping people in need and not in attracting attention for their deed.
- I think that the public should respect the wishes of someone who has acted heroically but wishes to remain anonymous. Their wish to remain anonymous may be deeply rooted in their beliefs and values. Take for instance the Qataris, as Muslims they are encouraged to engage in acts of kindness and show compassion and respect for people who are less fortunate than themselves. They are, however, also urged to do the good they do anonymously. This is a sign of humility which is a value of great importance in Qatari culture. Ones acts of kindness should be done in the spirit of endevour and perseverance and not in an effort to receive praise.

- C. Read the text again. Fill in the gaps 1-6 with the sentences a-g below. There is one extra sentence which you do not need to use. **a.** This, however, is something he will never get the chance to do. **b.** However, his heroic act has proven to be an inspiration to others. c. What is amazing, though, is when a person goes to extraordinary lengths to help a complete stranger.
  - d. In our busy lives, we tend to focus on the negative, and overlook the many acts of human kindness that are all around us.
  - e. Despite the difficulties, he was willing to try.
  - f. Even though it was a simple gesture, it had a big influence on him.
  - g. Indeed, it is true that good deeds affect not only those who benefit from them, but also those who learn about them or actually see them.
  - $oldsymbol{\mathsf{D}}$ .  $oldsymbol{\mathcal{P}}$  Look at the highlighted words in the text and match them with their meanings. Then check your answers in a dictionary.
  - 1. commuter
- a. showing kindness to others
- 2. diagnose

- 4. bewildering
- **5.** deed

**3.** opt

- 6. compassionate
- - b. an action that sb does that is usually very good or very bad
  - c. sb who regularly travels a long distance between work and home
  - d. to choose, prefer
  - e. to find out what illness sb has after examining him/her

## E. Discuss in pairs/groups.

- Why do you think some people who do good deeds want to remain anonymous?
- Do you think the public should find out who they are? Why? / Why not?



## Vocabulary

**A.** Look at the extracts taken from the text on page 44. Which two words are they made up of? Can you think of any other compound adjectives?

You can find kind-hearted people lending others a hand just about anywhere.

... not everyone is **self-centred**.

B. Dook at the compound adjectives in the box, try to guess what they mean and complete the sentences. Then check your answers using a dictionary.

bentenees. Then eneek your unswer	J doing a diction	icii y.	
big-headed well-mannered	narrow-minded bad-tempered	•	tight-fisted open-handed
I. It's important to be are different from your own.	and acc	cept other people	's opinions and behavio
<b>2.</b> Frank is a(n)	young man ar	nd never raises his	s voice even when he's
3. Mr Moore is very			
<b>4.</b> Lisa has become quite			
always forgetting what I tell her.		•	, ,
. Don't ask Nancy for money. She is _		so she wil	I definitely not give yo
6. My brother is	He thinks he's r	nore important th	nan everyone else.
7. Stay away from Greg today. He can I			
3. People who are			
<ul> <li>Teachers shouldn't turn a blind eye because it's a very serious issue.</li> </ul>	<b>to</b> bullying in sch	ools	<ul><li>a. to agree with sh</li><li>b. to say nothing of</li></ul>
<ol><li>Paul got cold feet and didn't go swin as he had planned.</li></ol>	mming with the s	harks	you want to  c. to try to get inv
<ol><li>Mr Williams put his foot down and to could no longer borrow the car with</li></ol>			that is none of y d. to decide sth ar
I. My heart was in my mouth as I ope university I had always dreamed of b			decision strong  e. to deliberately in that is happening
<ol><li>Parents need to be able to keep the at home get rough.</li></ol>	i <b>r head</b> even whe	n things	f. to be worried, r
5. Mike and I don't always see eye to e	<b>ye</b> but we manag	e to get along.	g. to be calm in a
Stop sticking your nose into other where they were your care where they were your care where they were your properties.		lives!	situation <b>h.</b> to become too
3. You shouldn't have said that! You rea hold your tongue!	ally need to learn	to	part in a difficul situation
<b>Grammar</b> Past Perfect Simple vs	Past Perfect Prog	gressive, <i>would</i> , w	vas/were going to → p.
l. Match the rules about the uses of examples 1-4 below.	the Past Perfec		
1. We were exhausted because we ha	nd	The Past Perfec	ct Simple is used:

- been helping out at the charity event all morning.
- 2. The girls had already made dinner by five o'clock.
- **3.** Sandra had been teaching for forty years when she retired.
- **4.** By the time we arrived at the park, the bike race had begun.

## **Learning Standards**

SB: R4.1, R4.2, S2.3, L1.1, L2.1, S5.1, S2.2, S3.1

### **Functions**

Sequencing past situations and events Expressing past intention Expressing and supporting opinion Reaching a decision Presenting information

## Structures

Past Perfect Simple vs Past Perfect Progressive would, was/were going to

### Vocabulary

gala honour (v.) indicate obstacle priority sponsorship

### **Compound adjectives**

absent-minded bad-tempered big-headed narrow-minded open-handed open-minded tight-fisted well-mannered

### Idioms with parts of the body

get cold feet hold your tongue keep one's head my heart was in my mouth put one's foot down see eye to eye stick your nose into sth turn a blind eye to sth

## Vocabulary

### A.

- Ask Ss to look at the extracts from the text on p. 44 and draw their attention to the words in bold.
- · Ask Ss the first question in the rubric.
- Elicit the answer that the first compound adjective is made up of the words kind and heart, while the second one is made up of the words self and centre.
- Point out to Ss that these are compound adjectives used to describe a person's character traits. A kind-hearted person is sb who is kind because they have a kind heart and a selfcentred person is sb who is inconsiderate and thinks only about himself/herself because they centre on themselves.
- Point out to Ss that most compound adjectives are formed using two or more words and often (not always) include the use of a hyphen to separate the words.
   Tell them that the most common pattern for forming compound adjectives is the following:

### adj/adv + (hyphen) + past participle

- Draw Ss' attention to the fact that in the compound adjective self-centred the word self functions as a prefix.
   The prefix self is commonly used to form words where the emphasis falls on the subject himself/herself/itself (in other words the action is experienced by the subject).
- Ask Ss the second question in the rubric and elicit answers.

## B. R4.2 🔎

- Ask Ss to read through the sentences 1-8 and check their understanding.
- Ask Ss to read through the compound adjectives in the box and encourage them to figure out the meaning of any unknown words by looking carefully at the two words that each compound adjective is made up of.
- Draw Ss' attention to the fact that all the compound adjectives in the box consist of adjectives and past participles except for the compound well-mannered which is made up of an adverb and past participle.
- · Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- Check the answers with the class and if necessary, provide Ss with any further explanations.

- 1. open-minded
- 2. well-mannered
- **3.** open-handed
- 4. absent-minded
- 5. tight-fisted
- 6. big-headed
- 7. bad-tempered
- 8. narrow-minded

## **Optional activity**

- Ask Ss to use the compound adjectives from the activity, or any other ones they know to describe themselves and their classmates.
- To challenge higher-performing Ss, ask them to come up with more compound adjectives and try to explain their meaning.
- To help **lower-performing Ss**, on the board write two lists of adjectives (e.g. *list A*: *short*, *well*, *old list B*: *fashioned*, *haired*, *known*, *educated*, *lived*) and ask Ss to combine them to form compound adjectives. Then ask them to try to explain their meaning.

## C. R4.1, R4.2

- Ask Ss to read through the sentences 1-8 and draw their attention to the phrases in bold.
- Point out to Ss that these are idioms with parts of the body used to describe how a person feels or behaves in a particular situation or reacts to it.
- Refer Ss to the text on p. 44 and ask them to find the idiom with a part of the body (...lending others a hand...) and encourage them to deduce its meaning (give sb a hand = help sb).
- Encourage Ss to deduce the meaning of any unknown idioms by looking at the words that the idiom is made up of as well as the context of the respective sentence.
- Ask Ss to read through the meanings a-h and check their understanding.
- · Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- Check the answers with the class and if necessary, provide Ss with any necessary explanations.

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



### **Optional** activity

• To challenge **higher-performing Ss**, you may have them write sentences on a piece of paper using some of the idioms they have learnt. You may then collect these pieces of paper and write some of these sentences on the board making sure to omit the target vocabulary. You may then have **lower-performing Ss** complete the sentences for extra practice.

## Grammar

Α.

- Have Ss read through the examples 1-4 and draw their attention to the verbs in blue. Encourage Ss to draw on their prior knowledge of the Past Perfect Simple in order to distinguish between the Past Perfect Simple and the Past Perfect Progressive.
- Have Ss read through the uses of the Past Perfect Simple and the uses of the Past Perfect Progressive in the respective boxes and check their understanding.
- Have Ss do the activity.
- · Check the answers with the class.

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





- Ask Ss to find examples in the text on p. 44 (He had been waiting on..., they had finally found him..., who had chosen to give one..., etc.).
- Refer Ss to the Grammar Reference (p. 94).
- For further practice, you may ask Ss to make an example sentence for each of the uses of the Past Perfect Simple and the Past Perfect Progressive. This will challenge higher-performing Ss. To help lower-performing Ss, you may provide them with prompts (e.g. finish homework / return from work).

#### R.

- · Ask Ss to read through the two examples in the box and draw their attention to the words in blue.
- Ask Ss to read through the two incomplete rules and check their understanding.
- Have Ss do the activity.
- · Check the answers with the class.
  - would
  - · was/were going to
- Refer Ss to the Grammar Reference (p. 94).
- For further practice, pair **lower-performing Ss** with higher-performing Ss and have them come up with their own examples of would and was/were going to.

- · Have Ss read through the text and check their understanding.
- Have Ss do the activity.

5. had listened

· Check the answers with the class.

	seemed would suffer	11. would be
J	had been	<b>13.</b> had started
3. burnt	trying	<b>14.</b> began
4. had complained 9.	came	15. hadn't missed

16. showed

• Divide Ss into pairs and ask Ss to go to the Speaking Activities section (p. 85) and do the Grammar Production Task.

10. thought

- Draw Ss' attention to the text and ask them to complete it using the correct form of the verbs in the brackets.
- · Check the answers with the class.

- Explain to Ss that they should come up with an appropriate ending to the story.
- · Draw Ss' attention to the questions and check their understanding. Instruct Ss to use the questions to come up with an appropriate ending for the story.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.
- Choose some pairs to present their endings to the class.

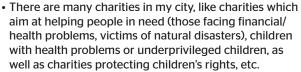
For KEY, turn to the Key for Grammar Production Tasks section on page 121.

## Listening

## A. 52.3 D

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

### Suggested answers



- I occasionally donate money to charities because that way I feel like I'm somehow contributing to a worthy
- the ones which aim at helping people and children in serious need

## B. L1.1 😩

- Draw Ss' attention to the question in the rubric and the options a-d check their understanding.
- Play the recording and have Ss do the activity.
- · Check the answers with the class.



## C. L2.1, L3.1



- Ask Ss to read through the guestions 1-5 as well as the respective answer choices and check their understanding.
- To help **lower-performing Ss**, you may eliminate one or two incorrect options.
- Play the recording twice and have Ss do the activity. You may need to pause after certain segments to concept check and allow lower-performing Ss to catch up.
- · Check the answers with the class.

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

# Speaking

## S5.1, S2.2, S3.1 🗩 🎱 🔅



- Divide Ss into groups and have them turn to the relevant pages in the Speaking Activities section.
- Have Ss read the rubric and check their understanding.
- Draw Ss' attention to the cards containing information about the three finalists and check their understanding.
- Explain to Ss that they should present their candidate and explain why he/she should be chosen for the award. Then they should all decide on one candidate who should receive the award.
- Point out to Ss that they should try to use the active vocabulary presented in the module when doing the
- · Go around the class helping Ss when necessary.
- Encourage Ss to cooperate and participate equally in the activity.
- At the end of the activity choose some groups to present their group's candidate of choice to the class providing justification for their decision.

For suggested answers, see 3b Speaking on pages 123 and 124.



- **B.** Read the examples and complete the rules.
- We were going to go backpacking around Europe, but we went on a working holiday instead.
- I knew that becoming a volunteer would be a rewarding experience.
- \_\_\_\_\_\_ + base form is used when referring to sth that we expected to happen at a later time in the past.
- \_\_\_\_\_+ base form is used to talk about actions sb intended to do in the past (but probably didn't).

### **C.** Read the text and circle the correct options.

Some people put the good of the community before their own. One such example is Mr White.

Mr White 1 worked / had been working at Kingsley Secondary School for twenty years when disaster 2 struck / had struck one Sunday last March: the school 3 burnt / would burn down because of an electrical failure. Mr White 4 was going to complain / had complained several times about the state the school was in, but nobody 5 was going to listen / had listened.

The nearest schools were kilometres away and one thing **6 seemed / had seemed** certain: the children's education **7 would suffer / suffered**. Mr White was very stressed because he **8 tried / had been trying** to find an alternative solution for days. Then on a Wednesday afternoon, it **9 came / had been coming** to him. He **10 thought / had thought** that it **11 had been / would be** a good idea to continue lessons somewhere else, and the only place he could find was his own house. He knew it **12 wouldn't be / hadn't been** very comfortable but there was no other choice. By the end of the same week he **13 started / had started** lessons in his living room. It became a popular idea, and before long nearly all the teachers **14 began / were going to begin** to follow his example. By the time a new school was built, the students **15 didn't miss / hadn't missed** a single lesson and were able to continue their studies without any problems. Mr White **16 showed / would show** that young people's education comes before personal comfort, and he has now become a local hero.

**D.** Work in pairs. Turn to page 85 in the Speaking Activities section and do the Grammar Production Task.

## Listening **◄**》

- **A.** P Discuss in pairs/groups.
- · What charities exist in your town/city?
- Do you give money to charities? Why? / Why not?
- In your opinion, which charities should we help the most?
- **B.** Listen to a woman talking at a charity gala. What is the main purpose of the talk?
- a. to entertain the guests attending the gala
- **b.** to inform the guests about the charity organisation's work
- **c.** to persuade the guests to donate money to the charity's cause
- **d.** to introduce the new members of the organisation to the guests
- [. Choose a, b, c or d.
- 1. What do we learn about the gala?
  - **a.** It is a yearly event.
  - **b.** It is held at a different venue every time.
  - c. Its aim is to introduce people to a new charity.
  - d. It is held to honour the main donors of the charity.
- 2. What does the speaker say about the audience?
  - **a.** They have been part of the charity for 15 years.
  - **b.** They have done excellent work all over the world.
  - **c.** They have indicated the direction the charity will follow.
  - **d.** Their contributions have been crucial to the charity's success.
- **3.** What is implied about the extended families of children who need care?
  - **a.** They are usually unwilling to help.
  - **b.** They are often the cause of the problem.
  - **c.** They wish to support the children but can't.
  - d. They make it difficult for charities to help out.

- **4.** According to the speaker, what is one of the charity's priorities?
  - a. to train children to do skilled jobs
  - b. to help children lead successful lives
  - **c.** to educate children by building schools
  - **d.** to provide care for the children of the homeless
- **5.** What does the speaker mean when she says, 'Last year, we introduced a new sponsorship scheme, which has really taken off'?
  - **a.** The sponsorship scheme has created problems.
  - **b.** The sponsorship scheme has overcome obstacles.
  - **c.** The sponsorship scheme has received media coverage.
  - **d.** The sponsorship scheme has become really successful.

## **Speaking**

Work in groups of three to do activity 3b in the Speaking Activities section. Student A, turn to page 83, Student B, turn to page 85 and Student C, turn to page 88.

# **Writing** A personal narrative

- **A.** Discuss in pairs/groups.
- Read the riddle below and choose from the words (a-e) the one that you think answers it.

It is more precious than jewels or gold; it cannot be bought, it cannot be sold. Usually, to get it, you must grow old. The only other way is to listen when told. Although you may think it is hard, mean and cold, its true form is kind, warm and bold. What is it?

- a. confidence b. respect c. trust d. wisdom e. honesty
- Why is there a strong connection between this particular quality and age?
- Which of the other qualities mentioned above do you think come with age? Why?

**B.** Quickly read the personal narrative below and choose from the headings a-c the one that you consider most suitable.

# a. An Ideal holiday destination b. Combining Work and Play c. A Window on the World

- I came across the *Global Mamas* site while shopping online. The words 'Volunteer in Ghana' immediately caught my eye. That's because my friend Brenda and I had always dreamt of travelling to Africa. I started reading about *Global Mamas* and the more I read the more interested I became in the cause. It turned out that *Global Mamas* is a non-profit organisation that strives to help Ghanaian women earn a livelihood by helping them create and sell traditional handcrafted products. I was moved by the hardships they face and felt an overwhelming desire to contribute. Brenda didn't need much convincing to join me.
- We soon found ourselves flying to Cape Coast, which is where we would be staying with some Ghanaian women and working with a team of 'mamas' on a design project for three months. Initially, both Brenda and I felt frustrated because the comforts that we take for granted are considered a luxury in places like Ghana. Nevertheless, we soon settled into a routine, one that we came to love. In those three months, we became totally immersed in Ghanaian culture. We took in all the sights, tastes, smells and sounds of this wonderful place. We lived and worked side by side with the Ghanaian women and developed a deep respect for them, and an appreciation of their courage, generosity and optimism. When the time came for us to leave we did so with a heavy heart!
- 3 My experience in Ghana made me realise that we all have a responsibility and a role to play in making the world a better place. Volunteering helped me step out of my comfort zone and embrace a totally new reality and perception of life. It taught me to keep an open mind, awakened my compassion and respect for people who persevere in the face of difficulties and increased my tolerance of cultural diversity. Whenever I think back to my experience, I am filled with a deep sense of gratitude. It helped carve a path for me, one that I intend to follow. I will, without a doubt, be volunteering for many years to come!

Read the personal narrative again and match the statements a-g below with the corresponding paragraphs. Write 1-3 in the boxes provided.

### In this paragraph the writer:

- a. describes her experience.b. introduces the person/people involved.
- **c.** mentions how she feels now about her experience.
- **d.** mentions for the first time where her experience took place.

- **e.** explains what her experience taught her.
- **f.** describes the events leading up to the actual experience.
- **g.** mentions the emotions she felt while going through the experience.





### **Learning Standards**

SB: S2.3, R1.1, R2.3, R4.2, R4.1, W1.1, W1.3, W1.5, W2.1, W3.2

### **Functions**

Narrating a story

Sequencing past events

### Vocabulary

assertive assertiveness be moved by bold catch one's eye cultural diversity desire (n.) embrace (v.) fairness hardship honesty keep an open mind livelihood mean (adj.) modest modesty optimism overwhelming perseverance persevere precious respectful side by side sympathy take sth for granted wisdom

# Writing

### A. S2.3

- Draw Ss' attention to the riddle and the words a-e below it and check their understanding.
- · Elicit and check answers.



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

### Suggested answers

- There is a strong connection between wisdom and age, because the older you get the more knowledge and experiences you acquire. These can help you make more sensible decisions and judgements about how best to handle a situation as they serve as a source of insight.
- Confidence comes with age because the more knowledgeable and experienced you become, the more sure you are about your own abilities, qualities, or ideas. Respect also comes with age because the older you get, the more you begin to appreciate the people in your life and the things you have.

# B. R1.1 🎱

- Ask Ss to read through the headings a-c and check their understanding.
- Ask Ss to read through the text quickly and choose the most appropriate heading for the text.
- · Check the answer with the class.
- Ask Ss to provide justification for their answer.

#### Suggested answer

c - 'A Window on the World!' seems to be the most suitable title for the article because the experience of volunteering in Ghana opened up the writer's perspective on the life, culture and problems of people in other parts of the world.

# C. R2.3 🍜

- Ask Ss to read the text again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

What did the writer come across while shopping online? the Global Mamas' site

What immediately caught her eye? the words 'Volunteer in Ghana'

Where is Ghana situated? in Africa

What is 'Global Mamas'? It is a non-profit organisation. What does it strive to do? It strives to help Ghanaian women earn a livelihood by helping them create and sell traditional handcrafted products.

Why did she decide to contribute? Because she was moved by the hardships Ghanaian women face.

Who did she travel with to Ghana? with her friend Brenda Was it difficult for the writer to persuade her friend to join her? No, it wasn't.

Where were they based? They were based in Cape Coast. How long did they stay there? They stayed there for three months

Who did they stay with? They stayed with some Ghanaian women

What did they work on? They worked on a design project. Who did they work with? They worked with a team of 'mamas'

How did the writer and her friend feel in the beginning? They felt frustrated.

Why did they feel that way initially? Because the comforts that they take for granted back home are considered a luxury in places like Ghana.

Did it take them long to get used to living and working there? No, it didn't.

- Draw Ss' attention to the statements a-g and make sure Ss do not have any unknown words.
- Ask Ss to write the numbers 1-3 next to the statements to match the statements to the paragraphs.
- · Check the answers with the class.

a.2 b.1 c.3 d.2 e.3 f.1 g.2

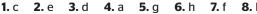
- Ask Ss the following questions:
- **1.** What kind of text is this? a personal narrative
- 2. What is it about?

  an experience that the writer had that had a huge impact on her life
- **3.** What writing style does the writer use? a personal, semi-formal style
- 4. What kind of information does she include in her article?

the events leading up to the experience, who else got involved in the experience, where the experience took place and what it involved, her feelings during the experience and what effect the experience had on her

# D. R4.2 🔎

- Ask Ss to read through the meanings a-h and make sure they do not have any unknown words.
- Have Ss match the words with their definitions.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- Check the answers with the class.
- Refer Ss to the text in activity A and ask them to find the qualities from the list that are mentioned in the text.
- Ask Ss to read through the text again and find additional qualities that do not feature in the list in this activity.
- Elicit answers and initiate a short discussion about values that volunteering can instil in people.



Qualities mentioned both in the activity and in the sample article: respect, compassion, tolerance, gratitude, perseverance (persevere)

Qualities mentioned only in the sample article: optimism, appreciation, courage, generosity, desire to contribute, responsibility



# E. R4.2 D

- Draw Ss' attention to the adjectives in the box.
- Explain to Ss that they derive from the nouns in the previous activity and ask Ss to deduce the meaning of the adjectives.
- · Draw Ss' attention to sentences 1-8 and check their understanding.
- Have Ss do the activity.
- · Encourage Ss to check the definitions of the words in a dictionary.
- · Check the answers with the class.

1. grateful 2. modest 3. persevering 4. assertive **5.** respectful **6.** tolerant **7.** compassionate

# F. R2.3

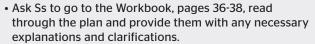
- · Ask Ss to read through the writing task and check their understanding.
- Ask Ss to underline key words/phrases.

The following words/phrases should be underlined: school magazine, personal narrative, 'A Lesson Learnt', describe an experience, big impact on your life, how experience has changed you.

- Ask Ss to read through the questions 1-3 and answer them.
- · Check the answers with the class.
  - 1. a personal narrative
  - 2. to describe an experience that has had a big impact on my life and how that experience has changed me
  - 3. the events leading up to the experience, when and where the experience took place, my feelings during the experience, the lesson I learnt from the experience, how this experience has affected my life

### G. W1.1, W1.3, W1.5, W2.1, W3.2





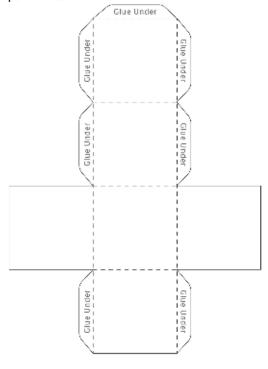
- · Make sure Ss understand what kind of information the personal narrative should contain.
- · Ask Ss to go to the Workbook page 36 and complete the writing plan before they start the writing task.
- Allow Ss enough time to write their personal narratives following the plan.
- · Once Ss have finished writing, ask them to read through the checklist on Workbook page 38 to make sure they have carried out the task correctly.
- Have some Ss read out their personal narratives.

For a suggested answer, see 3b Writing on page 124.



### **Cubing Ideation Activity**

This brainstorming activity is very easy to use. It can be done individually, in pairs or in groups. The aim of cubing is to help students generate ideas by viewing an issue from six different perspectives/angles. It encourages critical, analytical and creative thinking. You can actually make cubes for your students or get them to make their own. You can photocopy the one below and distribute it to students. The cube can be either rolled or 'handled'. If this brainstorming/ideation activity is to be done in class, specific time limits must be set for each part of the activity. This can vary depending on the size of the groups involved.



### Optional activity

You can do the following optional activity to help Ss generate ideas.

**1.** Think of an experience (imaginary or real) that has had a very big impact on your life and has brought about changes in how you behave in certain

situations or towards certain people, and/or how you feel and think about certain issues/people/things.

- 2. Using the prompts on the cubes on the right and the questions given below, work on establishing the details of your experience. Take time to brainstorm ideas for each prompt and write down the ideas you come up with. The points you write down should be in the form of key words and phrases, NOT sentences.
- 3. Once you have worked on all six prompts, choose the ideas that you wish to include in vour article.



	words with their definitions. Then determine which of these qualities were mentioned narrative. Find additional qualities that appeared in the personal narrative but do not							
-	st below. Then check your answers using a dictionary.							
1. respect	a. the quality of not talking about or publicising one's abilities or achievements							
<b>2.</b> compassion	<b>b.</b> the quality of expressing your opinions and needs clearly and confidently							
<b>3.</b> fairness	c. a feeling of admiration for sb for his/her attributes, abilities and achievements							
4. modesty	<ul><li>d. the quality of treating people equally or in a way that is right</li><li>e. a strong feeling of sympathy for sb who is experiencing difficulties, and a desire</li></ul>							
<b>5.</b> tolerance	to help							
<b>6.</b> gratitude	f. the determination to continue to do something even though it is difficult							
<b>7.</b> perseverance	g. the patience to accept people, their beliefs, behaviour and lifestyle choices even							
8. assertiveness	though they differ from your own							
	<b>h.</b> a strong sense of appreciation for what you have or have been given							
	the sentences below using the adjectives in the box formed from the nouns in activity D. r answers using a dictionary.							
respectful	compassionate fair modest tolerant grateful persevering assertive							
1. I am deeply	for all the help and support she has provided me with.							
2. Although he is	a successful businessman and an accomplished author, he is very							
about his achi	evements.							
3. Although the s	ituation looked hopeless, her burning desire to succeed and her							
nature would i	not let her give up.							
<b>4.</b> My experience	taught me the importance of being and standing up for my beliefs.							
<b>5.</b> Parents should age.	I teach children manners and to be towards their elders from a young							
	ndens your mind and helps you become more and able to accept							
different point								
<b>7.</b> This experience	e taught me the importance of being and helping those who are less							
fortunate than	myself.							
<b>8.</b> Being	involves listening to both sides of the story before blaming someone for							
something.								
F. Read the writing task below and underline the key words and phrases. Then answer the questions that follow.								
A school magazine has invited students to contribute to a series of personal narratives entitled 'A Lesson Learnt' for its next issue. Write a personal narrative in which you describe an experience that has had a big impact on your life and how this experience has changed you.								
1. What are you	writing?							
2. What have you	u been requested to do?							
3. What kind of information should you include?								

G. Page Read the writing task in activity F again. Then go to the Workbook pp. 36-38 to plan and

write your personal narrative.

		se a, b, c or d.	3 needed / had needed extra help. I 4 used to open/
	1. He is known	wn for his He never	had been opening up the school every weekend,
R	gives up.	unco e inhoritanco	and help them all individually. This meant that I
Y	<b>a.</b> prefere <b>b.</b> ambula	ence <b>c.</b> inheritance ance <b>d.</b> perseverance	<b>5 would usually work / had usually worked</b> the full seven days, which was pretty exhausting. I
			<b>6 was running / had been running</b> these weekend
2.	_	uldn't get up onto the stage	sessions for nearly fifteen years when I retired.
	to do my presentation <b>a.</b> hot	ı. <b>c.</b> lethal	
	<b>b.</b> cold	<b>d.</b> heavy	Recently, at a school reunion, a young man  7 approached / would approach me. Out of the
2	Mark is quite; he		blue, he told me that I <b>8 had been inspiring</b> /
Э.	everything.	acts as if the knows	had inspired him. Then, he 9 used to thank / thanked
	<b>a.</b> self-centred	<b>c.</b> big-headed	me, and revealed that he <b>10 had been / would be</b>
	<b>b.</b> narrow-minded	_	one of the students who <b>11 was going to come /</b>
4		ow how she is. She has	<b>used to come</b> to my weekend tutoring sessions.
7.	never treated anyone		Now, he <b>12 used to train / was going to train</b> as a
	<b>a.</b> tight-fisted	<b>c.</b> narrow-minded	teacher and follow in my footsteps.
	<b>b.</b> big-headed	<b>d.</b> absent-minded	
5.		anted to disagree, he	C. Rewrite the sentences using the words given.
	and didn't interrupt.		1. I was visiting relatives in Australia and I saw my
	a. turned a blind eye	c. stuck his nose in	first koala. when
	<b>b.</b> held his tongue	d. kept his head	
6.	This is home to to	wenty-four children who lost	2. He was travelling through the region when he
		estructive tsunami of 2004.	heard about the rare birds that lived there. as
	a. orphanage	c. charity	
	<b>b.</b> relief	<b>d.</b> handout	3. I thought that adults knew everything, until I
7.	When Ahmed recovered	ed from his accident, he	became one myself. <b>used</b>
	decided to become a l	blood	became one mysen. used
	a. offering	<b>c.</b> donor	
	<b>b.</b> donation	<b>d.</b> contribution	<b>4.</b> When I was at university, I always studied late into
8.	One way to develop a	for people who come	the night. would
	from a different backg	round is to travel.	
	a. modesty	<b>c.</b> perseverance	<b>5.</b> We lived in India for two years before we decided
	<b>b.</b> tolerance	<b>d.</b> assertiveness	to leave. <b>by the time</b>
9.	_	ng a event to raise	
	money for the homele		<b>6.</b> I planned to take a course in child psychology, but
	a. welfare	c. humanity	then I found out how much it would cost. <b>going</b>
	<b>b.</b> foundation	<b>d.</b> fundraising	
10.		of London as it is not	Call assessment
	only a lot quieter but a	-	Self-assessment
	<b>a.</b> outskirts <b>b.</b> centre	<b>c.</b> rural <b>d.</b> region	Read the following and tick the appropriate boxes
44		•	For the points you are unsure of, refer back to the relevant sections in the module.
11.		a very good upbringing and	relevant sections in the module.
	is very towards h <b>a.</b> assertive	<b>c.</b> grateful	NOW I CAN
	<b>b.</b> persevering	<b>d.</b> respectful	
12	The works of charity of		) discuss issues related to different aspects of human nature and social contribution
12.		ely on the generosity of the	) use compound adjectives and idioms with
	people that attend the		parts of the body and form nouns using
	<b>a.</b> appeal	<b>c.</b> depend	suffixes
	<b>b.</b> receive	d. opt	) use appropriate tenses to talk about past
R 4	Circle the correct opti	•	events and situations
	-	ught / was teaching at a	) link past events
		here were a lot of students	
	the class, and it was diff		express a past intention
		a year there, I <b>2 started</b> /	) write a biography
		ession for students who	) write a personal narrative

FRUIRU

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

#### A.

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

#### В.

- was teaching
   started
   needed
   used to open
- would usually workhad been runningapproached
- 8. had inspired9. thanked10. had been
- 11. used to come12. was going to train

### C.

- 1. I was visiting relatives in Australia when I saw my first koala.
- **2.** As he was travelling through the region, he heard about the rare birds that lived there.
- **3.** I used to think that adults knew everything until I became one myself.
- **4.** When I was at university, I would study late into the night.
- **5.** By the time we decided to leave India, we had been living there for two years. / We had been living in India for two years by the time we decided to leave.
- **6.** I was going to take a course in child psychology but then I found out how much it would cost.

# **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	Inquiry and research	Reading A p. 52			
S5.1	Communication	Reading A p. 52			
R1.1	Creative and critical thinking	Reading B p. 52			
R2.1	Creative and critical thinking Reading C p. 53				
R2.2	Creative and critical thinking	Reading C p. 53			
R2.2	Creative and critical thinking	Reading D p. 53			
R2.3	Communication	Reading D p. 53			
R4.1	Problem-solving	Reading E p. 53			
R4.2	Problem-solving	Reading E p. 53			
S1.1	Inquiry and research	Reading F p. 53			
R4.2	Problem-solving	Vocabulary A p. 54			
R4.2	Problem-solving	Vocabulary B p. 54			
S2.3	Problem-solving	Listening A p. 56			
L1.1	Creative and critical thinking	Listening B p. 56			
L2.1	Creative and critical thinking	Listening C p. 56			
L2.5	Creative and critical thinking	Listening D p. 56			
S1.2	Creative and critical thinking	Listening E p. 56			
S3.1	Cooperation and participation	Speaking p. 56			
S5.1	Communication	Speaking p. 56			
S1.2	Creative and critical thinking	Writing A p. 57			
S2.3	Problem-solving	Writing A p. 57			
R2.3	Communication	Writing B p. 57			
W2.1	Creative and critical thinking	Writing C p. 57			
W4.1	Creative and critical thinking	Writing C p. 57			
S2.3	Problem-solving	Reading A p. 58			
R1.1 Creative and critical thinking		Reading B p. 58			
R2.1	Creative and critical thinking	Reading C p. 59			
R2.2	Creative and critical thinking	Reading C p. 59			
R4.1	Problem-solving	Reading D p. 59			
R4.2	Problem-solving	Reading D p. 59			
S2.3	Problem-solving	Reading E p. 59			
R4.1	Problem-solving	Vocabulary C p. 60			
R4.2	Problem-solving	Vocabulary C p. 60			
R4.2	Problem-solving	Vocabulary D p. 60			
L2.1	Creative and critical thinking	Listening p. 61			
L2.2	Communication	Listening p. 61			
S1.1	Inquiry and research	Speaking A p. 61			
S2.3	Problem-solving	Speaking B p. 61			
S2.4	Creative and critical thinking	Speaking C p. 61			
S5.1	Communication	Writing A p. 62			
R2.3	Communication	Writing B p. 62			
R1.1	Creative and critical thinking	Writing C p. 63			
R2.3	Communication	Writing C p. 63			
R2.3	Communication	Writing D p. 63			
W1.6	Inquiry and research	Writing E p. 63			
W2.1	Creative and critical thinking	Writing E p. 63			
W3.2	Creative and critical thinking	Writing E p. 63			
W4.1	Creative and critical thinking	Writing E p. 63			
S2.3	Problem-solving	Culture page A p. 65			
R1.1	Creative and critical thinking	Culture page B p. 65			
R2.1	Creative and critical thinking	Culture page C p. 65			
S1.2	Creative and critical thinking	Task A p. 66			
S2.5	Communication	Task B p. 66			
S3.1	Cooperation and participation	Task B p. 66			
S2.5	Communication	Task C p. 66			
S3.1	Cooperation and participation	Task D p. 66			
W1.6	Inquiry and research	Task E p. 66			
	, , , , , , , , , , , , , , , , , , , ,	1, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2, 2,			

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

### **4a** (pp. 52-53)

- explain independently why a real or fictional event has a personal significance (S1.1)
- express and explain different opinions on real events, and justify their own opinion (S5.1)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics (R2.2)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

### **4a** (pp. 54-55)

 use independently familiar and unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

# **4a** (pp. 56-57)

- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- understand and respond to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (L1.1)
- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (L2.5)
- justify and respond independently to common feelings such as surprise, interest and regret (S1.2)
- keep interaction going in discourse-level exchanges by asking for explanation of complex ideas (S3.1)
- express and explain different opinions on real events, and justify their own opinion (S5.1)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- organise sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts (W4.1)

# **4b** (pp. 58-59)

- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics (R2.2)
- guess independently the meaning of unknown words from

- available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)

# 4b (pp. 60-61)

- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1)
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics (L2.2)
- explain independently why a real or fictional event has a personal significance (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- explain and justify plans and ambitions when comparing them to alternative suggestions (S2.4)

# 4b (pp. 62-63)

- express and explain different opinions on real events, and justify their own opinion (S5.1)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- ask about and explain independently causes and consequences of more complex processes and ideas, including processes and ideas which are unfamiliar (W1.6)
- organise sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- plan and draft an extended complex text and modify the draft independently (W3.2)
- use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts (W4.1)

# Culture page (p. 65)

- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)

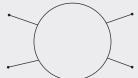
# Task modules 3 & 4 (p. 66)

- justify and respond independently to common feelings such as surprise, interest and regret (\$1.2)
- clarify a complex idea or process by breaking it down into smaller steps (S2.5)
- keep interaction going in discourse-level exchanges by asking for explanation of complex ideas (S3.1)
- ask about and explain independently causes and consequences of more complex processes and ideas, including processes and ideas which are unfamiliar (W1.6)



- Draw Ss' attention to the title of the module in relation to the picture on the page and ask them to tell you what they think the module is going to be about.
- Then ask Ss the following questions and elicit answers: Do you like travelling?
- What's the most interesting place you've ever been to?
- Ask Ss the first question in the Discuss section and elicit answers.
- You can draw the mind map below on the board in order to organise your Ss' answers:

### Why is it important to travel and go on holiday?



- Remind Ss that there is no right or wrong answer. This will build lower-performing Ss' confidence to express themselves.
- Draw Ss' attention to the quotation. Read it aloud, and ask Ss what it is trying to say and whether they agree with this statement or not.
- You can ask Ss the following questions to help them analyse the quotation: Why is travelling one of the best forms of education? What can you learn when you travel?
- · Elicit answers.
- Ask Ss the third question. To help Ss understand the difference, write the following on the board: Who is most likely to:
- take photos only of famous monuments?
- communicate with local people and learn interesting things about the local culture?
- see other places than the ones mentioned in a guidebook?
- travel mainly for pleasure?
- Have Ss work in small groups and discuss who is most likely to do these things, a traveller or a tourist. Make sure there is a balance of higher-performing Ss and lower-performing Ss in each group.
- Have Ss share their answers in class and initiate a short discussion.

#### Suggested answers

- Because you relax, have fun, recharge your batteries and feel energised, meet new people and visit new places, experience and do things that offer you the opportunity to take a break from your routine and broaden your horizons.
- 'Don't tell me how educated you are, tell me how much you travelled.'
- I think that the quotation is trying to say that the best form of education is travelling, and I agree with this idea. The purpose of education is to give us knowledge and help us grow as people. Travel broadens the mind as we become aware of new customs and traditions, foods, smells, sights, ideas and personalities. As a result, we get to know the world better and see different cultures. At the same time, I believe it makes us better people because we learn to respect others no matter how different they are from us. In other words, it can teach us that there are many different ways of looking at life.
- Tourists usually travel to relax, have fun and see famous sights. They follow the plan of a tourist guide or tourist website, and often do activities that are organised specifically for tourists, which means that most tourists end up seeing, hearing, and eating the same things.

They might end up using a lot of their time shopping or using their hotel services. Most times they return home with a lot of pictures and souvenirs. Often they do not get an understanding of the country's people and culture. On the other hand, I think that travellers want a more authentic and meaningful experience. They interact with locals to better understand their culture, traditions, values, history and language. Instead of following a tight schedule packed with pre-planned activities, they spend time exploring places that catch their eye and which may not be known to tourists, make decisions on the spot and focus more on the experiences they're having rather than the sights they can photograph.Travellers do not begin their journey to have a comfortable holiday, but want to connect with parts of the world that are not their own.

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



# Reading **◄**»

A. Q Discuss in pairs/groups.

- Where do you usually go on holiday? Why?
- Have you ever travelled abroad? Where to?
- In your opinion, what makes a holiday enjoyable?

**B.** Quickly read through texts A-D. Who are each of the texts aimed at and what sort of information do they have?

A

Dear Miss Bennett,

As requested, below is the itinerary for your trip to Italy.

**June 1st:** Flight from Boston, USA arrives in Rome at 1:15 p.m. local time. Hotel Romulus, 4 nights

**June 5th:** Train departs for Venice at 10:30 a.m. Hotel Amalfi, 3 nights

**June 8th:** Bus departs for Verona at 1:00 p.m. Hotel Accademia, 2 nights

**June 10th:** Train departs for Florence at 9:50 a.m. Hotel Maria, 2 nights

**June 12th:** Train departs for Rome at 2:20 p.m. Flight to Boston departs from Rome at 9:45 p.m.

Please be aware that the Tuscan Sun Festival starts on June 10th. As a result, please ensure you arrive in time for all transport links. In the event that you actually miss your bus or train, it will be very difficult to find new tickets.

Yours truly, Neal Rawlins



**Visit some of the most** picturesque cities in Europe: discover the treasures of Florence and Rome, ride along the charming canals of Venice, gaze at Verona's ancient buildings and so much more!

### Highlights '

- Admire Verona's ancient Roman ruins
- Spend your evenings eating out in the great squares of Rome
- Relax on a gondola as you discover the diverse delights of Venice from the waterways
- See from up close the fine art and architecture of Renaissance Florence
- Take the cable car up the mountain and enjoy magnificent views of Genoa

Flights, transfers to and from the airport as well as to other cities, and hotel bookings are included. Our tour guides are qualified to conduct group tours around all sights on the itinerary. Personal tours are available at your own expense.

# VISIT VENICE BEFORE IT'S TOO LATE

Did you know that one day Venice will sink into the Adriatic Sea? Basically, it is facing two problems: the land is sinking, and the sea is rising.

enetians are used to sudden floods, which they call 'Acqua Alta', but they realise that the situation is deteriorating. In the 1900s, the central area of the city flooded around 10 times a year, usually in the winter months. Nowadays, that figure is closer to 100, and floods occasionally occur in warmer months, too. Scientists agree that there is a strong possibility that, by the end of the century, global sea levels will have risen up to 60 cm, and this applies to the sea around Venice as well as to the oceans.

If no action is taken, the city will one day be uninhabitable, and most of it will probably have sunk under the water by 2100. Fortunately, the Italian government has recognised the severity of the problem and is trying out one possible solution. The city is at one end of a lagoon that joins with the Adriatic Sea. Italian scientists are testing a barrier that, when moved into place at high tide, would block any high levels of water caused by storms.

Only time will tell if this solution will be successful. Till then, make sure you pay Venice a visit!

D

To: kellypickering@mymail.com
From: zoebennett@mymail.com

Subject: Loving Venice!

Hey Kelly!

Day 6 of my Italy trip and I have to agree with you: Venice has to be seen to be believed. It's stunning! One thing you didn't mention, and which turned out to be fascinating, was the Murano glassworks. They seem to be a local secret – at least, they're not nearly as well advertised as everything else. Good thing I found a leaflet lying around. I bought beautiful glass souvenirs for my whole family – and for you too, of course!

By the way, I read that article about 'Acqua Alta' you sent me. Maybe some photos of the barrier would be good for your project. I'll try to take some tomorrow after my canal trip.

See you soon!

Zoe



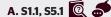
### **Learning Standards**

SB: S1.1, S5.1, R1.1, R2.1, R2.2, R2.3, R4.1, R4.2

### Vocabularv

apply at one's own expense basically be related deteriorate canal charming delight depart diverse flood (v. + n.)ensure figure gaze highlight imply itinerary leaflet lie around only time will tell occasionally link pay sb/sth a visit picturesque recognise request (v.) ruins severity stunning take action transfer treasure try sth out uninhabitable varied

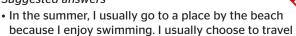
# Readino





- · Ask Ss the first question and elicit answers.
- · Ask Ss the second question. To help lower-performing Ss, you can write the following questions on the board: Where did you go?, When did you go?, Who did you go with?, What did you do there?, Did you enjoy your time there?.
- If Ss have never been abroad before, encourage them to tell you which country they would like to visit and why.
- Ask Ss the question in the third bullet point. You can have higher-performing Ss work with lower-performing **Ss** and make a list of at least three things that can make their holiday more enjoyable.
- Have Ss share their answers in class. Encourage them to justify their answers.

#### Suggested answers



• Yes, I have. I have visited a number of European countries, such as the UK, Spain, France, etc.

abroad in the spring to see new places.

The people you are with and the mood you are in.

# B. R1.1

- Draw Ss' attention to the pictures accompanying the texts and ask them to tell you what they show (Venice, Italy) and what they think the texts will be about.
- Have Ss read through the four texts quickly.
- Ask Ss to tell you what the four texts have in common (they refer to Italy and Venice) and what type of texts they are (A. a letter, B. a leaflet, C. an article, D. an email).
- · Ask Ss the question in the rubric.
- · Elicit and check answers.

#### Suggested answer

Text A is aimed at informing Miss Bennett about the itinerary for her trip to Italy. Text B is aimed at informing anyone who may be interested in booking a holiday package in Italy. Text C is aimed at anyone who may be interested in learning some interesting facts about Venice. Text D is aimed at providing Kelly with some information about Zoe's holiday in Italy.

### C. R2.1, R2.2



- · Ask Ss to read the texts again.
- · Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

Who is providing Miss Bennett with the itinerary for her trip to Italy? Neal Rawlins

When does her trip begin? on June 1st Where does she leave from? She leaves from Boston. Where does she land? She lands in Rome. What time does she arrive in Rome? at 1:15 p.m. local time Where will she be staying in Rome? at Hotel Romulus How long will she be staying there? for 4 nights Where will she go next? to Venice What time does the train to Venice leave? at 10:30 a.m. Where will she be staying in Venice? at Hotel Amalfi How long will she be staying there? for 3 nights Which city will she visit next? Verona How will she be travelling to Verona? by bus Where will she be staying in Verona? at Hotel Accademia How long will she be staying there? for 2 nights Where will she be travelling to on June 10th? to Florence What time does the train to Florence leave? at 9:50 a.m. How long will she be staying there? for 2 nights When does she return to Rome? on June 12th What time does the train for Rome leave? at 2:20 p.m. When does her flight back to Boston depart from Rome? at 9:45 p.m.

#### Text B

What is the travel agency called? Ita-travel What does the travel agency advise its clients to do? to book their holiday package immediately so they can benefit from their special offers

Where do they organise holiday packages? in Italy What can one admire in Verona? the city's ancient Roman ruins How can one spend their evenings in Rome? eating out in the city's great squares

What can one enjoy in Florence? the fine art and architecture of the Renaissance

What can one do in Genoa? They can take the cable car up the mountain and enjoy magnificent views of the city.

#### Text C

What does the title prompt people to do? to visit Venice before it's too late

What will happen to Venice one day? It will sink into the Adriatic Sea.

What are the two problems that Venice is facing? the land is sinking and the sea is rising

What are Venetians used to? They are used to sudden flooding. What do they call it in Italian? 'Acqua Alta'

What used to happen during the 1900s? The central area of the city flooded around 10 times a year.

When did the flooding usually occur? in the winter months What is the situation like nowadays? The central city floods about 100 times a year.

Does the flooding always occur in the winter months nowadays? No, it doesn't. It occasionally occurs in warmer months, too.

What will happen to the city if proper action is not taken? It will become uninhabitable one day.

What will have happened to the city by 2100? It will have sunk under the water.

What is special about the city's location? It is at one end of a lagoon that joins with the Adriatic Sea.

What kind of solution to the city's problem are Italian scientists testing? They are testing a barrier that, when moved into place at high tide, would block any high levels of water caused by storms.

### Text D

How many days has Zoe been in Italy? She's been in Italy for six days.

What does Zoe find fascinating in Venice? the Murano glassworks

What did she buy? some beautiful glass souvenirs for her whole family and for Kelly

What did Zoe read? the article about 'Acqua Alta' Who sent it to her? Kelly

What is Kelly working on? a project

When will Zoe take some photos of the barrier? after her canal trip the following day



### **Background knowledge**

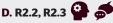
The **Tuscan Sun Festival** is an annual summer festival that takes place in Florence, Tuscany and offers a rich and diverse programme spanning all forms of art, including music, dance, theatre, film, poetry, painting and cuisine.

The city of **Rome** is known for its magnificent **squares** (or 'piazzas'), filled with barroque fountains and famous sculptures. They are the soul of the city and popular meeting places. Some of the most well known, even featuring in famous films, are Piazza Navona, Piazza di Spagna and Piazza di Trevi.

**Murano glass** is glass made on Murano, a Venetian island, which has specialised in fancy glasswares for centuries. The artisans of Murano are still employing techniques that are centuries old, designing things from contemporary art glass and glass figurines to chandeliers and tourist souvenirs. Almost anywhere you go in Italy you can find murano glass, especially in Venice.

- · Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the questions 1-8 and the respective answer choices and make sure that they do not have any unknown words.
- Point out to Ss that they should refer to the specific texts mentioned in each question in order to answer the questions.
- To help lower-performing Ss, you may eliminate one incorrect option.
- · Allow Ss some time to do the activity.
- As soon as they finish, have higher-performing Ss work with lower-performing Ss in pairs to compare their answers. Encourage them to provide justification by referring to specific parts in the texts. This will build lower-performing Ss' confidence to share their answers in class.
- · Check the answers with the class.

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



- Have Ss read the questions and check their understanding.
- Tell Ss to write down their answers in their notebooks.
- · Check the answers with the class.
  - 1. Texts A and B. In the last paragraph of text A, the writer advises Miss Bennett to make sure she is on time for all transport links, otherwise it will be very difficult to find new tickets. In text B, advice is given to tourists about what cities are especially worth visiting, sights worth visiting are suggested and information about what services the company offers is given.
  - 2. In text D, Zoe says that Kelly sent her an article about 'Acqua Alta' and that she will take photos of the barrier so that Kelly can use them in her project. Text C, which is the article Kelly sent, describes the problem Venice is facing with rising sea levels and the Italian government's solution of using a barrier that blocks incoming water. Based on this information, Kelly's project may be about Venice in general, or how Venice is dealing with rising sea levels, or how some countries in the world will soon be under water.
  - 3. Text A is a formal letter. It begins and ends formally ('Dear Miss Bennett', 'Yours truly') and it uses formal and impersonal words and expressions (e.g. 'ensure', 'As requested'). It does not use short forms, abbreviations, exclamations and other informal language.

Text D is an informal email. The Subject line of the email is an exclamation describing feelings ('Loving Venice!') and the email itself begins and ends informally ('Hey Kelly', 'See you soon'). There is informal language throughout the email (short forms, informal words and expressions, exclamations).

**4.** We can tell that text B is a leaflet first of all because of the layout: it includes a company logo (ITAtravel) and flattering photos of many different cities, and the information is organised in many different small sections, making it easy to read. Secondly, the text includes promotional language and especially verbs of action ('Book our holiday package', 'Visit some of the most', 'discover... ride along... gaze', 'admire... spend your evening... relax... see from up close... take the cable car') and information on travel arrangements. The layout of text C suggests it is an article, as it includes a title, and then a small introductory paragraph followed by a continuous text. The content also helps us identify this as an article: the text informs us of a problem and describes a solution; although this could also be appropriate for an academic text, the fact that in the last paragraph the text urges readers to take action makes it an article.

# E. R4.1, R4.2

- Ask Ss to read through the meanings a-g and make sure they do not have any unknown words.
- · Ask Ss to look at the highlighted words in the texts.
- Encourage Ss to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- Check the answers with the class.

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



 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 texts.

# F. S1.1 🔯

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

### Suggested answer

 Yes, I have. I've been to Rome and I was impressed by the history and the sites which made me take a trip back in time. / No, I have never visited Italy but I'd love to. In particular, I'd like to visit Florence because I have heard that it is a very artistic and beautiful city. There are questions that assess understanding of each text individually. So, after you read each text, answer the questions that refer to it before you continue with the next text. The last question assesses overall understanding and may refer to two or more texts.





### **Question 1 refers to section A.**

- 1. Why does Neal Rawlins mention the Tuscan Sun Festival?
  - **a.** to suggest that buses and trains might be late
  - **b.** to explain why hotel rooms will be harder to find
  - **c.** to suggest that Miss Bennett pay the festival a brief visit
  - **d.** to explain why missing a bus or train might be a problem

### Questions 2-3 refer to section B.

- **2.** What does 'diverse delights' in the *Highlights* section refer to?
  - a. the many varied sights
  - b. the opportunities to relax
  - c. the wonderful food available
  - d. the large number of waterways
- 3. What is not included in the package deal?
  - a. private tours
  - b. accommodation
  - c. guided group tours
  - d. transport between cities

### **Questions 4-5 refer to section C.**

- 4. What does the writer mention about rising sea levels?
  - a. It won't affect the situation in Venice very much.
  - **b.** Other places in the world will suffer more than Venice
  - **c.** The situation in Venice has remained pretty much the same.
  - **d.** Other places in the world may face problems because of this also.



- **5.** What does the writer imply about high tides?
  - **a.** It is impossible to do anything about them.
  - **b.** The problem they cause has just recently been solved.
  - **c.** The problem they cause is increased during bad weather.
  - **d.** The government refuses to recognise that they affect the city.

### Questions 6-7 refer to section D.

- **6.** What is true about Kelly?
  - a. She and Zoe are related.
  - **b.** She is interested in the arts.
  - c. She has been to Venice before.
  - **d.** She wanted to come to Venice with Zoe.
- 7. What does Zoe say about Murano glassworks?
  - a. They were well advertised.
  - **b.** She found out about them by accident.
  - **c.** She was happy that Kelly had told her all about them.
  - **d.** They were not as interesting as she had expected them to be.

### Question 8 refers to sections A, B, C and D.

- 8. What does Zoe plan to experience in Venice?
  - a. a gondola ride
  - b. a trip on a cable car
  - c. the Tuscan Sun Festival
  - d. a visit to the Murano glassworks
- D. Provide a written response to the following questions in your own words. Use information from the texts to support your answers.
- 1. Which two texts include practical advice for tourists visiting Italy?
- 2. What could Kelly's project be about?
- 3. What are the differences in writing style between texts A and D?
- **4.** Both texts B and C encourage tourists to visit Italy. How can you tell that text B is a leaflet and text C is an article?
- **E.**  $\wp$  Look at the highlighted words in the texts and match them with their meanings. There is one extra meaning which you do not need to use. Then check your answers using a dictionary.
  - itinerary
     picturesque
     severity
    - **6.** stunning
- **a.** to become worse
- b. very attractive and/or impressive
- c. impossible or unsuitable to live in
- d. a leaflet advertising sth
- e. seriousness
- f. a detailed plan of a journey
- g. pretty, especially in an old-fashioned way

F. Q Discuss in pairs/groups.

**3.** deteriorate

• Have you ever visited Italy? If yes, which cities did you visit? If not, would you like to? Why? / Why not?

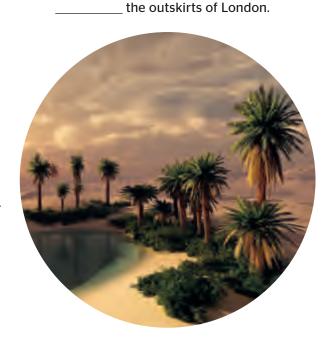
Vocabulary

A. P Complete the sentences with the correct form of the words in the boxes. In some cases, more than one answer may be correct. Then check your answers using a dictionary.

to	ur j	ourney	trave	el tri	р			
1.			ays tells	me th	at		broa	dens
2.	the mi					ny hus to	get from h	ere to
	Madri				'	by bus to	gernomn	cic to
3.					juide	d		of
4.		when we ends an	_				to Mian	ni last
•••	•					er our exa		ii iast
VC	ovage	excur	sion	exped	ition			
						Atlantic O	cean used	to
		r weeks		_ 5.5.5				
6.						was f	for the scie	entists
		olore An						
<b>7</b> .	•	n's class ium ton	_	g on a	(n)		to t	he
ŀ	•	resort		ما دا	ıite			
8.		ent to a end on t				and spe	ent the wh	oie
9.			•		a lux	curious		
		Hilton.						
10.	We sh	ould sta	y at a _			It will co	ost us less.	
11.					and	spent the	night in h	is
			roc	om.				
	cabir	n cott	age	carava	n			
12.	Α		is	very o	onve	nient bec	ause you o	an
	_		•			n't have to	spend tin	ne
12		ig for ac				ng brick		
13.	, ,	country		ili a Ci	Idilili	ing brick _		
14.	The h	ikers fou	und she	lter fro	m the	storm in	a log	
			in	the mo	untai	ns.		
ar	rive	get	reach	come	a	pproach	appear	
15	Walee	nd was n	azino a	t the si	ınrice	e, when a s	shin	
13.		u was g	_			, wiicii a s	5.11P	
16.	Who's			witl	n us t	o the bea	ch?	
							nissed our	
							t's from he	
19.					_ the	forest, th	ey noticed	
20		ı leading a didn't			+1	ne campsi	te till	
20.		ght. He				ic campsi	ic uii	

**B.**  $\bigcirc$  Use the prepositions in the box below to complete the prepositional phrases that have been used in the following sentences. Then check your answers using a dictionary.

	off	in	on	within						
1.	as e	I really enjoyed my holiday last year as everything was walking distance and I didn't need to worry about how to get around.								
2.	prov —— hote	Although there are some hotels that provide luxurious accommodation the city centre, the best hotels are mainly located the suburbs.								
3.	reali		nat I ha	way to the a	•					
l.		rised	to find	or hours, I v I a beautiful middle of no	oasis					
5.		•		oating just gast of the pe						
5.	the	valley	below	ad an amazi as it had be edge of a cl	en built					
<b>'</b> .		a mor	the numen	distance, we t of a histori top of the hi	e could ical figure					
8.	The	healtl	h resoi	rt I went to v	vas					





### **Learning Standards**

**SB:** R4.2

### **Functions**

Distinguishing between words easily confused Referring to the future using appropriate tenses

### Structures

Future Forms, Time Clauses

### Vocabulary

brick cabin caravan cottage deserve excursion exhausted expedition historical figure hostel log monument oasis path peninsula resort room service slope suite sunrise voyage

#### **Prepositional phrases**

in the distance in the middle of nowhere in the suburbs off the coast on one's way to on the edge (of) on the outskirts on the top (of) within walking distance

# Vocabulary

# A. R4.2 D

- · Ask Ss to read through each set of sentences and the words in the boxes.
- · Then draw on their prior knowledge, check their understanding of the words and model the answer if necessary.
- Have Ss do the activity.
- Encourage Ss to check the definitions of the words in a dictionary.
- · Check the answers with the class and provide Ss with any necessary explanations.

3. tour travelling/travel **2.** journey/trip

**4.** trip **5.** voyage **6.** expedition **7.** excursion

**8.** resort **9.** suite **10.** hostel **11.** hotel

**12.** caravan **13.** cottage **14.** cabin **15.** appeared

**16.** coming **17.** arrived **18.** get

**19.** approached/reached 20. reach

### Language plus

travel (n.) = the act of travelling

journey (n.) = the activity of travelling from one place to another, especially when there is a long distance between the places

trip (n.) = a short journey to a place and back again

tour (n.) = an organised trip during which you visit several places for pleasure

**voyage (n.)** = a long journey by ship or spacecraft

excursion (n.) = a short journey made for pleasure

**expedition (n.)** = an organised journey with a particular purpose, especially to find out about a place that is not well known

hotel (n.) = a building where people stay, usually for a short time, paying for their rooms and meals

**hostel (n.)** = a building that provides cheap and simple accommodation and meals, especially to young people who are travelling

**resort (n.)** = a place where a lot of people go on holiday

suite (n.) = a set of connected rooms in a hotel

cabin (n.) = a small simple house made of wood

cottage (n.) = a small house in the countryside

caravan (n.) = a road vehicle without an engine that is pulled by a car, designed for people to live and sleep in, especially when they are on holiday

arrive (at/in) (v.) = to get to a place you are going to get (to) (v.) = to arrive at or reach a place

reach (v.) = to arrive at a place that you have been travelling to come (v.) = to move towards you or arrive at the place you are approach (v.) = to come near to somebody/something in distance

appear (v.) = to start to be seen

#### arrive at / arrive in / reach

We use arrive at for buildings or other locations that cover a small area (e.g. We arrived at the station / at the museum / at the lake), while arrive in is used for larger areas, such as countries, cities and towns (e.g. We arrived in London). The verb reach is not followed by a preposition (e.g. We reached our destination).

within walking distance = possible to reach by walking in the distance = at a point that is far away but can still

### B. R4.2

- Draw Ss' attention to the activity and explain what they have to do. Have Ss do the activity. Encourage them to start with the ones they are already familiar with. Alternatively, to help lower-performing Ss, you can give them two options to choose from (e.g. 1. a. within b. off)
- Encourage Ss to check the definitions of the words in a dictionary.

1. within 2. in, in 3. On 4. in **5.** off **6.** on **7.** In, on **8.** on



 Have higher-performing Ss work with lower-performing **Ss** to write sentences using the prepositional phrases presented.

### Grammar

A.

- Draw on Ss' prior knowledge of grammar and ask them to explain when we use the Future will and provide examples.
- Ask Ss to read through the examples 1-5 and check their understanding.
- Draw Ss' attention to the verbs in blue and make sure that they can identify the tense being used (the Future will).
- Ask Ss to read through the uses a-e of the Future will and check their understanding.
- Have Ss do the activity. Check the answers with the class.

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



- Draw on Ss' prior knowledge of grammar and ask Ss to tell you what they remember about the formation and the use of future be going to, Future Progressive, Present Simple and Present Progressive.
- · Write the following sentences on the board, making sure to underline the words in bold.
- **1.** I **am going to** travel to Spain in December.
- 2. I will be studying for my exams all afternoon tomorrow.
- 3. The plane arrives at 5 p.m.
- 4. I'm travelling to Italy tomorrow.
- After you have written the sentences on the board, draw Ss' attention to the underlined part of each sentence and ask them the following questions:
- **1.** In the first sentence, do we use future *be going to* to refer to something that we have just decided to do or to something that we have already planned to do?



- 2. What do you notice about the formation of Future Progressive in the second sentence?
- **3.** What does the use of Future Progressive stress?
- **4.** In the third sentence, which tense is used for future actions related to official timetables and programmes?
- **5.** In the fourth sentence, is Present Progressive used to refer to planned future actions related to personal arrangements or to future predictions?
- **1.** We use future *be going to* to refer to something that we have already planned to do.
- 2. It is formed with will be + the -ing form of the main verb.
- 3. the duration of a future action
- 4. Present Simple
- Present Progressive is used to refer to planned future actions related to personal arrangements.
- Then write the following sentence on the board and draw Ss' attention to the underlined part of the sentence: Our train leaves at nine, so we will have arrived in Portsmouth by one o'clock.
- Explain to Ss that this is the Future Perfect Simple tense and ask them to tell you what they notice about its formation (it is formed with will have + the past participle of the main verb).
- Ask Ss to tell you if the following sentences are True or False according to the meaning of the sentence:
  - 1. At two o'clock, they will be in Portsmouth. (True)
  - **2.** They will arrive in Portsmouth after one o'clock. (False)
- **3.** They will arrive in Portsmouth before one o'clock. (True)
- Explain to Ss that the Future Perfect Simple indicates that an action will have been completed before a specific point in the future (by one o'clock).

# Language plus

#### by or until?

- Write the following sentences on the board: I have to finish my homework by 5 o'clock. The museum is open until 5 o'clock.
- Explain to Ss that in the first sentence 'by' means at 5 o'clock or before.
- In the second sentence, 'until' means up to 5 o'clock but no sooner than that. That means that the museum will not close sooner than 5 o'clock.
- Explain to Ss that until can be used with the Future Perfect but only in negative sentences, e.g. She won't have finished until five o'clock.
- Write the following sentence on the board and draw Ss' attention to the underlined part of the sentence:
   Pedro will have been learning English for three years by June.
- Ask Ss what the use of this future form stresses (the duration of an action up to a certain point of time in the future).
- Explain to Ss that this is the Future Perfect Progressive tense and ask them to tell you what they notice about its formation (it is formed with will have been + the -ing form of the main verb).
- Write the following on the board: I'm just about to tell you something important.
- Draw Ss' attention to the phrase I'm just about to and ask them to tell you what they notice about the time reference of the specific phrase (it refers to the very near future).
- Draw Ss' attention to the examples 1-7 in the book and the verbs in blue in each one of them, and check their understanding.

- Have Ss read through the uses of the future forms that follow the examples 1-7 and check their understanding.
- · Have Ss do the activity.
- · Check the answers with the class



- Ask Ss to find examples in the texts on p. 52 (**Text A:** arrives in Rome..., departs for Venice/Verona/Florence/Rome..., departs from Rome..., the Tuscan Sun Festival starts..., it will be very difficult..., **Text C:** Venice will sink..., by the end of the century global sea levels will have risen up to 60 cm..., the city will one day be uninhabitable...will have sunk under the water by 2100, Only time will tell..., **Text D:** I'll try to take some..., etc.).
- For further practice, ask higher-performing Ss to come up with their own examples using the future forms presented in this lesson.
- To help **lower-performing Ss**, you may give Ss some clues to help them come up with example sentences (e.g. *finish / homework / by 8 p.m.*).
- Refer Ss to the Grammar Reference (pp. 94-95).

#### C

- Ask Ss to read through the example and identify the tenses of the verbs in bold (go: Present Simple, will visit: Future will).
- Ask Ss the question in the rubric.
- · Check the answer with the class.

The Present Simple tense is used in the time clause to refer to the future.



- Point out to Ss that we use the Present Simple in time clauses to refer to the future and the Future will in the main clause.
- Refer Ss to the Grammar Reference (p. 95).

#### D.

- Ask Ss to read through the dialogues 1-6 and check their understanding.
- Tell Ss to underline the time expressions and key words first and then circle the correct option (e.g. 1. for two years this winter - Future Perfect Progressive, This time next Tuesday - Future Progressive, etc.). This will help lower-performing Ss do the activity.
- · Have Ss do the activity.
- · Check the answers with the class.
  - will have been living, 'm coming, will be walking, arrives



- 2. 'Il get, is about to leave
- **3.** 'm going to drop by, will have finished
- 4. are you going to buy, will buy, get
- **5.** will have been driving, won't make
- 6. Will you be travelling, 'm not leaving

#### E.

- Ask Ss to go to the Speaking Activities section (p. 86) and do the Grammar Production Task.
- · Divide Ss into groups of three.
- Ask them to read through the instructions and check their understanding.
- Have Ss do the activity.
- Go around the class helping Ss when necessary.

For KEY, turn to the **Key for Grammar Production Tasks** section on page 122.

# Grammar Future Forms, Time Clauses → pp. 94-95

**A**. Match the rules about the uses of the Future *will* with the examples 1-5.

- That restaurant is very noisy and crowded. I think I'll grab a sandwich instead.
- 2. A: Will you help me look for my passport?
  B: Sure! I'll look through your desk drawers.
- **3.** I give you my word that I will visit you this summer.
- 4. It will probably be a cold winter this year.
- **5.** Get to the gate on time or else you'll miss your flight.

The Future will is used for:	
a. spontaneous decisions	
<b>b.</b> predictions about the future	
c. promises	
d. offers and requests	
e. threats and warnings	

- **B.** Match the rules about the uses of the future forms with the examples 1-7.
- **1.** The plane **is about to take off**. Please turn off your electronic devices.
- **2.** By the end of this summer, I will have made my decision.
- **3.** I'm going to travel by train, because I don't think it's as tiring as travelling by car.
- **4.** By next March, I will have been working as a receptionist for five years.
- 5. This time next Saturday, we will be sitting by a pool in the sun
- **6.** Carl's flight **leaves** at 10 a.m. tomorrow.

# **7.** I'm visiting my aunt in London this weekend. The Future Progressive is used: to refer to an action that will be in progress at a specific time in the future The Future Perfect Simple is used: to refer to an action that will be completed before a specific time or another action in the future The Future Perfect Progressive is used: to show the duration of an action up to a certain point of time in the future The Future *be going to* is used: to refer to intentions or decisions that have already been made or predictions based on evidence The expression be (just) about to + base form is used: to refer to an action that will happen very soon The Present Progressive is used: to refer to personal plans and arrangements The Present Simple is used: to refer to official programmes and timetables

**C.** Look at the example below. Which tense is used to refer to the future in the time clause (after the word *when*)?



- **D.** Read the dialogues and circle the correct options.
- **1. A:** So Joey, how long have you been in Japan?
  - **B:** Well, now that I think of it, I will live / will have been living in Japan for two years this winter.
  - A: Wow, time flies! I can't believe I will have come / 'm coming to see you next week. Just think about it. This time next Tuesday we will be walking / will have been walking down the streets of Tokyo together!
  - **B:** Actually, on Wednesday. Your flight **is about to arrive / arrives** at 8 a.m. Wednesday morning.
  - A: Oh, yeah, you're right.
- **2. A:** I think I 'II get / get a coffee instead of an orange juice.
  - **B:** OK, just hurry up. Our train will be leaving / is about to leave.
- **3. A:** I 'm going to drop by / will have dropped by Peter's house at around four this afternoon. Do you want to come?
  - **B:** Oh, OK. Sure. I will have finished / will have been finishing work by then.
- **4. A:** When are you going to buy / will you have bought the tickets to Moscow, Robert?
  - **B:** I buy / will buy them as soon as I get / will get paid.
- 5. A: In about 15 minutes, I will have been driving / will be driving for five hours!
  - **B:** Let's make a stop somewhere.
  - A: We can't. I'm afraid we won't make / won't have made it to Oxford in time for the wedding.
- 6. A: Will you have travelled / Will you be travelling around Latin America next month?
  - **B:** No. I won't have been leaving / 'm not leaving until the end of May.
- E. Work in groups of three. Turn to page 86 in the Speaking Activities section and do the Grammar Production Task.

00

# Listening

- **A.** O Discuss in pairs/groups.
- · What do you think virtual travelling is?
- Do you believe it will replace real travelling? Why? / Why not?

B. You will hear a futurologist called Andrew Warren talking about the future of holidaying. Number the topics 1-5 in the order in which they are mentioned.
holidaying through the use of a virtual reality headset virtual agents
devices that help you transport that is highly advanced communicate with locals a virtual hotel visit
Listen again and fill in the gaps in the sentences 1-6 below with an appropriate word or phrase. You should write no more than three words in each gap.
<ol> <li>Travel agents will be replaced by, otherwise called 'virtual agents', which will make recommendations for our future trips.</li> </ol>
2. Virtual agents will use the information they get from your
as well as social networking sites to create a
personalised holiday.
<b>3.</b> Apart from destination, virtual travelling will help people decide on
<b>4.</b> Andrew suggests that 'walking' through a is
better than looking at photos.
<b>5.</b> Andrew is mostly impressed by predictions about the of air travel in the future.
<b>6.</b> Andrew uses the example of a(n) to
demonstrate how technology will help people communicate more efficiently.

D. The speaker uses rhetorical questions, questions which are asked for effect and to which an answer is not expected. Match the speaker's questions (1-4) with the reasons he uses them (a-d).

- 1. In about ten years from now, our whole experience of holidays will have completely changed. How so?
- **2.** You might be wondering, 'Who would want to replace the real thing with a simple virtual tour?'
- 3. Wouldn't it be nice if you no longer had to spend long hours searching online for hotel reviews?
- **4.** Why didn't I learn some everyday phrases before coming here?
  - a. to show his frustration
  - **b.** to prepare the listeners for what will follow
  - c. to state the obvious
  - d. to express doubt/ disapproval

# E. Discuss in pairs/groups.

• Which of the ideas mentioned in the talk did you find most interesting? Why?

# **Speaking**

Work in pairs. Imagine that a magazine is producing an article on travelling. Look at pictures A-E and discuss the appealing aspects of these experiences. Then decide which two pictures best represent what Qatar has to offer tourists and should be included in the article.

- exotic/traditional/local cuisine
- a variety of flavours
- historical monuments/ landmarks
- represent a specific era / historical event / a nation's history
- artefacts on display

- come into contact with locals
- get first-hand experience of local customs and traditions
- create lifelong memories
- seeking something out of the ordinary

### **Example**

- **A:** Picture A depicts a country's cuisine. When you try the local dishes, you...
- **B:** I couldn't agree more. Eating food that is prepared with local cooking methods...
- **A:** Exactly. Now, a country's archaeological sites, as depicted in picture B, are also important because...



### **Learning Standards**

SB: S2.3, L1.1, L2.1, L2.5, S1.2, S3.1, S5.1, R2.3, W2.1, W4.1

### **Functions**

Comparing and contrasting

### Vocabulary

advanced archaeological site artefact civilisation come into contact with countless destination dramatically efficiently eruption exotic feast first-hand flavour headset holiday (v.) landmark lifelong locals massive on display otherwise (adv.) out of the ordinary personalised represent senses stroll sunset towering virtual virtual reality

# Listening

### A. S2.3. $\nearrow$

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

#### Suggested answers

- using special equipment that allows you to travel anywhere in the world without actually leaving your house
- No, it won't because only in real travelling do we get first-hand experiences from the places we visit and the people we meet there. However, virtual travelling can be useful and educational since it can broaden our knowledge of faraway places, which most of us will never be able to afford to visit.

# B. L1.1 🎱

- Have Ss read the rubric and the topics and check their understanding.
- Tell Ss that they have to number the topics 1-5 according to the order in which they are mentioned.
- Play the recording and have them do the activity.
- · Check the answers with the class.
  - 2 holidaying through the use of a virtual reality headset
  - 5 devices that help you communicate with locals
  - 4 transport that is highly advanced
  - 3 a virtual hotel visit

# C. L2.1

- Remind Ss that in an activity like this one, it is good to carefully read the incomplete sentences before listening to the track, so as to get a better idea of what the speaker is going to say, and try to predict the kind of information that is missing in each gap.
- Have Ss read through the sentences 1-6 and check their understanding.
- To help **lower-performing Ss**, you may provide them with the first letter of each word that completes some of the sentences (e.g. 1. a \_\_\_\_\_\_\_).
- Play the recording twice and have Ss do the activity.
- You may consult the listening transcript and pause after each paragraph to check Ss' understanding so far. This will help lower-performing Ss follow the pace.
- · Check the answers with the class.
- If necessary, play the recording again in order to clarify any questions Ss may have.

- 1. applications
- 4. hotel
- 2. smartphone
- 5. speed
- 3. accommodation
- 6. (Argentinian) taxi driver

### D. L2.5

Rhetorical questions are questions which are asked for effect and to which an answer is not expected. They are used to challenge the listener to think ('Why do people lie?'), to emphasise an idea ('Isn't freedom what we want?'), to express the speaker's emotions ('Are you kidding me?'), to provide an answer in informal speech ('Why not?', 'Who knows?'), etc.

- Write the following questions on the board: Would you like to go to the park with me? Do you think I like going outside in this heat?
- Ask Ss which question they would give an answer to and which question they think doesn't need an answer (first question needs an answer, second question doesn't need an answer).
- Ask Ss what the person who asks the second question is saying (this person is actually saying that they don't want to go out because it's too hot).
- Tell Ss that the second question is called a 'rhetorical question'. Use information from the Note above to explain what rhetorical questions are.
- Have Ss read the rubric, questions 1-4 and statements a-d, and check their understanding.
- Tell Ss that they have to match the questions to the statements.
- If necessary, play the track again to provide context for the questions.
- Have Ss do the activity.
- · Check the answers with the class.

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



### E. S1.2

- Divide Ss into pairs/groups and ask them the questions.
- Initiate a short discussion.

For a suggested answer, see 4a Listening on page 124.



# **Speaking**

# S3.1, S5.1 🍄 🥏

- First have Ss think of the topics individually. Ask them to note down any ideas they can think of. In this way, you ensure that all Ss will come up with their own ideas.
- Then divide Ss into pairs. You can have lower-performing Ss work with higher-performing Ss so that the former feel more confident. Encourage Ss to exchange opinions and allow them some time to prepare their answers.
- Point out to Ss that they should try to use the phrases in the box as well as the active vocabulary presented in the Module.
- Encourage Ss to cooperate and participate equally in the activity.
- Have pairs share their answers in class and provide constructive feedback.

For suggested answers, see 4a Speaking on pages 124-125.





# Writing

# A. S1.2. S2.3

- Divide Ss into pairs/groups. Pair lower-performing Ss with higher-performing Ss. This will help to build **lower-performing Ss'** confidence by creating a more inclusive and supportive learning environment for them. It will also help higher-performing Ss develop turn-taking skills.
- · Have Ss discuss the questions.
- To help **lower-performing Ss** answer the first question, you can write the following ideas on the board: history, culture, beauty, food, facilities, familiarity.
- For the question in the second bullet point, encourage Ss to refer to a description of a place they have read and tell you what was special about it.
- · Go around the class helping Ss when necessary.
- Have several Ss share their answers with the class.

### Suggested answer

- There are a number of reasons why a place may be worth visiting. The first is because of its outstanding beauty, for example Antelope Canyon in Arizona or Victoria Falls in Zambia and Zimbabwe. The second is that the place may have a rich history and places of historical interest such as the Acropolis in Greece; the site of Palmyra in Syria; or Al Zubarah Fort in Qatar. Another reason why a place may be worth visiting is that it may give visitors the opportunity to do an activity or activities that cannot be done elsewhere, for instance mountain climbing in Nepal or China.
- Yes, I do. A well-written description of a place can take you on a virtual tour of that place by activating your imagination. / No, I don't. I would rather watch a documentary or experience the place first-hand.
- A description of a place is interesting when it appeals to the reader's senses. This is best achieved through interesting details that portray what life is like there and help the reader create a sense of the place, as well as through the use of language that is colourful and descriptive.

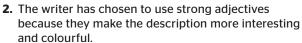
# B. R2.3

- Ask Ss to read the descriptive paragraph and have them underline any unknown words.
- Ask Ss:
- Have you ever been to Santorini? If not, would you like to? According to the description, can you tell me one reason that makes this place worth visiting?
- · Have Ss work in pairs and draw their attention to the first question. Write the following on the board: This building is very big. This building is huge.
- · Ask Ss to tell you which of these sentences they think is more appropriate to use when describing a place. Elicit the answer This building is huge.

Strong adjectives have an extreme meaning and cannot be graded using the intensifier (adverb of degree) 'very'. The adjectives that appear as synonyms with the intensifier 'very' are called weak adjectives. Weak adjectives are gradable, which means they can express different degrees of a quality or condition.

• Draw Ss' attention to the highlighted adjectives in the text and explain to them that they are all strong adjectives. Then have them read their synonyms a-f and do activities 1-2.

- · Check the answers with the class.
- Ask Ss if they can think of any other strong adjectives (enormous, huge, gigantic, tiny, brilliant, magnificent, awful, disgusting, starving, etc.)
- Draw Ss' attention to question 3 and explain what they should do. Have Ss work in pairs, use a dictionary and find the definition of these different figures of speech.
- Have Ss share their answers in class and provide them with any necessary explanations and clarifications.
- To help Ss understand these different figures of speech, do the following activity:
- Write simile and the following descriptive phrase on the board: a brave man. Then ask Ss to think of an animal that is brave (e.g. a lion). Then have Ss turn the descriptive phrase into a simile using as...as (the man was as brave as a lion).
- Write the word metaphor and the following sentence on the board: They don't get on well, but they're trying to build bridges.
- Ask Ss: What does a bridge allow us to do? (cross from one side to the other). Do you understand how the metaphor 'build bridges' is used in the example? (improve relationship).
- Then write She's an early bird on the board and ask Ss to try to explain the metaphor.
- Remind Ss that we use metaphors to make a comparison between two items, but we don't use as...as or like, as in similes.
- Then ask Ss to look at the underlined parts of the text and determine which figure of speech is being used in each case. You may use visuals to provide examples of the figurative language used.
- Ask Ss the fourth question and elicit answers.
  - 1. a. towering b. countless c. ancient d. massive e. breathtaking f. delicious



3. Simile: a figure of speech used to describe something in terms of something else using 'as' or 'like' to make the comparison (e.g. This cake is like a rock. She was as light as a feather).

Example that features in the text: ...the sun drops like a ball of fire...

**Metaphor:** a figure of speech used to describe something in terms of something else. The comparison is between two things that, although unrelated, are believed to have a quality or qualities that are similar (e.g. This city is a jungle, She is a night owl).

**Examples that feature in the text:** Santorini is a feast for the senses..., ...under the blanket of stars...

4. The writer uses these figures of speech to make the text come alive. The images he/she creates appeal to the reader's senses and stimulate his/her imagination.

# C. W2.1, W4.1



- · Have Ss read the rubric and check their understanding.
- Explain to Ss that they have to write a descriptive paragraph similar to the one that features on the page.
- Draw Ss' attention to the TIP and explain it.
- · Allow Ss enough time to do the activity in class.
- Choose several Ss to read out their descriptive paragraphs to the class.

For a suggested answer,





- What makes a place worth visiting?
- Do you enjoy reading descriptions of places? Why? / Why not?
- What can make a description of a place interesting?
- **B.** Fead the descriptive paragraph below and do the activities that follow.

Located in the clear blue waters of the southern Aegean Sea, the island of Santorini is a feast for the senses. The island is actually the result of a massive volcanic eruption which took place some 3,500 years ago. That eruption left the island with towering cliffs overlooking the sea and the, now inactive, volcano. Along the sides of these cliffs are the island's charming white houses; some hanging dramatically over the edge. From here, visitors can admire breathtaking views of the surrounding area and, in the evenings, amazing sunsets as the sun drops like a ball of fire into the sea and the sky turns orange, yellow, purple and red. In the towns of Santorini, in the cool of the evening, bits of conversation in various languages can be heard as the countless visitors to the island stroll along the narrow streets. The delicious smell of local dishes fills the air, inviting the hungry to sit outdoors and enjoy their meal under the blanket of stars shining in the night sky. During the day, Santorini's stunning beaches - famous for their natural beauty and red or black sands - attract those who want to relax under the sun. And visitors travelling further into the island are able to admire the ruins of Santorini's ancient Minoan civilisation.

1. Match the highlighted adjectives in the text with synonyms?	their synonyms a-f below. What do you notice about the
a. very high	d. very big
<b>b.</b> very many	e. very impressive
c. very old	f. very tasty
2. Why has the writer chosen to use the highlighted above?	d words instead of the synonyms that feature in the activity
	similes and metaphors in the text. First, use a dictionary speech. Then look at the underlined parts of the text and in each case.
metaphor	
4. Why do you think the writer has used these figure	res of speech?
C. Write a descriptive paragraph about a pla	ace worth visiting in Qatar.

When writing a descriptive paragraph remember to:

- use vivid and colourful language to stimulate the reader's imagination.
- use strong/powerful adjectives for descriptive accuracy.
- use figures of speech, such as similes and metaphors, to help your descriptions come alive.

# Reading **◄**»

A. P Discuss in pairs/groups.

- · What places in your country are worth visiting on holidays? Why?
- B. Quickly read the text below and choose the most appropriate title.

# a. A Cheap Way to Travel b. An Exotic Local Getaway

# c. Exotic Destinations Abroad d. Living in a Village

With today's cheap international flights, it can be tempting to spend our few precious days of holiday on the other side of the world, chasing experiences very different from our normal ones. However, although we often abandon the familiar in favour of the exotic, sometimes we should take a step back and look more clearly at what a tourist in our own country would enjoy. That's why last summer, I decided to spend a week relaxing by the waterside, surrounded by exotic palm trees and colourful Mediterranean architecture. How does this fit in with the advice I give above? Well, I didn't actually have to leave rainy Britain to do so.

On the mouth of the river Dwyryd in North Wales, the village of Portmeirion is a theme park holiday village, surrounded by a dark green forest. Up close, the village displays an odd mix of culture: bright Italian style buildings in vivid colours, against the scenery of the cloudy grey Welsh sky and the dark land that leads out to cold, uninviting waters.

Most famously, Portmeirion was used as the location for the 1960s TV series, *The Prisoner*. This famous sci-fi series is said to have been directly inspired by the strong colours of the village. Amusingly though, while the series was filmed in colour, it was shown at a time when — although colour TV was on the rise — the majority of people still had black and white televisions.

It is clear from first sight that Portmeirion is more than an ordinary village; it is also a living museum and a work of art. I found sculptures from Greece and Italy sharing a corner with statues of Asian origin, in the shade of a wall transported from Scotland. Palm trees and other exotic plants also thrive here, far from their native countries and despite the colder climate.

The village has rightfully been described as 'a home for fallen buildings'. This description does not, as has been jokingly remarked, refer to the initial poor quality of some of the original houses in the village — although this happens to be a sad fact. It is a comment on the way in which pieces of abandoned structures — sometimes from the other side of the globe — have been rescued, brought to Portmeirion, and given new life.

From the moment I arrived in Portmeirion, I felt as if I had stepped into a living painting. With its colourful buildings and mix of architectural styles, it is not hard to see why the village has long attracted artists looking for inspiration. However, at a closer look, I realised that the village's lack of permanent residents along with the ever-present snap-happy tourists means it lacks the feel of a genuine Mediterranean seaside village. This village is just a display, even though a very successful and impressive one.

On my last evening there, when the shops had finally closed, and the village felt more peaceful, I sat by the water fountain in the Central Piazza thinking about my week's experiences. The darkness hid the signs of wear and tear on the houses around me. Above me, palm trees moved in the breeze, but the grass at my feet and the smell of rain in the air were familiar features of home. It was then that I fully sensed the logic of the village, the way it uses and enhances the natural qualities of the local environment, yet manages to transport you far away at the same time.



### **Learning Standards**

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

### Vocabulary

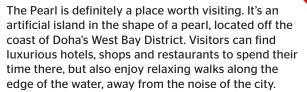
abandon attraction breeze chase contrast (n.) display (v.) enhance ever-present familiar genuine getaway ignore in favour of inspire majority odd on the rise origin peaceful permanent release (n.) remark (v. + n.) scenery sense (v.) (TV) series snap-happy specifically step into successful transport (v.) wear and tear yet

# Reading

### A. S2.3 D

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

### Suggested answer



# 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).
- Draw Ss' attention to the pictures accompanying the text and ask them to tell you what they show (colourful flowers, beautiful natural landscape and a picturesque village). Elicit answers.
- Ask Ss to read through the titles a-d and check their understanding.
- Ask Ss to read the text quickly and choose the most appropriate title for the text.
- You may consult the listening track and the pronunciation guide below in order to provide Ss with the correct pronunciation of the place names found in the text.

### **Pronunciation guide**

**Dwyryd -** 'dooirid **Portmeirion -** port'merion

 Check the answers with the class. To challenge higherperforming Ss, ask them to justify why the other three options are incorrect.





# C. R2.1, R2.2

- Ask Ss to read the text again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

Why is it easier for people nowadays to travel wherever they want? Because the international flights are much cheaper now. How did the writer spend his holiday last summer? relaxing by the waterside, surrounded by exotic palm trees and colourful Mediterranean architecture

Did the writer have to leave Britain to experience this kind of holiday? no

Where is the village of Portmeirion located? on the mouth of the river Dwyryd in North Wales

Why does the writer say that the village is an odd mix of culture? because you can see bright Italian style buildings in vivid colours, against the scenery of the cloudy grey Welsh sky and the dark muddy land that leads out to cold, uninviting waters.

Which TV series was filmed at Portmeirion? the 1960s sci-fi series, The Prisoner

What inspired the producers of this TV series to choose Portmeirion as the location? the strong colours of the village Could the viewers of this series see these colours? No, because although the episodes were filmed in colour, they were shown at a time when the majority of people still had black and white televisions.

Why does the writer say that Portmeirion is a living museum and a work of art? Because there you can find sculptures from Greece and Italy, statues of Asian origin, and a wall transported from Scotland.

Why do many artists visit Portmeirion? Because it's a source of inspiration for them.

What does the writer think is special about the village of Portmeirion in the last paragraph? the way it uses and enhances the natural qualities of the local environment, yet manages to transport you far away at the same time

- Have Ss read the questions 1-6 and the options, and check their understanding.
- Alternatively, to challenge higher-performing Ss, you
  may modify the activity from multiple choice to openended questions. Write questions 1-6 on the board
  (without the options) and ask Ss to cover Activity C in
  their books and answer the questions. To help
  lower-performing Ss, you may eliminate one or two
  incorrect options.
- Have Ss do the activity.
- Ask Ss to provide justification for their answers.
- · Check the answers with the class.

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



### **Background** knowledge

In 1925, Clough Williams-Ellis, a renowned Welsh architect, started creating Portmeirion, an Italian-inspired village in North Wales. He wanted to create an ideal village without spoiling the natural beauty of the place. It took him 50 years to make his vision come true, and nowadays the picturesque village of Portmeirion is one of the most popular holiday destinations on the coast of North Wales. Apart from the activities visitors can do there, they can also admire the impressive natural landscape, such as the subtropical forest with some of Britain's largest trees.

### D. R4.1, R4.2

- Ask Ss to read through the meanings a-g and make sure they do not have any unknown words.
- · Ask Ss to look at the highlighted words in the text.
- Encourage Ss to deduce the meaning of the words from the context.
- · Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- · Check the answers with the class.

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

# E. S2.3 D

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

#### Suggested answers





# Vocabulary

A. Read the following extracts from the listening activity on page 56. What do the phrasal verbs in bold mean?

Your virtual agent will tell you to head for Kenya on a safari.

So, you've decided on your destination, but before you set off, the next step is to find accommodation.

B. The following phrasal verbs are related to travel. Make sentences to show their meaning. Do you know any other phrasal verbs related to travel?

### check in check out

- **C.** Match the phrasal verbs in bold with their meanings. Then check your answers using a dictionary.
- **1.** We didn't end up visiting the lake. The trip was **called off** because of bad weather.
- 2. I'll take you to the train station and see you off.
- **3.** We will be more than happy to **put you up** for the summer. Stay as long as you like.
- **4.** John and Frank are **stopping over** in Frankfurt for a couple of hours on their way to Beijing.
- **5.** I really need to **get away** for a few days and relax.
- **6.** I couldn't **make out** what they were saying as their English was very poor.
- **7.** Can you please **drop me off** at the travel agent's on
  your way to work?
- **a.** to accompany sb somewhere and say goodbye
- **b.** to stay somewhere for a short time before continuing a long journey
- c. to have a holiday
- d. to cancel
- e. to leave sb somewhere
- **f.** to offer hospitality
- g. to manage to understand

**D.** Complete with the words in the boxes. Then check your answers using a dictionary.

nn	the	nl	n	n	C
UII	LIIC	MI	ч		E

departure lounge	on board	aisle	in-flight	trolley	
1. A: Do you want to	sit by the w	indow?			
B: No, I prefer a(n	)1	se	eat.		
A: OK, then. I'm ex	hausted! I the	ought we	d never ge	et 2	
<b>B:</b> Yeah, we were		_	_		
A: Where are thos					
	_				
<b>B:</b> Calm down. We			•		(II)
A: I don't think we	e can unui we	e take oi	l.		
	e hand lu		-		
overhead o	compartment	t oxyg	jen mask	tray tab	le
2. Ladies and gentler	nen, the ' <b>6</b>			_ seat belt	t' sign has
been turned on. If	you haven't a	Iready d	one so, plea	se put yo	ur
7	under	neath th	e seat in fro	ont of you	ı, or in the
8	Mak	e sure yo	our <b>9</b>		is
folded away, and y	our seat is in	n an upri	ght position	n. We sug	ggest you
keep your seat be	lts on for the	duratio	n of the flig	jht just in	case we
experience any 10			In the	unlikely e	vent of lost
cabin pressure, a(r	n) <b>11</b>		will a	automatio	ally appear
in front of you. To	start the flow	, just pu	II it towards	s you. In t	ne event of
emergency, a(n) 12	2		is locate	ed under '	your seat.
on the train					
		<b>.</b>		Augustus 6	
	netable re		_		
<b>1. A:</b> Hello, I'd like a	1		ticket	to Liverpo	ool, please.
<b>B:</b> I'd advise you t	o buy a <b>2</b>			_ ticket.	
A: But I don't know	w when I wai	nt to con	ne back.		
B: I know, but the	3		actually	comes ou	ıt cheaper.
A: I see. I had a lo	ok at the <b>4</b> _			_ but I co	uldn't
work out when	the next tra	in leaves	i.		
<b>B:</b> 11.04.					
A: Do I need to ta	ke a <b>5</b>		?		
<b>B:</b> No, it goes dire					
A: Great. Thank ye				ack.	
,					
loudspeaker cond	ductor pla	tform	ticket offi	ce	
2. A: The train shoul		here by	now. Are y	ou sure v	ve're on the
right 6					Ll
<b>B:</b> I think so. They			nnouncem	ent over	tne
7			-	اللباحة أمص	
A: Maybe I'll go ba					
<b>B:</b> No, wait. Go and	u ask lnat <b>9</b> _		C	ver there	. не II кпоw.
A: OK, I'll do that.	comos tha to	ain na			
B: No need. Here	comes the tr	aiii ii0W.			

### **Learning Standards**

SB: R4.1, R4.2, L2.1, L2.2, S1.1, S2.3, S2.4

### **Functions**

Expressing general truths and scientific facts Expressing hypotheses about what is likely or unlikely to happen in the present/future

Comparing situations, expressing preference and opinion

#### Structures

Conditional Sentences Types Zero and 1 **Expressions used in Conditionals** 

### Vocabularv

a sense of direction accompany adrenaline-filled aisle all-inclusive conductor departure lounge fare fasten flight attendant hand luggage hospitality in honour of in-flight life jacket loudspeaker on board on schedule overhead compartment platform return ticket review (n.) run stopover tranquil turbulence white-water rafting

#### **Phrasal verbs**

call off drop sb off get away head for make out put sb up see sb off set off stop over

# Vocabularv

- · Ask Ss to read through the two extracts from the listening activity and draw their attention to the phrasal verbs in bold.
- · Ask Ss the question in the rubric and encourage them to deduce the meaning of the two phrasal verbs from the context of the sentences they are in.
- · Check the answers with the class.

head for = travel/go to set off = begin your journey

### R

- Draw Ss' attention to the two phrasal verbs (check in, check out) which are related to travel and ask them to make sentences to show their meaning.
- Allow Ss some time to come up with their sentences. To help **lower-performing Ss**, you can give them prompts to make sentences (e.g. check in: online / avoid queue, check out: hotel / 12 p.m.).
- Check the answers with the class by asking some Ss to say their sentences out loud.

#### Suggested answers

Please check in at least an hour before departure. (= to go to a desk in a hotel, an airport, etc. and tell an official there that you have arrived)

Guests should *check out* of their rooms by noon. (= to pay your bill and leave a hotel)

- Ask Ss if they know of any other phrasal verbs related to travel.
- · Elicit and check answers.
- For further practice, you can ask Ss to make their own sentences demonstrating the meaning of these phrasal verbs.

Other phrasal verbs related to travel: take off, come/get back, pick sb up, get around, etc.



### C. R4.1, R4.2

- Ask Ss to read through the sentences 1-7 and check their understanding.
- Draw Ss' attention to the phrasal verbs in bold.
- Ask Ss to read through the definitions a-g and check their understanding. Check the answers with the class. If necessary, provide Ss with any further clarifications/ explanations.

**2.** a **3.** f **4.** b **5.** c **6.** q **7.** e



• To challenge **higher-performing Ss**, you may have them write sentences using the phrasal verbs that have been presented on a piece of paper. You may then collect these pieces of paper and write some of these sentences on the board, omitting the verb or the preposition. Have **lower-performing Ss** complete the sentences for extra practice.

# D. R4.2

- · Have Ss read through the words in the boxes and the dialogues/paragraph that follow and check their understanding.
- · Have Ss do the activity.
- Encourage Ss to find the meanings of the unknown words in a dictionary.
- · Check the answers with the class. If necessary, provide Ss with any further clarifications/explanations.

### on the plane

1.

1 aisle

2 on board

3 departure lounge

4 trolley

5 in-flight

2.

6 fasten

7 hand luggage

8 overhead compartment

9 tray table 10 turbulence

11 oxygen mask

12 life jacket

### on the train

1.

1 single

2 return 3 fare

4 timetable

5 connecting train

2.

6 platform

7 loudspeaker

8 ticket office

9 conductor

# Optional activity

- · Ask Ss to close their books.
- Divide Ss into small groups. Make sure there is a balance of higher-performing Ss and lower-performing Ss in each group.
- Draw the following on the board and have Ss copy it in their notebooks:

### **Travelling by plane**



**Travelling by train** 



- Then write the following words on the board, and ask Ss to write them in the corresponding circle: departure lounge, platform, fasten my seat belt, overhead compartment, ticket office, conductor.
- This will give both higher-performing Ss and lower-performing Ss extra practice.









### Grammar

#### Δ

- Draw on Ss' prior knowledge of Conditional Sentences Type Zero and 1.
- Write the following sentences on the board: *If you heat ice, it melts.*

If Kate studies hard, she will pass the exam.

- Then ask Ss the following questions:
- 1. Does the first sentence refer to something that is likely to happen or to a general truth/fact?
- **2.** Can we use the word *when* instead of *if*, in the first sentence, with no change in meaning?
- **3.** Does the second sentence refer to the present/future or the past?
- **4.** Does the speaker in the second sentence think it is likely to happen?
- 1. This sentence refers to a general truth/fact.
- **2.** yes
- **3.** It refers to the present/future.
- **4.** yes
- Ask Ss to read through the examples in the box and check their understanding.
- Make sure that Ss understand that the examples in the box are Conditional Sentences.
- Draw Ss' attention to the questions that follow and check their understanding.
- Ask Ss the questions. Check the answers with the class.
  - **a.** Sentence 1 refers to a general truth, while sentence 2 refers to something that is probable.
  - **b.** Sentence 3 gives instructions/advice for a particular situation.
  - **c.** When could be used instead of *if* in sentences 1 and 3 with no change in meaning.
  - **d.** If we use *when* instead of *if* in this sentence, we are referring to something that is certain to happen.

#### В.

- Ask Ss to read through the incomplete rules and check their understanding.
- Have Ss do the activity. Check the answers with the class.

# If/When + Present Simple → Present Simple will, can, must, may, might, should + base form

imperative

- For further practice, ask Ss to come up with their own examples of Conditional Sentences Types Zero and 1.
- To help lower-performing Ss, you can give them prompts to make sentences (e.g. 1. baby / hungry / cry, 2. you not come / I not go camping)

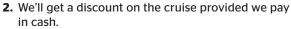
#### C.

- Ask Ss to read through the examples in the box and check their understanding.
- Draw Ss' attention to the words in blue and help them understand that these are expressions used instead of If to introduce Conditional Sentences.
- Draw Ss' attention to the question that follows and check their understanding.
- · Ask Ss the question.
- · Check the answers with the class.

- as long as / provided / providing / on condition that
- 2. Suppose/Supposing
- 3. Unless
- Ask higher-performing Ss to come up with their own examples of Conditional Sentences introduced with other expressions instead of If.
- To help **lower-performing Ss**, you can write the following sentences on the board: **1.** You can't board the plane \_\_\_\_\_ you have a boarding pass., **2.** \_\_\_\_ they don't have the dress in your size, what will you wear to the wedding?, **3.** You can borrow my jacket \_\_\_\_\_ you promise to give it back to me by Friday. Ask Ss to complete the gaps with one of the expressions that have been presented.
- Refer Ss to the Grammar Reference (p. 95).

#### D.

- Have Ss do the activity. Check the answers with the class.
  - **1.** Unless you book the tickets at least a week in advance, you won't find any.



- **3.** If you take some days off, we can/will go to the Canary Islands on holiday.
- I'll stay in a hostel as long as it is close to the major sights.

# Listening L2.1, L2.2 🎱 🎺

- Ask Ss to read through the questions 1-6 as well as the respective answer choices and check their understanding, presenting any key vocabulary that is necessary.
- To help lower-performing Ss, you may eliminate one incorrect option.
- Play the recording twice and have Ss do the activity.
- Check the answers with the class. If necessary, play the recording again in order to clarify any questions Ss may have.

.d **2.**a **3.**a **4.**d **5.**c **6.**b



# **Speaking**

### A. S.1.1 🙋

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

### Suggested answers

- I enjoy doing relaxing things, such as hanging out on the beach or strolling through the local market, but I also like visiting museums and sites of historical interest.
- I usually drive there. In the summer, I usually go by ship. When I go abroad, I always go by plane.

# B. S2.3 D

- Divide Ss into pairs and ask them to look at the first set of photographs, read though the instructions as well as the questions and check their understanding. You can have higher-performing Ss work with lower-performing Ss.
- Ask Ss to read through the words and expressions in the boxes and check their understanding.

# **Grammar** Conditional Sentences Types Zero and 1, Expressions used in Conditionals $\rightarrow p$ . 95

- **A.** Look at the examples and answer the questions that follow.
- 1. If you travel a lot, you know that choosing the right place to stay is essential for a pleasant holiday.
- 2. If Lucy goes on holiday, she will go camping with her friends.
- 3. If the oxygen mask comes down, put it over your mouth and nose.
- a. Which sentence refers to a general truth and which to something that is probable?
- **b.** Which sentence gives instructions/advice for a particular situation?
- **c.** In which sentences could the word when be used instead of *if* with no change in meaning?
- **d.** In sentence 2, how does the meaning change if when is used instead of if?
- **B.** Look at the examples above and complete the rules.

<b>Conditional Sentences Type Zero</b> are	used
to talk about a general truth/fact or som	ething
that always happens.	

If/When +	<b>→</b>	
,		

**Conditional Sentences Type 1** are used to talk about something which is likely to happen in the present or future.

lf +	will, can, must, may, might should + base form
	imperative

- (. Read the examples below and answer the questions that follow.
- Unless you hurry, you'll miss your flight.
- You can borrow my camping equipment as long as / provided / providing / on condition that you promise to handle it with care.
- Suppose/Supposing trains to London are fully booked, how will we get there?

Which expression(s) in blue mean(s)

- **1.** *only if?* **2.** *imagine that* **3.** *if... not?*
- D. Rewrite the sentences using the words given.

1.	You must book the tickets at least a week in adv	vance,
	otherwise you won't find any.	unless

**2.** We'll get a discount on the cruise if we pay in cash.

provided

- **3.** Take some days off, and we'll go to the Canary Islands on holiday.
- 4. I'll stay in a hostel but it must be close to the major sights. as long as

# Listening **◄**»

You will hear people talking in six different situations. For questions 1-6, choose the best answer a, b, c or d.

- What is true about the monument?
  - **a.** It's very popular.
  - **b.** It's popularity has decreased recently.
  - **c.** It used to be on the other side of the street.
  - **d.** Most people don't know who it is in honour of.
- 2. You hear an announcement at a train station. Which of the following is true?
  - **a.** Trains won't be running on schedule.
  - **b.** All train services have been cancelled.
  - **c.** Only trains to Newcastle will be affected by the snowstorm.
  - **d.** All train services will be delayed by approximately thirty minutes.
- **3.** You hear a husband and wife talking about a hotel. The man is about to
  - a. make a reservation.
  - **b.** read some hotel reviews.
  - c. check to see that the hotel has a good view.
  - **d.** look for information about the facilities it offers.

- 1. You hear a tour guide talking about a monument. 4. You hear a woman talking on the radio. What is she advertising?
  - a. the services of a travel agency
  - b. a package holiday in Barcelona
  - c. a lecture about Spanish architecture and art
  - **d.** a device that enables you to go on a virtual tour
  - **5.** You hear two people talking about camping. What do they agree on?
    - a. Camping can be relaxing.
    - **b.** Camping can be dangerous.
    - **c.** Children can benefit from camping.
    - **d.** Some aspects of camping are really stressful.
  - **6.** You hear a husband and wife talking on a beach. How does the woman feel?
    - **a.** bored
    - **b.** sceptical
    - c. annoved
    - **d.** enthusiastic

# **Speaking**

Work in pairs.

Turn to page 87 in the **Speaking Activities section** and do activity 4b.

00

# Writing An advantages/disadvantages essay

### A. Discuss in pairs/groups.

- What do you think voluntourism is?
- · Why do you think people sign up for voluntourism projects?
- Would you sign up for a voluntourism project? If yes, what kind of project would you be interested in signing up for? If no, why not?

### B. Fread the writing task and the essay below. Then do the activities that follow.

Voluntourism, which involves travelling to help communities in need around the world, has increased in popularity in recent years. In what way do volunteers benefit from voluntourism and what are the possible drawbacks for them? Write an essay in which you discuss both sides of the argument. Justify and expand on your ideas.

Increased awareness of social issues has resulted in more and more people choosing to serve a worthy cause while discovering the world around them. Although most people view voluntourism positively, there are those who warn of possible disadvantages. To develop a clear point of view on the issue, we must examine both the pros and the cons to determine how the voluntourist is affected by this experience.

On the one hand, voluntourists can benefit in various ways. Firstly, the work they do is particularly rewarding. This is because they help communities in need deal with serious problems, and what they do can have a lasting impact. In addition, voluntourists develop a deeper understanding of social, ethnic and cultural differences, as they interact with locals and experience first-hand their way of life. Furthermore, voluntourists build character as they are challenged by the situations and circumstances they encounter. They enhance their critical thinking, build their sense of what is right and what is wrong, and develop qualities such as respect, compassion, perseverance, humility and gratitude.

On the other hand, travelling abroad to do volunteer work can have negative effects on volunteers. One obvious disadvantage is that they may be putting their health at risk as they may be required to work in conditions that they are not used to. Another significant drawback is the effects of culture shock on volunteers. These include feelings of isolation, loneliness and homesickness. In extreme cases, culture shock may make it impossible for this person to function in the new environment. Lastly, volunteers may lack the necessary training or skills to effectively contribute. If the work does not fit the volunteer's interests or skills, he/she may end up feeling frustrated and useless.

To sum up, it is clear that travelling to help communities in need can affect voluntourists both positively and negatively. While it can satisfy their need for connection, growth and contribution, it can also put them at risk both physically and emotionally. For this reason, whoever wishes to give back to society should take the time to seriously consider all available options as voluntourism may not be for them.

ine writer:			
<b>a.</b> presents a balanced argument of the topic.		g. introduces the topic appropriately by	
<b>b.</b> uses informal language.	H	paraphrasing the rubric.	
<b>c.</b> presents the information in a neutral manner.	H	<b>h.</b> raises new arguments in the conclusion.	
<b>d.</b> writes in a formal style.	П	i. actively expresses his/her opinion.	

e. uses appropriate linking words and phrases.
f. uses short forms and abbreviations.
j. provides justification for the ideas he/she mentions.

2. How does the writer organise his/her essay?

**3.** What two phrases does the writer use to introduce the paragraphs with the two sides of the argument?

**1.** Read the following statements. Tick ( ) those that apply to the essay.

**4.** What phrases does the writer use to list the advantages and the disadvantages in each paragraph?

**5.** What kind of language has the writer used for his/her essay?

**6.** Has the writer done what he/she was requested to do? What makes you say so?





- Point out to Ss that they should try to use the words/ phrases/expressions in the boxes as well as the active vocabulary presented in the Module.
- Encourage Ss to cooperate and participate equally in the activity.
- · Have Ss do the activity.
- · Go around the class helping Ss when necessary.
- Choose several pairs to present their answers to the class.
- Repeat the same procedure for the second set of pictures.

For suggested answers, see 4b Speaking on page 125.



# C. S2.4

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

#### Suggested answers

- I would choose to go to New Zealand and stay at a holiday resort by the sea. I would go swimming, snorkelling, scuba diving, surfing and enjoy the sun. I would get there by plane because it is pretty far away.
- I would definitely choose the place that I had never been to before because I think it is important to get to know as many new places as you can. This way, you broaden your mind and collect useful memories and experiences. For me, going back to a place you have visited many times before is boring and does not have anything new to offer you.

### **Optional activity**

- Write the words *voluntourism* and *ecotourism* on the board, and ask Ss to note them down.
- Tell them that they are going to do some research at home, online or otherwise, to find out about voluntourism and ecotourism. Ask them to take notes on the information they find and to bring their notes to the next lesson.
- This instructional strategy aims to stimulate
   Ss' interest and to build lower-performing Ss' confidence by exposing them to the topic in advance.
- If you decide to do this activity, remember to encourage Ss to use the information they came up with when discussing the topic in the next lesson.

**Note:** Encourage students to use digital resources to explore topics of interest. Setting specific pedagogical tasks for them will help them develop a healthy relationship with technology and build their sense of responsibility and learner autonomy.

### **Learning Standards**

SB: S5.1, R2.3, R1.1, W1.6, W2.1, W3.2, W4.1

### **Functions**

Discussing advantages and disadvantages

### Vocabulary

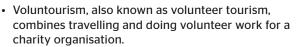
awareness cause (n.) challenge (v.) community complicated conservation critical thinking determine drawback examine frustrated funding growth inconvenience isolation lead to point of view predator presence promote pros and cons resources result in rewarding significant support (v.)

# Writing

# A. S5.1 🥏

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

#### Suggested anwers



- First of all, it gives them the opportunity to explore another culture while helping those in need.
   Another reason may be that they wish to challenge themselves and grow as individuals. It also raises their awareness of the difficulties that people have to deal with and, in doing so, strengthens their sense of social responsibility.
- Yes, I would. I think I would be interested in signing up for a voluntourism programme that involves teaching English or building a school in Cambodia or Tanzania. / No, I wouldn't be interested in signing up for a voluntourism project because although I like the idea of contributing to a community in need, I think I would find it very difficult.

### B. R2.3 🥏

- Read the writing task aloud and ask Ss to underline the key words and phrases. Elicit answers (voluntourism, In what way do volunteers benefit, the possible drawbacks, discuss both sides of the argument).
- Have Ss read the essay that follows and check their understanding. Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss the following question: Is the writer in favour of or against voluntourism? and elicit answers (the writer is presenting a more balanced view).
- Write the following on the board:
- 1. Voluntourism can prove to be more challenging than it seems. 2. People should think twice before they decide to join a voluntourism programme. 3. While there are many advantages, voluntourism is not without its critics.
- **4.** Voluntourism has a positive effect not only on local communities but also on ourselves.
- Explain to Ss that these items describe the points made in the four paragraphs. Have **higher-performing Ss** work with **lower-performing Ss** in pairs and match the sentences to the corresponding paragraphs. (1. 3<sup>rd</sup> para., 2. 4<sup>th</sup> para., 3. 1<sup>st</sup> para., 4. 2<sup>nd</sup> para.)



Ask Ss some comprehension questions:

What has the increased awareness of social issues resulted in? more and more people choosing to serve a worthy cause while discovering the world around them

Why is the work that voluntourists do particularly rewarding? Because they help communities in need deal with serious problems and what they do can have a lasting impact.

What makes it possible for voluntourists to develop a deeper understanding of social, ethnic and cultural differences? the fact that they interact with locals and experience first-hand their way of life

How do voluntourists build character? They are challenged by the situations and circumstances they encounter, which enhance their critical thinking, build their sense of what is right and what is wrong, and develop qualities such as respect, compassion and perseverance.

What is considered an obvious disadvantage? the fact that they may be putting their health at risk

What is considered another significant drawback? the effects of culture shock

What effect can culture shock have in extreme cases? It may make it impossible for someone to function in the new

What may happen if the work does not fit the volunteer's interests or skills? He/She may end up feeling frustrated and

What should one do if he/she wishes to give back to society? seriously consider all available options as voluntourism may not be for him/her

- · Ask Ss to read the questions and check their understanding.
- Have Ss do the activities. Check the answers with the class.
  - 1. a, c, d, e, g, j
  - 2. He/She discusses the advantages in one paragraph and the disadvantages in another paragraph.
  - 3. On the one hand, On the other hand
  - 4. Firstly, In addition, Furthermore, One obvious disadvantage, Another significant drawback, Lastly
  - 5. The essay is written in an objective, formal and impersonal style. To achieve this, the writer uses formal language: formal vocabulary, some noun phrases, long sentences, and linking words/phrases that express contrast.
  - 6. Yes, because the essay clearly talks about how voluntourists benefit from this experience and what the drawbacks are for them.

# C. R1.1, R2.3

**63 TB** 

· Draw Ss' attention to the topic of the essay. Ask Ss if they know what *Ecotourism* means. Encourage Ss to pay attention to the two words it is made up of in order to understand what it refers to. Elicit answers and initiate a short discussion.

# **Background knowledge**

**Ecotourism** is a programme of travel to places of natural beauty and cultural interest. It aims to help local communities achieve sustainable development, or in other words, to develop economically without destroying natural resources. In addition, it aims to protect and promote the cultural and natural heritage of areas of interest, raise environmental awareness, limit the ecological impact of tourism and promote a sense of social responsibility through active involvement.

- Allow Ss some time to read the main body of the essay.
- Draw their attention to activity 1 and explain what they have to do. Ask them to read the first paragraph again and come up with a sentence that best summarises what they've read. To help lower-performing Ss, you can

- give them two options to choose from (e.g. Ecotourism has only advantages. / There are both pros and cons to ecotourism.). Follow the same procedure for the other two paragraphs.
- Then draw Ss' attention to sentence **a** in activity 1 and ask them to underline For example. Ask Ss: Can we introduce an idea using the linking phrase For example?. Elicit the answer No. we can't.
- Then ask Ss to read sentence **b** and underline the linking phrase What's more. Ask Ss: Do we use this linking phrase to introduce an idea? Elicit the answer No, we use it to add information.
- Have Ss read sentence c and underline the following: positive effect on the natural environment. Ask Ss: Does the first paragraph refer to the benefits of ecotourism on the natural environment? Elicit the answer No. it refers to the benefits on individuals.
- Have Ss choose the correct answer. This procedure will help **lower-performing Ss** do the activity.
- Encourage them to follow the same procedure for the rest of the missing sentences in the essay.
- · Check the answers with the class. Encourage Ss to justify their answers.
- Draw Ss' attention to the second activity. Read the question aloud and elicit answers.
  - **1.** f, b, c, e, d
- 2. In this essay the writer focuses on a different aspect in each paragraph (para. 1: the individual, para. 2: the community, para. 3: the environment) and discusses both the advantages and corresponding disadvantages of each. In contrast, the writer of the essay on the previous page uses one paragraph to discuss the advantages and another to discuss the disadvantages.
- If time permits, have **higher-performing Ss** work with **lower-performing Ss** in pairs and think of an appropriate introduction and conclusion to the essay.

# D. R2.3 🗬

- Have Ss read the writing task and underline the key words. Elicit answers and explain any unknown words.
- Have Ss answer the questions.
- Check the answers with the class.

The following words should be underlined: tourism, significant growth, travelling for leisure, advantages, disadvantages

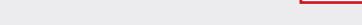
- 1. tourism
- 2. to write an essay discussing the advantages and disadvantages of tourism
- 3. formal, objective, informative

### E. W1.6, W2.1, W3.2, W4.1 🍳 🏝



- Read out and explain the writing task.
- Draw Ss' attention to the TIP and inform them on how to go about doing the writing. Tell them to:
- read a variety of print and digital resources to find out about the advantages and disadvantages of tourism.
- take brief notes when they are doing their research.
- fill the mind map in their Workbook to organise their information and establish connections.
- Allow Ss enough time to write their essays.
- · Have some Ss read out their essays.

For a suggested answer, see 4b Writing on page 126.



[. P Read the main body of an essay discussing the advantages and disadvantages of ecotourism and do the activities that follow. It provides an opportunity to connect with the local environment in ways that few other forms of travel can offer, while still allowing travellers to enjoy all the comforts and experiences of traditional tourism. However, those wanting to take part in ecotourism in a responsible way need to know that this may involve personal inconvenience. For example, choosing to travel by means of transport that pollute less – and not by plane – may be more expensive and more complicated. It brings economic benefits, as tourism businesses often support the community by promoting local products and by hiring locals. Involving the community in efforts to protect and maintain the natural environment also contributes to the education of all. However, ecotourism does not come without negative effects. The need to build accommodation and other facilities to deal with higher numbers of visitors can lead to increased development in the area, which may even force local people to leave their homes. It achieves this in many ways: by educating travellers and increasing environmental awareness, by working towards the care and conservation of natural sites, and by providing funding for local conservation projects. On the other hand, ecotourism encourages higher-than-usual levels of tourism. This puts pressure on the environment as more resources are needed, and it also creates increased traffic, which leads to pollution. Furthermore, there are concerns that human activity has a negative effect on wildlife. a 1. Choose from the options a-f below the first and last sentence of each paragraph. Write the correct letter in the spaces provided. **a.** For example, the presence of humans may scare off smaller animals, which forces predators to change their hunting habits and move to different areas. **b.** What is more, ecotourism programmes often involve tiring physical work and serious study. c. Ecotourism can have a great impact on the local community. **d.** The main goal of ecotourism is to have a positive effect on the natural environment.

e. Moreover, this kind of development could also

world as a way to gain more money.

page. How does the organisation differ?

experience.

encourage some local businesses to view the natural

f. For the individual, ecotourism can be a life-changing

2. The writer of this essay has organised how he/she deals

with the advantages and disadvantages of ecotourism

in a way that is different from the essay on the previous



D. Read the writing task below and underline the key words and phrases. Then answer the questions that follow.

*In recent years, the tourism* industry has seen significant growth as more and more people are travelling for leisure purposes. Write an essay in which you discuss the advantages and disadvantages of tourism. Justify and expand on your ideas.

- 1. What is the topic of discussion?
- 2. What have you been requested to do?
- 3. What writing style should you use?
- E. Read the writing task in activity D and the TIP below. Then go to the Workbook pp. 47-49 to plan and write your essay.

When writing an essay about advantages and disadvantages:

- use a variety of print and digital resources to find information on the topic.
- create a mind map to establish connections and organise the information.
- write an introduction in which you paraphrase the information in the rubric and introduce the topic of
- use one of the two outlines featured in this module, depending on how you wish to present your information.
- write in a formal style.
- use topic sentences and a variety of linking words and phrases to organise your essay in a clear, logical way.
- expand on your ideas by explaining them clearly and supporting them with reasons or examples.
- write a short, balanced conclusion

summarising both sides.

A. Choose a, b, c or d.	C. Circle the correct options.
1. Mr Spencer at the restaurant	1. A: How long have you been backpacking in
before everyone else.	Europe?
a. got c. reached	<b>B:</b> By the end of this week, I will be travelling /
<b>b.</b> approached <b>d.</b> arrived	will have been travelling around Europe for a
2. We want to book a holiday at a ski this winter.	month!
<ul><li>a. resort</li><li>b. suite</li><li>d. excursion</li></ul>	A: Amazing! How long will you have stayed /
	will you be staying in Paris?
<b>3.</b> Living in the city centre is very convenient as everything is walking distance.	<b>B:</b> Just till tomorrow. At 3 o'clock tomorrow
<b>a.</b> within <b>c.</b> on	afternoon, I <b>am sitting / will be sitting</b> on a train
<b>b.</b> in <b>d.</b> at	on my way to Amsterdam.
4. Children don't have to pay the full rail	2. A: Will you help / Do you help me plan the
<b>a.</b> timetable <b>c.</b> expense	barbecue?
<b>b.</b> fare <b>d.</b> itinerary	<b>B:</b> Of course! I <b>call / 'II call</b> and invite our friends.
<b>5.</b> Drop me at the supermarket. I'll get a few	<b>A:</b> I heard that the weather <b>is about / is going</b> to
things and walk home.	be nice. So, we'll <b>have / be having</b> a great time!
<b>a.</b> away <b>c.</b> off	3. A: I'm so tired. When we will get / get to the hotel, I
<b>b.</b> out <b>d.</b> over	have / will have a nap before I go to the beach.
<b>6.</b> Do you prefer a(n) or a window seat?	<b>B:</b> I'm going to go / 'm about to go to the beach
a. compartment c. lounge	right away. I just haven't decided what I want to
<b>b.</b> platform <b>d.</b> aisle	have for lunch. But, by the time we get there, I
7. As I wasn't wearing my glasses, I couldn't	will have made up / will make up my mind.
who was waving at me, but when I heard her	<b>D.</b> Rewrite the sentences using the words given.
voice, I realised it was my friend Mary.	1. If I don't get paid, I won't be able to make the hotel
<b>a.</b> put up <b>c.</b> make out	reservations. unless
<b>b.</b> call off <b>d.</b> see off	
8. Let's Sahar a visit and ask her to show us	
pictures from her trip to Sealine Beach.	2. I'll lend you my sleeping bag, but you must give it
a. set c. make	back next week. <b>condition</b>
<ul><li>b. pay</li><li>d. call</li><li>B. Complete the sentences with the words in the</li></ul>	
box. There are two extra words that you do not	
need to use.	3. What will we do if the weather gets worse when
expedition suburbs isolation diverse	we're up in the mountains? supposing
hospitality countless monuments	
turbulence virtual	
1. As we may encounter,	<b>4.</b> Speak clearly, otherwise nobody will understand
passengers are advised to keep their seat belts	you. if
fastened.	
2. I sat in the garden looking at the	Self-assessment
stars in the night sky.	Read the following and tick the appropriate boxes
<b>3.</b> My parents are thinking of selling their flat in the	For the points you are unsure of, refer back to the
city centre and going to live somewhere in the	relevant sections in the module.
·	
4. We spent the whole day visiting historical	NOW I CAN
and other sights in the city.	discuss issues related to holiday and travel
5. The purpose of the was to	
explore Antarctica.	) use prepositional phrases, lexical sets and
<b>6.</b> I will never forget the the	phrasal verbs related to travel
locals showed me. They even invited me to stay in	refer to the future using appropriate tenses
their homes!	express hypotheses about what is likely to
<b>7.</b> New York City is one of the most culturally	
cities in the world;	happen
from Chinatown to Little Italy, the visitor can	) write a description of a place
experience a variety of different cultures.	) write an advantages/disadvantages essay

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

### A.

<b>1.</b> d	<b>5.</b> c	TEL
<b>2.</b> a	<b>6.</b> d	
<b>3.</b> a	<b>7.</b> c	
<b>4.</b> b	<b>8.</b> b	

#### В.

turbulence
 countless
 suburbs
 monuments
 expedition
 hospitality

### C.

7. diverse

- **1.** will have been travelling, will you be staying, will be sitting
- 2. Will you help, 'll call, is going, have
- 3. get, will have, 'm going to go, will have made up

#### D.

- **1.** I won't be able to make the hotel reservations unless I get paid.
- **2.** I'll lend you my sleeping bag on condition that you give it back next week.
- **3.** Supposing the weather gets worse when we're up in the mountains, what will we do?
- **4.** Nobody will understand you if you don't speak clearly.

# 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: S2.3, R1.1, R2.1

### A. S2.3 D

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

#### Suggested answers

- I think that museums should be places that preserve our cultural heritage and teach us about the heritage of other cultures. / I think the purpose of a museum is to broaden the minds of the people who visit it by exposing them to art and culture.
- Perhaps they could use technology to create interactive exhibitions that engage the senses and take visitors on virtual tours.

### B. R1.1

- Ask Ss to read the text quickly and choose the most appropriate title.
- · Check the answer with the class.
- To challenge higher-performing Ss, ask them to tell you why the other three options are incorrect.



## C. R2.1

- · Ask Ss to read the text again.
- Have Ss underline any unknown words, and encourage them to try to guess the meaning of these words from the context.
- Ask Ss some comprehension questions:

Historically, what did museums protect? artistic and cultural artefacts

How much of a museum's collection was seen by the public? a limited part

Who were allowed access to the collections? a few lucky scholars

What do the best modern museums work to be? multidimensional institutions of cultural exchange

Who is the chairperson of Qatar Museums? Her Excellency Sheikha Al Mayassa bint Hamad bin Khalifa Al Thani

How does the museum provide a comprehensive view of Qatar's past? by covering topics such as history, art, geology, and local flora and fauna

Who was the architect of the National Museum of Qatar? French architect Jean Nouvel

What is the building made of? interlocking disks

What does the floor of the museum do? slope gently up and down

What does the museum fully embrace? the original palace of Sheikh Abdullah bin Jassim Al Thani

How many galleries does the museum have? eleven

Which three 'chapters' is the museum organised into? Beginnings, Life in Qatar and The Modern History of Qatar

What can you smell in the museum? oil

How do visitors progress through the museum? in a circle Where does the visitor's journey end? at the palace of Sheikh Abdullah bin Jassim Al Thani

What does the museum provide for students and scholars? a large auditorium, a state-of-the-art research

centre, laboratories and extensive digital archives What will the National Museum of Qatar be crucial in developing? the cultural education of the next generation of Qataris

- Ask Ss to read the questions 1-5 and their options, and check their understanding.
- · Have Ss do the activity.
- · Check the answers with the class.
- · Ask Ss to provide justification for their answers.

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

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

## A. P Discuss in pairs/groups.

- What do you think is the purpose of a museum?
- How do you think museums can make themselves more interesting for young people?
- B. Pread the text quickly and choose the most appropriate title.

  - a. The Modern History of Qatar c. Qatar's New National Museum Raises the Bar
  - **b. Shaping How Foreigners Understand Oatar**
- d. Educating Children About the Past to Prepare Them for the Future

Historically, museums have functioned like protective warehouses for artistic and cultural artefacts. A limited number of these treasures would be brought out of storage for the public to see, and a handful of lucky scholars would have access to the collections behind closed doors. Nowadays, the very best modern museums have broken away from this tradition and work to be multi-dimensional institutions of cultural exchange. The new National Museum of Qatar finds itself at the forefront of this trend: a leading example of how a visionary concept can combine innovative architecture and immersive exhibits to preserve the past and pave the way for the future.

The National Museum of Qatar project was led by Her Excellency Sheikha Al Mayassa bint Hamad bin Khalifa Al Thani, Chairperson of Qatar Museums. Her Excellency envisioned a place where Qataris could reconnect with their cultural identity in all its forms. This emphasis on the local population would allow Qataris the opportunity to better understand their history, and, in doing so, help them shape how foreigners understand Qatar. Spanning history, traditional art forms, geology and even local flora and fauna, the museum would provide a comprehensive view of Qatar's rich past. It would also be a place for scholars, students and visitors from all over the world to enrich their knowledge and contribute towards Qatar's future.

In order to realise this vision, Qatar Museums turned to award winning French architect Jean Nouvel. He took his inspiration for the museum structure from the desert rose, a mineral deposit found in the Qatari desert. The building is constructed out of interlocking disks, which create both the gallery spaces and the covered outdoor areas. The disks also make up the floor of the museum, which slopes gently up and down throughout. This provides the visitor with an experience reminiscent of walking through the Qatari landscape. This modern structure fully embraces the original palace of Sheikh Abdullah bin Jassim Al Thani, a building at the heart of Qatari identity. This marriage of the modern with the traditional is an intentional reflection of Qatar as a dynamic, modern nation with strong cultural roots.

Inside the National Museum of Qatar, the eleven galleries are experienced rather than just viewed. The museum uses immersive video screens, detailed models, oral histories and even different aromas to take visitors on a mile-long journey organised into three 'chapters': Beginnings, Life in Qatar and The Modern History of Qatar. It is a journey through the peninsula's history, where visitors can see the geology and local wildlife of the region, hear Bedouins talk about nomadic life in the desert and even smell the discovery of oil. This journey forms a circle and ends at the beautifully restored palace of Sheikh Abdullah bin Jassim Al Thani, which was both the family home and the seat of the Qatari government for over 25 years. The shape is not accidental, but rather a reflection of the interconnectedness of Qatar's past, present and future.

While a tribute to the past, the museum is future focused. In keeping with the museum's mission to encourage students and scholars from throughout the world, it provides a large auditorium, a state-of-the-art research centre, laboratories and extensive digital archives. Placing emphasis on the next generation, it offers a wide variety of educational programmes designed to enhance children's connection with their Qatari roots. In doing so, the National Museum of Qatar will be crucial in developing the cultural education of the next generation of Qataris.

## L 🎱 Read the article again and answer the questions that follow. Choose a, b, c or d.

- 1. Historically, what did museums do?
  - **a.** provide a safe place to store artefacts
  - **b.** encourage the exchange of cultural ideas
  - c. create exhibits which were exciting to see
  - d. display their entire collection to the public
- 2. Who is the National Museum of Qatar primarily designed for?
  - a. artists
  - b. tourists
  - c. the local population
  - d. international scholars
- 3. The design of the museum
  - a. follows a strict geometric pattern.
  - b. reflects traditional museum design.
  - c. was inspired by the natural environment.
  - **d.** was developed by a famous local architect.

- 4. Exhibits at the museum
  - **a.** appeal to the senses.
  - b. focus on modern art and history.
  - c. are not laid out in chronological order.
  - d. are divided into local and international sections.
- 5. In what way is the National Museum of Qatar future
  - a. It highlights a variety of exhibitions about how Qatar will develop in the future.
  - **b.** It provides young people a chance to become better connected with their heritage.
  - c. It uses modern technology to illustrate what Qatar will look like in the 21st century and beyond.
  - d. It offers opportunities for visitors to make suggestions about how the museum should adapt future exhibits.



**CULTURE PAGE →** 

# Indiales 38.6

A. Discuss in pairs/groups.

- How long do you keep tickets, receipts, notes, etc. for?
- What kind of useless things are commonly found in wallets and handbags?
- Have you ever found something in your wallet or handbag that you were surprised to find after a long time? What was it?

B. Work in two groups. Group A, look at the items below. Group B, go to page 88 and look at the items shown. These are things found in Stacey's handbag from when she got home on a Saturday night.

Step 1: Look at the items for your group. What kind of information do they reveal?

**Step 2:** Work out your part of the story about what Stacey did, what happened to her, etc. Use your own ideas to fill in any information that might be missing.



D. We Now both groups work together to create the whole story of Stacey's day, by combining the complementary information each group has gathered.

E. Write a narrative account of Stacey's day.



### Task modules 3&4

#### Learning Standards

SB: S1.2, S2.5, S3.1, W1.6

## A. S1.2

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

#### Suggested answers

- I usually keep all receipts for a few months in case I need them. I also keep ticket stubs from all the cultural events I attended to remind me of the great time I had, and newspaper and magazine clippings for future reference.
- all sorts of things, like old bus/underground tickets, professional cards from people you barely remember, leaflets, old notes, etc.
- Some time ago I found an old passport-size photograph of mine in my wallet from 15 years ago.

## B. S2.5, S3.1 🍝 🎨

- · Divide Ss into groups and allocate roles.
- Ask Ss from each group to look at the items on pages 66 and 88 and ask them to tell you what kind of information they reveal.
- Allow each group some time to work out their part of the story about what Stacey did, what happened to her, etc. depending on the items shown on each page.
- Point out to Ss that they should pay attention to the time that each event took place and, whenever necessary, try to fill in any missing information.
- Tell students to keep notes so as not to forget the details of their part of the story.

For suggested answers, see Task Modules 3 & 4 on page 126.

## C. S2.5

- Choose a student from each group to present his/her group's story to the other group.
- Point out to Ss that it is important not only to present the facts but also to explain and justify Stacey's actions.

## D. S3.1 •

- Once the presentations of each group's stories are over, ask the members of each group to comment on the other group's story.
- Ask each group to make notes of any suggestions by the members of the other group which can help them improve their stories.
- Then tell Ss that the information each group has gathered is complementary, meaning that only when they combine all the information together, will they get a clear picture of all the events in Stacey's day.
- Have both groups work together to combine all the information they gathered and agree on a final version of what Stacey did on that day.
- Monitor Ss from a distance. Do not interrupt.

#### E. W1.6

- Allow Ss some time to write their narrative accounts of Stacey's day.
- · Choose some Ss to read out their narrative accounts.

#### Suggested answer

On 30 June, Stacey went to the railway station in Alandale to take the 9.34 train to Granthem East to meet her friend Isabel. She bought a day return ticket and before she boarded the train, she bought a newspaper and a packet of crisps from a newsagent's at the station. While she was travelling, she exchanged text messages with Isabel and they decided to meet outside the Granthem Museum. They visited the museum together and then went shopping. Stacey bought a pair of boots and an umbrella. She then withdrew some money from an ATM before going to a café bistro, called Mocha-Time, to grab something to drink and eat. There Stacey ordered a mocaccino and a cream cake. While there, Stacey must have spilt the hot coffee on herself and must have been in pain because Isabel drove her to Granthem General Hospital, where the doctor diagnosed her with a first-degree burn and wrote a prescription for some antibiotic cream and painkillers. Before leaving the café bistro, Stacey probably received a coupon for free coffee for a year because of her unfortunate accident.

## Recap:

- · Ask Ss the following questions:
- 1. What have you learnt to do in this specific task?

  (to sequence past events, to locate and interpret information on visual prompts, to work in a group, to make a presentation, to write a narrative account of past events)
- 2. What language did you need to use?

  (past tenses to sequence events in a narration as well as topic-related vocabulary)
- 3. Where will this task help you in life?

(It will help me when I need to sequence past events for presentation or study purposes. It will help me read and interpret information on receipts, tickets, etc. It will also help me improve my group work skills. Sequencing events based on visual clues and common sense can also help me as an individual.)

	HILLIGH
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STUDENT'S BOOK					
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES			
S2.3	Problem-solving	Reading A p. 68			
S5.1	Communication	Reading A p. 68			
R1.1	Creative and critical thinking	Reading B p. 68			
R2.1	Creative and critical thinking	Reading C p. 69			
R2.2	Creative and critical thinking	Reading C p. 69			
R2.1	Creative and critical thinking	Reading D p. 69			
R2.2	Creative and critical thinking	Reading E p. 69			
R4.1	Problem-solving	Reading F p. 69			
R4.2	Problem-solving	Reading F p. 69			
S1.2	Creative and critical thinking	Reading G p. 69			
S2.3	Problem-solving	Reading G p. 69			
R4.2	Problem-solving	Vocabulary A p. 70			
R4.2	Problem-solving	Vocabulary B p. 70			
S1.1 S2.3	Inquiry and research Problem-solving	Listening A p. 72 Listening A p. 72			
L1.1	Creative and critical thinking				
L2.1	Creative and critical thinking	Listening B p. 72 Listening B p. 72			
S2.5	Communication	Speaking A p. 72			
S1.1	Inquiry and research	Speaking B p. 72			
S2.3	Problem-solving	Speaking B p. 72			
R2.1	Creative and critical thinking	Writing A p. 73			
R2.2	Creative and critical thinking	Writing A p. 73			
R2.3	Communication	Writing A p. 73			
W1.3	Creative and critical thinking	Writing B p. 73			
W2.1	Creative and critical thinking	Writing B p. 73			
W4.1	Creative and critical thinking	Writing B p. 73			
S5.1	Communication	Reading A p. 74			
S2.3	Problem-solving	Reading A p. 74			
R1.1	Creative and critical thinking	Reading B p. 74			
R1.1	Creative and critical thinking	Reading C p. 75			
R2.1	Creative and critical thinking	Reading C p. 75			
R2.1	Creative and critical thinking	Reading D p. 75			
R4.1	Problem-solving	Reading E p. 75			
R4.2	Problem-solving	Reading E p. 75			
S1.1	Inquiry and research	Reading F p. 75			
S2.3	Problem-solving	Reading F p. 75			
R4.2	Problem-solving	Vocabulary p. 76			
L1.1	Creative and critical thinking	Listening A p. 77			
L2.1	Creative and critical thinking	Listening B p. 77			
L2.5 S2.2	Creative and critical thinking Creative and critical thinking	Listening C p. 77 Listening D p. 77			
S2.2 S2.3	Problem-solving	Listening D p. 77			
R2.1	Creative and critical thinking	Speaking A p. 77			
S2.3	Problem-solving	Speaking A p. 77			
S3.1	Cooperation and participation	Speaking B p. 77			
S4.1	Problem-solving	Speaking B p. 77			
R2.1	Creative and critical thinking	Writing A p. 78			
S2.2	Creative and critical thinking	Writing A p. 78			
R2.1	Creative and critical thinking	Writing B p. 78			
R2.3	Communication	Writing C p. 78			
R2.3	Communication	Writing D p. 78			
R4.1	Problem-solving	Writing E p. 79			
R2.3	Communication	Writing F p. 79			
W1.2	Communication	Writing G p. 79			
W1.5	Communication	Writing G p. 79			
W2.1	Creative and critical thinking	Writing G p. 79			
W3.2	Creative and critical thinking	Writing G p. 79			
W4.1	Creative and critical thinking	Writing G p. 79			
	WORKBOOK				

WORKBOOK				
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES		
R2.1	Creative and critical thinking	Activity D, p.62		

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

### **5a** (pp. 68-69)

- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- express and explain different opinions on real events, and justify their own opinion (S5.1)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics (R2.2)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- justify and respond to common feelings such as surprise, interest and regret (S1.2)

### **5a** (pp. 70-71)

 use independently familiar and unfamiliar digital and print resources to check meaning and extend understanding. (R4.2)

## **5a** (pp. 72-73)

- explain independently why a real or fictional event has a personal significance (S1.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (L1.1)
- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1)
- clarify a complex idea or process by breaking it down into smaller steps (S2.5)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- understand and respond independently to both stated and implied attitudes and opinions in longer, more complex texts, including some texts on unfamiliar topics (R2.2)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- justify independently their attitude towards the character of a real or fictional person (W1.3)
- organise sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts (W4.1)

## **5b** (pp. 74-75)

- express and explain different opinions on real events, and justify their own opinion (S5.1)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)

- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics. (R4.1)
- use independently familiar and some unfamiliar digital and print resources to check meaning and extend understanding (R4.2)
- explain independently why a real or fictional event has a personal significance (S1.1)

## **5b** (pp. 76-77)

- use independently familiar and unfamiliar digital and print resources to check meaning and extend understanding. (R4.2)
- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (L1.1)
- understand and respond independently to the detail in longer, more complex texts on unfamiliar topics (L2.1)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (L2.5)
- justify independently their attitude towards the character of a real or fictional person (S2.2)
- develop independently a clear argument to support their opinions on a wide range of familiar topics and some unfamiliar topics (S2.3)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- keep interaction going in discourse-level exchanges by asking for explanation of complex ideas (S3.1)
- use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts (S4.1)

## **5b** (pp. 78-79)

- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- justify independently their attitude towards the character of a real or fictional person (S2.2)
- recognise and identify independently typical features at word, sentence and text levels of a very wide range of text types (R2.3)
- guess independently the meaning of unknown words from available clues in a wide range of longer, more complex texts, including some texts on unfamiliar topics. (R4.1)
- justify and respond independently to common feelings such as surprise, interest and regret (W1.2)
- explain and justify plans and ambitions when comparing them to alternative suggestions (W1.5)
- organise sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- plan and draft an extended complex text and modify the draft independently (W3.2)
- use formal, neutral and informal registers appropriately in familiar contexts and most unfamiliar contexts (W4.1)

## **5 Review** (pp. 62-63)

 understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1) WB



#### Vocabulary

bonus considerably fringe benefit get rid of job satisfaction recognition salary satisfactory security workload

- Ask Ss to read through the cartoons on the page and make sure they do not have any unknown words.
- Draw Ss' attention to the title of the module and ask them to tell you what they think it might mean (apart from the literal meaning, it also means to be perfect for a specific purpose).
- Ask Ss to tell you what they think the module will be about.
- · Elicit answers.
- Ask Ss the questions in the *Discuss* section and check their understanding.
- Elicit answers and initiate a short discussion.

#### Suggested answers

- All three cartoons comment on situations that occur at work. I really like the cartoon about the graph on job satisfaction because it shows in a humorous way that many companies have the tendency to ignore employees' opinions and any complaints they might have. They often fail to understand that employees are an integral part of the company and their opinion should be taken into consideration. If the employees are satisfied, they will be more productive and the company will thrive.
- I think all the factors mentioned here contribute to job satisfaction in one way or another. However, I believe that the ones which are more directly related to job satisfaction are the working environment and the satisfactory salary. It is really important that you like the place where you work and are satisfied with your salary. After that, I think that interesting projects combined with a feeling of job security can also contribute significantly to job satisfaction.
- Read out the objectives in the In this module you will... section.
- · Explain any unknown words.





# 

A. P 🍜 Discuss in pairs/groups.

- **1.** In your opinion, are there any jobs today that will no longer be needed in the future because of advances in technology? Which ones? Why?
- **2.** Look at the occupations. How do you think technology will change them in the near future?

  architect farmer doctor police officer

B. Look at the three titles of jobs that could exist in the future. What do you think people will do in these occupations? Read the text quickly and check your predictions.

# Jobs of the Future

In a world that is driven by technology, the jobs that society needs are constantly changing. Technology has taken over many parts of our lives, and a lot of jobs that were once done by humans are now carried out by machines. This means that the young people of the future will need to think carefully about their study choices, as many of today's traditional jobs could disappear. Careers experts warn that high-wage jobs of the future will need workers to be more flexible, focus on interdisciplinary studies that combine knowledge from many different disciplines, and develop their 'soft skills' - characteristics, such as teamwork and creativity, that allow them to work well in different situations.

So, what does the future of careers look like? Here we asked three professionals in different fields which jobs they thought we will soon see.

## **Ethics officer**

Head of human resources (HR) at a manufacturing company, Samantha Jayne said that if there was one thing she had seen companies focus on in recent years, it was ethics. Customers want to know that companies are behaving in a responsible and ethical way. In the future, Jayne believes that being in charge of this could become a full-time job. It could include finding ways to improve



working conditions for employees, or ensuring that goods and products are produced in a sustainable way. Her advice for young people interested in following such a career? An education in business, sustainability and philosophy. An ethics officer will need to have strong analytical and critical thinking skills, be able to communicate clearly with others, and be able to adapt to new situations when necessary.

## Machine personality designer

Artificial intelligence (AI) and robots are already playing an increasing role in society, and customers come into contact with machines on a daily basis. Derek Grey works in customer relations, and he explained that companies wanting to improve how customers interact with machines would need to hire designers to give robots friendly and pleasing 'personalities'. This could be about



choosing the right voice, or giving the machine a sense of humour. The role will require knowledge of many different fields, such as brand marketing, sociology, and machine learning. A machine personality designer will need to display originality and attention to detail, as well as great communication skills and emotional intelligence (EI), which will allow them to read people and understand what they want.

## Creator of custom body parts

Losing a limb or damaging an organ can be a life-changing event. Technology and medical science have made great progress in helping people replace lost body parts, but now developments in stem-cell research may be changing this field forever. Researcher Dr Fina Conrad described how 3D printing brings us a remarkable opportunity — the chance to create new body parts using



the patient's own stem cells (which can turn into other specific cells, such as brain cells or skin cells). When asked, Dr Conrad said that anyone interested in pursuing this as a career would need a degree in biomedical engineering, as well as a background in 3D printing technology. She also noted that anyone working with such advanced technology would need to have great attention to detail, as well as problem-solving and organisational skills, and strong self-motivation to help advance progress in the field.

# C. R2.1, R2.2



#### Learning Standards

SB: S2.3, S5.1, R1.1, R2.1, R2.2, R4.1, R4.2, S1.2

#### Vocabulary

3D printing adapt adaptability advance (v.) analytical skills artificial intelligence (AI) carry out complete (v.) discipline (n. =field of study) emotional intelligence (EI) employee ethical ethics flexible goods head of hire human resources (HR) limb note (v.) occupation officer organisational skills originality patient (n.) problem-solving skills self-motivation senior soft skills sustainable take over voice (n.) wage

## Reading

## A. S2.3, S5.1 🔎 鉌

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

#### Suggested answers

- 1. Perhaps waiters won't be necessary because robots will deliver our meals quickly without making mistakes in our order and without dropping things. Also, postal workers could soon disappear, since very few people now write and send letters, instead preferring to communicate online through emails and video chatting. Because there is so much information online, many libraries are closing down, which means we might not need so many librarians in the future either.
- 2. I think <u>architects</u> will have to know a lot more about how to design smart homes, meaning homes that are more environmentally friendly and where certain tasks happen automatically. <u>Farmers</u> might need to learn how to establish farms in urban areas for example on roofs of city buildings or how to use new technology to make farming sustainable. <u>Doctors</u> might not need to perform surgery in the future, as robots will do that in a more precise way. And maybe <u>police officers</u> will rely a lot more on collecting data from public cameras and people's online activity to solve crimes, so they won't be out on the streets so much.

## B. R1.1

- Ask Ss: Can you think of any jobs that don't exist now, but will in the future?.
- · Initiate a short discussion.
- Draw Ss' attention to the three job titles. Explain to them that these are occupations that will probably exist in the future.
- Allow Ss some time to figure out what people will do in these occupations. Point out to Ss that there is no right or wrong answer. This will build lower-performing Ss' confidence to express themselves.
- Then have higher-performing Ss work with lowerperforming Ss in pairs and exchange opinions.
- Have Ss share their answers in class and initiate a short discussion. Do not correct Ss at this stage.

**Ethics officer:** ensures that companies behave in a responsible and ethical way

**Machine personality designer:** gives robots friendly and pleasing 'personalities'

**Creator of custom body parts:** creates new body parts using the patient's own stem cells

- Ask Ss to read the text again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context
- Ask Ss some comprehension questions:
   Why are the jobs that society needs constantly changing?
   because of technology

Why do young people have to think carefully about their study choices? Because many of today's traditional jobs could disappear in the future.

What are 'soft skills'? characteristics, such as teamwork and creativity, which allow workers to work well in different situations

What will an ethics officer's job involve? ensuring that companies are behaving in a responsible and ethical way

What are some specific examples of what the ethics officer's job will include? finding ways to improve working conditions for employees, or ensuring that goods and products are produced in a sustainable way

What will be required in order to become an ethics officer? an education in business, sustainability and philosophy, strong analytical and critical thinking skills, ability to communicate clearly with others, and adapt to new situations when necessary

According to Derek Grey, how can companies improve how customers interact with machines? by hiring designers to give robots friendly and pleasing 'personalities'

What will the job requirements be? knowledge of many different fields, such as brand marketing, sociology, and machine learning, originality and attention to detail, as well as great communication skills and emotional intelligence (EI)

What will a creator of custom body parts be in charge of? creating new body parts using the patient's own stem cells

What will the job requirements be? a degree in biomedical engineering, as well as a background in 3D printing technology, great attention to detail, as well as problemsolving and organisational skills, and strong self-motivation

- Have Ss read the statements 1-7 and decide whether they express the views of the writer or not. Explain to Ss that if a statement is not mentioned in the text, they should choose the NG option.
- To help **lower-performing Ss**, you can tell them that statements 1-2 refer to the introductory paragraph, statements 3-4 to the paragraph about the ethics officer, statement 5 to the paragraph about the machine personality designer, and statements 6-7 to the paragraph about the creator of custom body parts.
- Have Ss do the activity.
- As soon as they finish, have higher-performing Ss work with lower-performing Ss in pairs to compare their answers. Encourage them to provide justifications by referring to specific parts in the text. This will build lower-performing Ss' confidence to share their answers in class.
- Check the answers with the class.

1. Y 2. Y 3. NG 4. N 5. Y 6. NG 7. NG



## D. R2.1

- Ask Ss to go back to the descriptions of the three jobs and read again the last sentence in each paragraph.
- Ask Ss if they have heard these soft skills called by another name (they are called 21st century skills and they are included in the Curriculum as 'competencies', e.g. critical thinking skills, communication, and problemsolving skills).
- Ask Ss if their English lessons help them develop these soft skills or 21st century skills (yes, the rubric of each activity contains a symbol indicating which competency is developed).
- Draw Ss' attention to the activity and explain to them what they have to do. Have Ss read through the 'soft skills' in the box and check their understanding.
- Ask Ss:

Why do you think developing soft skills is important? Do you think that soft skills are more important than hard skills (e.g. academic knowledge)?

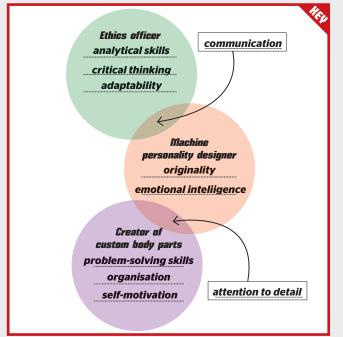
 Elicit answers and make sure Ss understand that soft skills are as equally important as hard skills.

#### **Background knowledge**

**Soft skills** refer to personal characteristics and behaviours that allow people to work well in different situations. These include interpersonal skills, emotional intelligence, cooperation, problem-solving skills and flexibility. 21st century skills are essentially soft skills. Soft skills along with hard skills (technical skills, knowledge of a specific discipline) can optimise young people's chances of success in their future career.

IQ, intelligence quotient, is a score which derives from a test aiming to measure an individual's intelligence. Albert Einstein, Marie Curie and Stephen Hawking are examples of people whose IQ is estimated to be higher than average. EQ, emotional quotient, refers to an individual's ability to identify and control his/her emotions, and also recognise and be sensitive to the emotions of those around him/her. Self-regulation, empathy and social skills are some of the most important characteristics of an individual with high EQ. Her Excellency Sheikha Al Mayassa is the epitome of compassion, empathy and understanding.

- Tell Ss to start with the skills that are common to all the iobs.
- Allow Ss some time to complete the diagram.
- · Check the answers with the class.



## E. R2.2

Ask Ss the question and elicit answers.

#### Suggested answer

All three occupations show that workers will need interdisciplinary skills. All of them require studies in several fields — the ethics officer position needs an educational background in business, sustainability and philosophy, the machine personality designer needs to study brand marketing, sociology and machine learning, and the creator of custom body parts needs biomedical engineering and knowledge of 3D printing. All three occupations will need a range of soft skills, such as critical thinking, communication skills, adaptability and originality.

### F. R4.1, R4.2

- Ask Ss to read through the meanings a-g and make sure they do not have any unknown words.
- Ask Ss to look at the highlighted words in the text.
- Encourage Ss to deduce the meaning of the words from the context.
- · Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- · Check the answers with the class.

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



 Elicit the help of higher-performing Ss to explain any unknown words in the text.

## G. S1.2, S2.3 🛖 🔎

• Ask Ss the question.

• Elicit answers and initiate a short discussion.

#### Suggested answer

I think I would prefer to be an ethics officer. Companies have much more power than individuals – so, when they behave ethically, they can make a bigger difference in society than any of us can on our own. I would like to be part of making sure that a company does everything it can for the benefit of its employees and their families, as well as society as a whole.

#### **Optional activity**

- Ask Ss to think of the career they would like to follow.
- Draw the following table on the board and ask Ss to copy it in their notebooks:

Job	Education	Soft skills

- Explain to Ss that they have to complete the table by writing the job they would like to do, the education required for this job and at least three soft skills they think they should have in order to succeed in this field.
- Allow Ss some time to do the activity. Have Ss present their answers in class.

	Read the text again and decide if the statements 1-7 express the views of the writer. Write Y ('(No) or NG (Not Given).	Yes),
1.	Because of advances in technology, humans have already lost their jobs in several fields.	
2.	In the future, better-paying jobs will require knowledge in more than one field of study.	
3.	Every company will need to have an ethics officer in the future.	
4.	An ethics officer's job will focus on making sure employees behave correctly.	
5.	People involved in designing AI personalities will have to study how people behave.	
6.	Researchers have already managed to grow new organs using stem cells.	
<b>7</b> .	Creating custom body parts will require experience dealing with people who have been in accidents.	

D. Read the descriptions of the three future jobs again and look at the list of 'soft skills' in the box below. Complete the diagram showing the skills that each occupation will need. Which skills apply to more than one job?

critical thinking attention to detail originality analytical skills adaptability communication emotional intelligence organisation problem-solving self-motivation

Ethics officer
analytical skills

Machine
personality designer

Creator of
custom body parts

E. Provide a written response to the following question in your own words. Use information from the text to support your answer.

How do the descriptions of the three occupations support the idea that workers of the future will need 'interdisciplinary studies' and 'soft skills'?

F. P Look at the highlighted words in the text and match them with their meanings a-g. Then check your answers using a dictionary.

<b>1.</b> discipline	
2. head	
3. ethics	
<b>4.</b> sustainable	
<b>5.</b> adapt	
<b>6.</b> originality	
<b>7.</b> limb	

- a. a body part such as an arm or leg
- **b.** to change the way you think or behave according to a new environment or set of circumstances
- **c.** the most senior person in an organisation, company, team, etc.
- **d.** the personality trait of having new and unique ideas
- e. moral principles
- **f.** a subject or field of study
- **g.** able to last because it is not harmful to the environment

G. P Discuss in pairs/groups.

• Which of the three jobs would you be interested in? Why?

**Vocabulary A.**  $\wp$  Complete the sentences with the correct form of the words in the boxes. In some cases, there may be more than one correct answer. Check your answers using a dictionary.

WORK (2) (2) (2)	job	profession	occupa	ation	career	work	employment	position	duty
1. You need a high le	evel of ed	lucation to e	nter the m	nedical			•		
2. My cousin has bee	en out of		sir	nce Jan	uary.				
3. Please write your	name, da	ate of birth a	nd		on	the forr	n.		
<b>4.</b> Derek Roberts has his grandchildren.		l to resign af	ter a long			in p	olitics in orde	r to spend ti	me with
<b>5.</b> I've been looking thaven't been calle				ths and	l have up	dated n	ny CV to look a	appealing, bu	ut I
6. Amanda's sister ap	plied fo	r the		_ of Sa	iles Mana	iger.			
7. It's important to m	nake sure	you have a	steady			_ before	considering s	tarting a fan	nily.
8. As a receptionist,	one of y	our main		i:	s greetin	g peopl	e.		
PEOPLE RELATED TO U	UORK 🖫		<b>3</b>		• •	•	oyer colleag It entrepren		
9. The car factory in	1 Lowerd	roft is one of	the bigge	est			_ in the area.		
<b>10.</b> Some of the		coi	nplained a	about t	he state	of the co	offee machine	in the kitche	en.
<b>11.</b> I'm a bit busy so questions.	l'll pass y	ou on to my	personal <sub>.</sub>			, wh	o will be pleas	ed to answe	r your
<b>12.</b> Sheila was exhau	sted fro	n interviewir	ng			all day.			
<b>13.</b> He is a(n)							vas 30.		
<b>14.</b> When it's raining,									
• Wileirits failing,	a(II)		01 1111116	usuany	gives ine	amenc	ille.		
MONEY 🙆 🗟 🛂		salary w	age in	come	profit	pens	sion		
<b>15.</b> I have to work for	r anothe	r 25 years be	fore I rece	ive my			·		
<b>16.</b> My business part	ner and	I have introd	uced a ne	w strate	egy to at	tempt to	o increase our		
17. The minimum		in	some cou	untries	is so low	that it's	difficult for pe	eople to surv	/ive.
18. Mark's full-time w	vork at tl	ne bank is the	e family's o	only so	urce of _				
<b>19.</b> After I got a pron increased by £50	notion at								
<b>B.</b> Complete the collocations with the								x to form	
	run	go into	set ex	kpand	be in	do	go out of		
1. Jason has quit his	job and	has decided	to		t	usiness	with his broth	ner as a car o	dealer.
2. Our company									
3. We know the mark								i.	
4. When I complete r									
5. My sister's compa	1y		busine	ess last	year bed	ause of	poor sales.		
<b>6.</b> We've		_ the busine	ss by ope	ning tw	o more r	estaura	nts in the city.		
7. After his father's d	eath, Jak	e took over	and is			the bu	siness very sn	noothly.	



**SB:** R4.2

#### **Functions**

Distinguishing between easily confused words Reporting

#### Structures

Reported Speech (statements), Special Introductory Verbs

#### Vocabulary

accuse admit (v.) applicant assistant attempt (v.) business partner claim (v.) client colleague demand (v.) deny duty employer employment entrepreneur forbid give sb a lift income market minimum out of work pension permit (v.) position profession profit (n.) resign sales steady strategy survive

#### Phrases with business

be in business do business with expand a business go into business go out of business run a business set up a business

## Vocabulary

## A. R4.2 D

- Ask Ss to read through the first set of sentences (1-8) and the words in the box next to the heading WORK and check their understanding.
- Have Ss complete the sentences 1-8. Encourage them to start with the ones they are already familiar with. To help **lower-performing Ss**, you can give them two options to choose from in some of the sentences (e.g. *2. a. work b. career; 6. a. occupation b. position*).
- Encourage Ss to check the definitions of the words in a dictionary. If necessary, provide Ss with any further explanations.
- Follow the same procedure with the other two sets of sentences and the words in the respective boxes.
- For the third set of sentences, write the words *salary* and *wage* on the board. Use the example sentences from the *Language Plus* box to help Ss understand the difference. Then ask Ss to complete sentences 17 and 19.
- · Check the answers with the class.

		40 .
1. profession	<b>6.</b> position	<b>13.</b> entreprene
<b>2.</b> work/	<b>7.</b> job	<b>14.</b> colleague
employment	8. duties	15. pension
3. occupation	9. employers	<b>16.</b> profit(s)
<b>4.</b> career	10. employees	<b>17.</b> wage
<b>5.</b> employment/	11. assistant	<b>18.</b> income
work	12. applicants	<b>19.</b> salary

#### Language plus

When I finished university, my uncle gave me a **job** in his company. = the work sb does in order to earn money; employment

Before choosing a university degree, you need to decide which **profession** you want to enter. = a type of job that requires special training, skill, education, etc.

I want to change my **occupation** and get a job in a different field entirely. = any job or profession

He spent his entire **career** working at the same company. = the job or series of jobs one has in a particular area of work

I don't enjoy the **work** I have to do as a secretary. = an activity sb does, usually in order to earn money

After months of looking for a job, Donald finally found **employment** at a restaurant. = the situation in which people have paid work

She already works for the company, but she wants to be promoted to a better-paid **position**. = a job in a company As a librarian, one of my **duties** is to order new books. = the work that sb is responsible for getting done

There are over three hundred **employees** working for this company. = a person who is paid to work for a company, organisation, etc. or for another person

Fatima thinks her new **employer** is the best boss she has ever had. = a person or company that pays people to work for them

If you get on well with your **colleagues**, it will be easier to work as a team. = a person you work with

Tom had too much work to do, so he hired an **assistant** to help him. = a person whose job is to help and support sb in their work

Let's call all the job **applicants** in for an interview before we decide who to hire. = a person who formally requests to be given an available job/post

Martin is the **entrepreneur** who created the first ever social media site. = a person whose job is to start and/or run businesses, usually involving financial risk

My boss just gave me a five percent increase in my annual **salary.** = money that employees receive each month or year for doing their job

As a painter, you can expect your hourly **wage** to be about 17 dollars. = money that employees receive according to the number of hours, days or weeks that they work

I get **income** from my job and from a flat I rent out to a university student. = money sb earns from work or receives from investments

We sold the house for 3 million, but it only cost us 2 million to build, so we made 1 million **profit**. = the money that sb makes in business after they have paid the expenses

When Harry reaches 65 and stops working, his **pension** will be about half his salary. = money that is given to sb regularly after they have retired

• To challenge **higher-performing Ss**, you may have them write sentences on a piece of paper using the words they have learnt. You may then collect these pieces of paper and write some of these sentences on the board, making sure to omit the words presented in activity A. You may then have **lower-performing Ss** complete the sentences using the target vocabulary.

## B. R4.2 🔎

- Ask Ss to read through the sentences and check their understanding.
- Draw Ss' attention to the verbs in the box.
- Have Ss do the activity.
- Encourage Ss to check the definitions of the words in a dictionary.
- Check the answers with the class and, if necessary, provide Ss with any further explanation.

1. go into	5. went out of
2. does	6. expanded
3. been in	<b>7.</b> running
<b>4.</b> set up	

• Write the following on the board:

set a. into business
 run b. up a business
 go c. a business

- Ask Ss to match 1-3 with a-c in order to form collocations with the word business.
- Elicit answers (1. b, 2. c, 3. a)
- Then have higher-performing Ss work with lower-performing Ss in pairs to form sentences using these collocations.



#### Grammar

#### Α.

- Draw on Ss' prior knowledge of Reported Speech.
- Write the following sentences on the board:
   'I won the short story competition last year,' he said.

   He said / told me that he had won the short story competition the previous year.
- Ask Ss:
- 1. When do we use Reported Speech?
- 2. Which words have changed in Reported Speech?
- 3. What do you notice about the use of 'say' and 'tell' in the example?
- When we want to report the meaning of what someone said, without using their exact words.
- 2.  $I \rightarrow he$

won → had won
last year → the previous year

- **3.** The reporting verb 'say' is used when there is no person/pronoun as an object and is followed by 'that' (optional), while the verb 'tell' is followed by a person/pronoun as an object.
- Ask Ss to read through the sentences in the box.
- Make sure that Ss understand that these are statements in Reported Speech.
- Have Ss complete the speech bubbles with the statements in Direct Speech which are the speakers' exact words.
- · Check the answers with the class.

Mr Collins: The meeting will be held on the third

floor tomorrow.

**Jenny:** I want to attend a business course in

London.

**Frank:** I may/might be late for the meeting. You

can start without me.

#### В.

- Refer Ss to the examples in the previous activity.
- Draw Ss' attention to the questions as well as to the table and check their understanding.
- · Have Ss do the activity.
- · Check the answers with the class.
- **1.** Say is used when there is no indirect object while *tell* is used only with an indirect object.
- 2. announce

3.	<b>Direct Speech</b>	Reported Speech
	Present Simple	Past Simple
	Present Progressive	Past Progressive
	Past Simple	Past Simple or Past
		Perfect Simple
	Present Perfect	Past Perfect
	will	would
	am/is/are going to	was/were going to
	can	<u>could</u>
	may	<u>might</u>
	must	had to
	tomorrow	the next/following day
	1	<u>he/she</u>
	my	<u>her</u>

 Refer Ss to the Grammar Reference (p. 96) and provide them with any further explanations and/or clarifications.

#### C.

- Ask Ss to read through the sentences in the speech hubbles
- Make sure that Ss understand that these are statements in Direct Speech (*speakers' exact words*).
- Ask Ss to read through the sentences below each speech bubble.
- Make sure that Ss understand that these statements are in Reported Speech.
- Ask Ss to read through the two questions that follow and check their understanding.
- Have Ss do the activity.
- · Check the answers with the class.
  - **1.** They replace *I give you my word..., You really must let me...* and *It's true...* in direct speech.
  - 2. agree, advise, suggest, etc.
- Draw Ss' attention to the note and explain it.
- Refer Ss to the Grammar Reference (p. 97).
- For further practice, ask higher-performing Ss to come up with their own reported statements using some of the special introductory verbs presented here. This will challenge them.
- To help **lower-performing Ss** form sentences, you can write the following on the board:
- 1. 'I don't want to tidy my room,' he said. (refused)
- 2. 'Let's eat out instead of cooking,' she said. (suggested)
- 3. 'Don't forget to take the camera with you,' Alice said to Sophie. (reminded)

#### D.

- Ask Ss to read through the sentences 1-7 and check their understanding.
- · Have Ss do the activity.
- Check the answers with the class.
  - 1. getting / having got a pay rise.
  - 2. for not attending / having attended the business dinner.
  - **3.** me to work harder if I wanted that promotion.
  - 4. to help me because he was too busy.
  - **5.** me that Tina was looking for a flat in the city centre.
  - the applicant that they would call him/her for another interview.
  - 7. taking up a new hobby.



## **Grammar** Reported Speech (statements), Special Introductory Verbs → pp. 96-97

- A. Read the following sentences. What were the speakers' exact words? Complete the speech bubbles.
  - Vanessa said she had already sent her CV to a computer company and that she was going to send it to some more.
- Mr Collins told us that the meeting would be held on the third floor the next day.
- Jenny announced that she wanted to attend a business course in London.
- Frank said that he might be late for the meeting and that we could start without him.



I've already
sent my CV to
a computer
company and
I'm going
to send it to
some more.





- **B.** Look at the examples on the left again and answer the questions.
- **1.** What's the difference in the way say and tell are used?
- 2. What other verb is used to introduce reported statements?
- **3.** How do the verb forms, pronouns, possessive adjectives and time expressions change from Direct to Reported Speech? Complete the table.

#### **Direct Speech** Reported Speech **Present Simple Present Progressive Past Progressive** Past Simple Past Simple or Past Perfect Simple Present Perfect will am/is/are going to can may had to must tomorrow my

**C.** Read the sentences below in Direct and Reported Speech and answer the questions.

I give you my word that I will help you.

Jake promised to help me.

TIM

You really must let me pay for the meal.

Tim insisted on paying for the meal.

KELLY

It's true. I'm stressed.

Kelly admitted that she was stressed.

- **1.** What do the verbs *promised*, *insisted* and *admitted* replace in direct speech?
- **2.** Can you think of any other verbs which are used to report the speaker's message rather than his/her exact words?

#### **Special introductory verbs:**

- agree, offer, refuse, demand, threaten, promise, etc. + full infinitive
- advise, allow, beg, remind, forbid, permit, warn, etc. + object + full infinitive
- accuse of, apologise for, admit (to), insist on, deny, suggest, etc. + -ing form
- explain, claim, announce, complain, inform sb, admit, etc. + that-clause
- **D.** Rewrite the following sentences in Reported Speech.
- **1.** 'I didn't get a pay rise,' said Jack.

Jack denied \_\_\_\_\_

- 2. 'I didn't attend the business dinner. I'm terribly sorry,' said Jake.

  Jake apologised \_\_\_\_\_
- **3.** 'You should work harder if you want that promotion,' Mr Hyde told me. Mr Hyde advised
- **4.** 'I'm not going to help you because I'm too busy,' Ryan told me.

  Ryan refused
- **5.** 'Tina is looking for a flat in the city centre,' Betty said to me. Betty told
- **6.** 'We'll call you for another interview,' Ms Brown said to the applicant.

  Ms Brown informed \_\_\_\_\_\_
- 'Let's take up a new hobby,' Walter said.Walter suggested \_\_\_\_\_

## Listening **◄**»

- A. O Discuss in pairs/groups.
- · What dreams do you have for the future?
- What do you think you have to do now to be able to get your dream job in the future?

**B.** You will hear five short extracts in which people are talking about following their dreams. Choose from the list (A-F) the sentence which best describes each person's situation. Use the letters only once. There is one extra letter which you do not need to use.

Speaker 1		A. I overcame peer pressure to achieve my goal.
•		B. I've always dreamt of becoming rich and famous.
Speaker 2		<b>C.</b> I'm pursuing a career path and cultivating a different skill at the same time.
Speaker 3		<b>D.</b> I couldn't sacrifice my dream for profit.
Speaker 4	Ш	<b>E.</b> I got a degree which was unrelated to my dream career.
Speaker 5		
		<b>F.</b> I got support from others to achieve my goal.

## **Speaking**

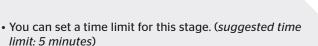
#### What influences a young person's career choice?

- A. Work individually.
- Below are eight factors that influence a person's career choice. Read the factors and consider the questions following each of them.
- 2. Number the factors 1-8 to indicate how important you consider them to be when choosing an occupation or career to pursue. Write 1 (most important) 8 (least important) in the spaces provided.

## Factors that influence a young person's career choice

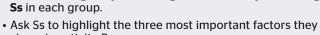
	the education and training required		
	Is a university degree needed? Is special training needed?	· LAWATE	
	How many years will it take?	DOUBLECT LAWYER	
Ш	the income	HUHILEV	
	How much money do people in that field generally make? Are there any fringe benefits?	LUCTUR	
		TELOUED	1
	What are the working hours?	RINARIAN	A
	Is shift work or working weekends required!?	TENUTIEN	
	the abilities, talents and skills needed	ADED	
	What personality traits match the requirements	HUEN	
	of the job? Does the job require communication/	ALCAS IN THE SECOND	
	teamwork/leadership/organisational skills, etc.?	PILM # MAINED	/
	job opportunities available	JULDIEN	
	Is there a demand for this particular career?		
	Will the job exist in the future?		
Ш	job satisfaction	<b>A</b>	
	Is the job personally rewarding? In what ways?		
Ш	working environment		
	Is working from home / in an office / outdoors, etc. required?		
	Would it involve relocating to another city/country?		
Ш	the work responsibilities and duties  What are the duties and responsibilities of a person in this lin	on of work? Is it a tough job? Doos it	
	What are the duties and responsibilities of a person in this lin involve manual labour? Does it require creativity and inspiration		
	involve manual labour: Does it require creativity and inspiration	711. Does it involve travelling:	

**B.** Work in groups. Compare your lists. Which are the three most important factors each of you chose? Take turns to present why these factors are important for you. If you have chosen your future occupation, you can refer to it too.



## B. S1.1, S2.3

- · Divide Ss into groups of three. Make sure there is a balance of higher-performing Ss and lower-performing
- chose in activity B.
- Explain to them that they have to take turns and present their answers. Encourage Ss to justify their answers by
- · Allow Ss some time to do the activity. Go round the class



- referring to the occupation they have chosen to follow.
- helping when necessary.

## Listening

sacrifice (v.)

Functions

Prioritising

Vocabularv

A. S1.1, S2.3 🔯 🔎



bilingual cultivate demand (n.)

hard-working host (v. + n.) interpreter

line of work manual labour overcome

people skills postgraduate reference

· Ask Ss the questions.

Learning Standards

Agreeing/Disagreeing

· Elicit answers and initiate a short discussion.

SB: S1.1, S2.3, L1.1, L2.1, S2.5, R2.1, R2.2, R2.3, W1.3, W2.1, W4.1

shift solve support (n.)

energetic

exceptional

leadership skills

peer pressure

relocate

unrelated

#### Suggested answers

- I would like to find a career that will satisfy me, and that will help me enjoy life. I would also like to make the kind of money that will allow me to experience life, for example by travelling around the world and engaging in exciting activities. And, of course, I would like to someday have a family of my own-people to love and take care of.
- I think I have to try to explore as many different aspects of life as I can so as to be able to figure out what I like and what I'm good at. This will make it easier for me to decide on a career that will be my dream job and not just a job. At the same time, it would help if I tried now to develop skills and qualities that I will need later on, both to get my dream job and to find satisfaction in it, such as perseverance. I should be asking questions, setting myself challenges, keeping my mind open to new ideas, and working on my weaknesses.

## B. L1.1. L2.1

- Ask Ss to read through the sentences A-F and check their understanding.
- Play the recording twice and have Ss do the activity.
- You may pause at the end of each speaker's monologue to check Ss' understanding so far. This will help lowerperforming Ss follow the pace.
- · Check the answers with the class.
- · If necessary, play the recording again in order to clarify any questions Ss may have.

Speaker 1: F	Speaker 4: D	HEL
Speaker 2: B Speaker 3: A	Speaker 5: C	

## **Speaking**

## A. S2.5

- · Ask Ss to tell you which factors they think influence a young person's career choice. To build lowerperforming Ss' confidence to express their opinion, point out that there is no right or wrong answer. Elicit answers and initiate a short discussion.
- Draw Ss' attention to the eight factors. Allow them some time to read through them and make sure they understand everything.
- Explain to Ss that they are going to work individually at this stage and, after they have considered the questions following each of the factors, they should place them in order of importance according to their opinion.

#### Suggested answers

- **SA**: I've already decided I want to become a landscape architect. One of the key factors in my decision is 'the education and training required'. I don't want to have to spend many years studying at university; I prefer doing things with my hands and learning while doing. With gardening, I would be able to do an apprenticeship and learn on the job, and then perhaps do a short course if I need to. Also, the 'working environment' is important to me because I don't like being stuck inside behind a desk; I want to be outside as much as possible, moving around, doing things that keep me physically fit. And then 'the work responsibilities and duties' played a part in my decision as well. I enjoy manual labour and creativity, being independent and getting the job done; on the other hand, I can't stand corporate jobs, where you're responsible for other people and are expected to behave and look a certain way.
- **SB:** Ever since I was young, I remember wanting to be a teacher. So 'job satisfaction' is important to me: I love being around young children, teaching them and listening to their stories, seeing them grow up and reach their potential. I have also considered the factor 'abilities, talents and skills needed'. If I become a teacher, I want to be a good one, and I think I have the necessary qualities for that; for example, I'm patient, I find it easy to communicate with young children, and I'm good at explaining things and making difficult ideas clearer. I know my income will never be very high, but 'the working hours' make up for that. Teaching has steady working hours, and you aren't usually required to work at weekends or on holidays, so I will have enough free time to spend with my family and on my hobbies.
- SC: I've recently started thinking about becoming a doctor, just like my mother. I can see how tired but satisfied she is, helping people and receiving their gratitude, and it's a feeling I want to experience with my job. That's why I've put 'job satisfaction' as the number one factor on my list. I know I will have to spend many years studying and then sacrifice a lot of my time working, but doctors receive good money. So 'income' is number two on my list, as it will allow me to enjoy life when I have free time and not think about how much I spend. 'Job opportunities available' is also a factor I took into consideration. There will always be a demand for doctors, and I can work in any country in the world I wish to, without needing to learn new skills.



## Writing

#### A. R2.1, R2.2, R2.3



- · Write the abbreviation 'CV' on the board and ask Ss if they know what it stands for. Elicit answers (Curriculum Vitae)
- Ask Ss the following questions: When does someone need to write a CV? What do you think employers want to find out when reading somebody's CV? How can someone make their CV stand out?
- · Elicit answers and initiate a short discussion.
- Draw Ss' attention to the CV and ask them to tell you what kind of information is included. Elicit answers (Contact details, hobbies, skills, a personal profile, information about work experience and education, a person to contact for a reference and the languages known, as well as the language proficiency levels for each of these languages).
- · Ask Ss questions 1-6. Elicit answers.
  - 1. The person's address, phone number, email address and professional social media account.
  - 2. He has probably done this because LinkedIn is used for professional purposes, whereas most other social media sites are used for personal and entertainment reasons.
  - 3. Because a CV needs to catch the interviewer's attention. To do this, it should be as short as possible and visually appealing. Pictures, charts, tables, etc. are easier and quicker to read and understand than text.
  - **4.** The information is given in reverse chronological order, from the most recent to the least. This is probably done so that the applicant can display their most recent knowledge and skills and how up to date they are.
  - 5. A reference section includes the information of previous employers. It gives the interviewer the opportunity to contact them and ask them for information on the applicant that would help him/ her to decide whether the applicant's CV is a good representation of the applicant's actual skills.
  - **6.** The Personal Profile includes pieces of information from the CV that relate to the specific job the applicant is applying for. It gives the interviewer a first impression of the applicant's skills and usefulness to the company/organisation.

#### Background knowledge

Applicants should avoid listing their social media accounts when they are of no value to the position somebody is looking for or could even cause problems to their professional life. On the other hand, if a social media account can serve as proof of someone's skills in their field of interest, they should be included in the CV.

#### B. W1.3, W2.1, W4.1



- · Have Ss read the rubric and check their understanding.
- Explain to Ss that they have to write the Personal Profile paragraph that will be included in their CV.
- Draw Ss' attention to the TIP and explain it.
- · Allow Ss enough time to do the activity in class.
- To help lower-performing Ss write their Personal Profile, you can write the following paragraph on the board for them to follow:

I am a/an (mention a couple of your main personality traits) student who is interested in (say how you can help the company).

My time spent studying.../playing.../helping... (mention a skill you have that the position requires) has prepared me to / will help me to (mention a duty of the position that requires that skill).

Recently, I (mention an achievement that is relevant in some way to the position), which shows I am able to (mention a duty of the position that will benefit from this achievement).

 Choose several Ss to read out their Personal Profile paragraphs to the class.

#### Suggested answer



I am a motivated and highly organised student eager to work as a photographer for the sporting event you are organising. My knowledge of English and French at B2 level, as well as my ability to interact with and guide people, will be especially helpful in effectively cooperating with different people. While studying, I have gained valuable practical experience in taking photos for various school and sporting events. Thus, it would be fair to say that I am able to provide high-quality prints but also unique online photos.

#### **Optional** activity

- Have Ss write a CV similar to the one on page 73 for the part-tlme job they have chosen in activity B.
- · Allow Ss some time to write their CV.
- · Have Ss present it in class.

## **Writing** A personal profile

A. Read the CV and answer the questions that follow.



DUNCAN BAKER

#### **CONTACT DETAILS**

ADDRESS **132 CROWN STREET LONDON, UK SW6 5UN** 

**♦** PHONE

077 5908 0734

**EMAIL** 

duncanbaker@email.com

LinkedIn

linkedin.com/in/duncanbaker

#### **HOBBIES**





#### **SKILLS**

- planning & organisational skills
- leadership skills
- people skills
- problem-solving skills

#### **PERSONAL PROFILE**

I am a hard-working and energetic, bilingual postgraduate student interested in helping Historic City Tours offer exceptional tourism services. While studying for my degrees in Tourism, I have gained valuable practical experience in organising tours and ensuring all problems are dealt with quickly and efficiently.



#### **WORK EXPERIENCE**

**2016 - 2018** Cityscape Tours **POSITION Tour Guide** 

**DUTIES** 

- plan, organise and lead tours
- provide information about tour/sights
- ensure the tour group has a good time
- ensure the safety and convenience of the tour group
- solve unexpected problems

**REFERENCE** Adele Bradlev

General Manager at Cityscape Tours 



#### **EDUCATION**

MASTER'S DEGREE

MA in International Tourism and Hotel

Management Lavenham College

2015 - 2018 **BACHELOR'S DEGREE** 

BA in Leisure and Tourism Management

Lavenham College



#### **LANGUAGES**

**ENGLISH GERMAN** 

SPANISH **CHINESE** 

- 1. What kind of information is given in the CONTACT DETAILS section?
- 2. Duncan probably has other social media accounts. Why do you think he hasn't included them in the **CONTACT DETAILS section?**
- 3. Why does Duncan use infographics (charts or diagrams) to show his hobbies and knowledge of languages?
- 4. In what order is information given in the EDUCATION and WORK EXPERIENCE sections? Why do you think this is done in this way?
- 5. What is the REFERENCE listed under WORK EXPERIENCE? Why does a CV need this?
- **6.** What is the purpose of the PERSONAL PROFILE?
- B. Pour country is hosting a month-long international sporting event. Since many tourists will arrive, the event management company is offering students part-time jobs for this month. Choose a job you would be interested in (e.g. interpreter, sports journalist, events photographer, event promoter, event presenter, greeting host) and write the Personal Profile paragraph that will be included in your CV.

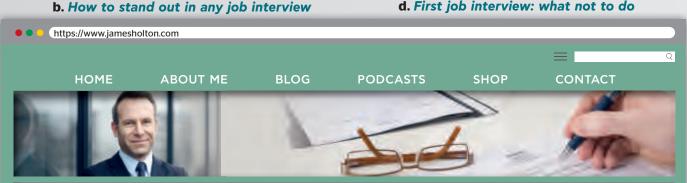
When writing a personal profile,

- summarise three things: who you are, which of your skills and achievements are relevant to the job position, and what you can offer this specific company/organisation.
- write no more than 3-6 sentences, or 40-80 words.
- avoid starting every sentence with 'l...' or 'My...'.
- include facts and information about what you have done, not just a list of personality adjectives.

## Reading (\*)

A. Discuss in pairs/groups.

- · What common sense advice would you give to someone who is going to interview for a place at university or a job?
- · Do you think an interviewer should judge an interviewee based on how they dress and speak or judge them based only on their skills and achievements?
- B. Pead the text quickly and decide which title is the most suitable.
- a. Four job interview questions to prepare for
- c. Surviving your first job interview
- d. First job interview: what not to do



#### 06/04/2020

Nothing will ever compare to your first job interview. Probably the first thought that runs through your mind is: 'Every company prefers experienced people. Why would they hire me?' 🚺 e I'm sure by now someone has explained the basics to you — for example, the importance of dressing the part and showing up on time for your interview. Well, it's just as important to 'feel the part', and that means you need to display self-confidence. Learn as much as you can about the company and its goals, as well as the position you are applying for. Visualise yourself sitting at that desk, speaking to those clients.

The first questions you will be asked are usually straightforward ones about what you know and what you are good at — your skill set. 🔼 📄 If you've never worked before, try to think about the requirements of the position and find instances in your personal life where you displayed these skills. Did being the football team captain teach you leadership skills? Did working on science projects bring out your engineering abilities?

It's the 'personality questions' that are harder, especially when they are phrased as 'Tell me about yourself'. 👔 📗 The interviewer wants to hear about the aspects of yourself that are relevant to the job — something like, 'I can analyse problems and find solutions very quickly' or 'I have a natural ability to work well with others'. Another trap may come your way if you are asked how you would describe yourself in just one word. A friend of mine said 'punctual'. While that doesn't sound like a poor answer, it was not the most important quality for the graphic design position she was interviewing for. 4 It's important to remember that companies want to understand your strengths and weaknesses, but you are not expected to boast or <mark>confess</mark> to a long list of all your faults. They are looking to see how self-aware you are.

Most felt that 'behavioural questions' were the most challenging of all. These are the ones that ask you to explain how you handled a difficult work or school situation in the past. An interviewer can tell a great deal about you from the kind of situation you choose to refer to and the way you describe your actions. Are you resourceful? Do you admit your mistakes? Are you a team player? Are you afraid to take on responsibility? I advise candidates to think about this beforehand — have a specific situation in mind and emphasise how dealing with it helped you learn and grow.

'Philosophical questions' may also be used to reveal your values. One of my friends was asked to define success, while another was told to describe what he would do if he won three million pounds. You may also be asked something <mark>bizarre</mark>, like 'How do you know the moon isn't made of cheese?' or 'What is your opinion on bananas?'. Confused? Do you think the interviewer is waiting for a correct answer? 📊 📗 This is the time to prove your mind can work independently of class textbooks, so take a moment to think creatively and then answer. ☆ 🖂

#### **Learning Standards**

SB: S5.1, S2.3, R1.1, R2.1, R4.1, R4.2, S1.1

#### Vocabulary

beforehand bizarre boast bring out candidate come up with common sense confess define fault innovative instance interviewee interviewer judge (v.) loveable motivate on the contrary poor possess punctual requirement resourceful run through one's mind self-aware self-confidence stand out standard (n.) straightforward take on tell (=know) trap (n.) think outside the box truthfully visualise

## Reading

## A. S5.1, S2.3

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

#### Suggested answers

- I would tell them to dress nicely, be on time, show confidence, be polite and speak clearly.
- I believe that the way someone dresses for an interview shows not only if they are clean and careful with their appearance, but also if they pay attention to detail and are respectful of others. Also, the way someone speaks indicates if they have good manners, if they are polite and respectful, and if they have good communication skills. For these reasons, I think an interviewer should pay attention to an interviewee's dress and speech, as well as their CV.

## B. R1.1

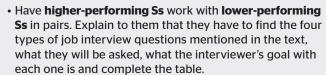
- Draw Ss' attention to the layout of the text and ask them to tell you what type of text it is (a blog post).
- Draw Ss' attention to the text and tell them that it is about job interviews.
- Before Ss read the text, ask them to tell you what kind of questions they think are asked in a job interview. Elicit answers and initiate a class discussion.
- Ask Ss to read through the titles a-d and check their understanding.
- Ask Ss to read the text quickly and choose the most appropriate title for the text.
- Point out that they should not worry about the missing sentences at this point.
- Check the answer with the class. To challenge higherperforming Ss, ask them to justify why the other three options are incorrect.



## C. R1.1, R2.1

- Ask Ss to read the text again.
- Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Draw the following table on the board and ask Ss to copy it in their notebooks:

Types of interview questions	What you will be asked	Interviewer's goal
1.		
2.		
3.		
4.		



- · Allow Ss some time to do the activity.
- Check the answers with the class (1. Skill set questions you will be asked about your skills, experience, etc. the interviewer's goal is to see what skills and knowledge you have acquired, 2. Personality questions you will be asked about any aspects of yourself that are relevant to the job the interviewer's goal is to see what your strengths and weaknesses are and if you are aware of them, especially the ones that are relevant to the job, 3. Behavioural questions you will be asked to explain how you handled a difficult work or school situation in the past the interviewer's goal is to see if you handle difficult situations well and learn from them, 4. Philosophical questions you will be asked critical thinking questions (including some weird ones) to see what your values are and your way of thinking).
- Ask Ss some comprehension questions: According to the writer, what are the basics of a job interview? dressing the part and showing up on time What does 'feel the part' mean? to display self-confidence during the interview

What are the first questions you will probably be asked? questions about what you know and what you are good at What does the writer say about behavioural questions? They are the most challenging.

Why are philosophical questions used in an interview? to reveal your values

What does the writer want to show by mentioning the questions 'How do you know the moon isn't made of cheese?'; 'What do you think about bananas?' He wants to show that you may be asked a variety of questions during the interview, including bizarre ones.

Why do interviewers ask bizarre questions? They want to see if you are an independent thinker and if you can think creatively.

- Draw Ss' attention to activity C and have them read through the sentences and check their understanding.
- Tell Ss that they should read through the article again and match the sentences to the gaps. Point out to Ss that, in order to determine which option best fits each gap, they should also read the sentences before and after the gap and look for helpful clues.
- · Read the TIP and explain it.
- Have **lower-performing Ss** underline all the sentence linkers and reference items in the sentences a-g.
- Tell Ss that there is one extra sentence which they do not need to use.
- Have Ss do the activity.
- As soon as they finish, encourage them to read the whole text again with their answers in order to see if it makes sense.
- · Check the answers with the class.

**2.**f **3.**b **4.**a **5.**g **6.**c

## D. R2.1 🎱

- Have Ss do the activity.
- As soon as they finish, have higher-performing Ss work with lower-performing Ss in pairs to compare their answers. Encourage them to provide justification by referring to specific parts in the text. This will build lower-performing Ss' confidence to share their answers in class.



#### The following should be ticked: b, d, e



### E. R4.1, R4.2 🔎

- Ask Ss to read through the meanings a-g and make sure they do not have any unknown words.
- · Ask Ss to look at the highlighted words in the text.
- Encourage Ss to deduce the meaning of the words from the context.
- Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- · Check the answers with the class.

**1.**d **2.**f **3.**g **4.**a **5.**e



**6.** b

 Elicit the help of higher-performing Ss to explain any unknown words in the text.

## F. S1.1, S2.3 🙋 🔎

- Draw Ss' attention to the activity and explain what they have to do. Allow them some time to read through the questions to determine which type of interview question (a-d) is represented in each column.
- As soon as they finish, have Ss work in pairs to compare their answers. Encourage them to provide justification by referring to specific parts in the text.
- · Check the answers with the class.

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



- Then ask Ss to work in pairs and take turns asking at least one question from each type. Have lowerperforming Ss be the interviewers first in order to hear higher-performing Ss answering the questions first. This will help them when it's their turn.
- Go round the class helping Ss when necessary.
- Have some Ss conduct their interviews in front of the class.

#### Suggested answers

Do you prefer working in a team or individually? It depends on what I'm working on. For example, if I'm working on something at an early phase or something that needs a lot of creativity, I think it's better to work as a team. This allows you to talk about the pros and cons of certain ideas and helps you get a clearer picture of what you have to do. But when it comes to actually doing the work, I prefer working alone, because I can be more focused and in control.

#### What motivates you?

I feel motivated when the things I work on will benefit society in some way; I truly believe that there is no greater satisfaction than doing things for others. At the same time, I enjoy solving problems and love the feeling of working on something with persistence until I get it right; that feeling of accomplishment really makes me enjoy taking on challenges.

## What skills do you have that would be useful in a work environment?

I've always had a busy schedule, so from a young age I learnt to be organised and manage my time effectively so that I can achieve everything I need to without getting stressed. At the same time, I have always stayed connected to my grandparents and

other relatives living abroad. Talking to people of many different ages and in different languages, with different ways of thinking, and trying to organise and agree on things, has taught me to work on my communication skills — listening carefully, speaking clearly, making arguments based on facts and negotiating peacefully.

What do you think is your strongest/weakest skill? My strongest skill is definitely my desire to do things right; I'm not satisfied until I've done something to the best of my abilities and every detail is correct. I would say that my weakest skill is teamwork. I'm used to doing things alone and being responsible for my work, so I'm less efficient when there are too many opinions.

## Which three things would you want to have on a desert island?

A blanket, a big knife and a small pan. I would use the blanket to stay warm at night and protect myself from bugs. I would use the knife to cut wood that I could then use to build a fire, a shelter or a boat. I could also use it to provide food for myself or protect myself from wild animals. I would use the small pan to cook food and, most importantly, to boil water so it was safe enough to drink.

## If someone you wanted to impress came over for dinner, what would you feed them?

I would make machboos for them. It's a dish that takes quite some time to prepare and includes rice, meat, vegetables and spices. It's rich in flavour, and would also satisfy you whether you eat meat or not.

## Tell me about a situation in your life that you wish you had dealt with differently.

One year, I had a problem with maths at school. From the very beginning, there were a lot of new things I didn't understand. Instead of asking my teacher, my parents or even my friends for help, I gave up on the subject. Of course, I did very badly in the exam, and then my parents had to spend money on a tutor and I spent a lot more time studying. This experience taught me that it's better to ask for help when you need it instead of feeling ashamed, and also that, when you ignore a problem, it doesn't go away. Instead, when the time comes to face it, it will probably cost you more to fix it.

## Tell me about a time you made a mistake and how you dealt with it.

I once had to give a presentation at school using PowerPoint. I spent a lot of time preparing the slides, putting in interesting pictures and funny sounds. But when it was time to present, I was very nervous about speaking in front of an audience and I kept having so many problems with the computer that I never completed my presentation. It was a valuable lesson in preparing every aspect of a presentation. Since then, I always spend more time preparing my speech than working on the slides. I practise again and again at home to make sure that I keep within the given time, and I always arrive early to check the equipment.

Pay attention to sentence linkers (Secondly, Therefore, However, etc.) as well as reference items (he, it, this, there, etc.) and identify what they refer to.

- C. Read the text again. Complete the gaps 1-6 with the sentences a-g below. There is one extra sentence which you do not need to use.
- **a.** What is more, it is something employers expect of *all* employees, regardless of the position they're applying for.
- b. Every career coach will warn you not to take this as an invitation to actually talk about your interests, dislikes and most loveable qualities.
- c. On the contrary, what they are trying to determine is whether you can think outside the box and use humour.
- d. Therefore, since there isn't a right or wrong way to answer, try to reply in a way that will show them you can come up with innovative ideas.
- **e.** However, while there is no single way to ensure a successful interview, you should definitely not walk in with that attitude.
- **f.** Since your CV already gives all the answers, these are the easiest to prepare for.
- **g.** When I started writing this blog post, I asked my friends to share their experiences.

- D. What three pieces of advice to people preparing for their first job interview are referred to in the text?
- a. practise your answers to interview questions with a friend
- b. give real-life examples of skills you possess
- c. give reasons why you want the job
- d. have a confident attitude
- **e.** explain how a mistake you made affected you positively
- f. answer every question truthfully
- E. O Look at the highlighted words in the text and match them with their meanings. There is one extra meaning which you do not need to use. Then check your answers using a dictionary.
- 1. visualise
  2. requirements
  3. confess
  4. resourceful
  5. candidate
  6. bizarre
- a. good at making decisions and solving problems
- **b.** strange and unusual
- c. to be able to make decisions quickly
- d. to form a picture of something in your mind
- e. an applicant
- f. something you need to do or need to have
- g. to make something known to others

## I. Q P Discuss in pairs.

How well would you cope in a job interview? Read through the questions in the table and determine which type of interview question (a-d) is represented in each column. Then ask and answer at least one question from each type, taking turns to be the interviewer and interviewee in a job interview.

- a. Philosophical question
- **b.** Behavioural question
- c. Personality question
- d. Skill set question

1.	2.	3.	4.
Do you prefer working in a team or individually?	What skills do you have that would be useful in a work environment?	Which three things would you want to have on a desert island?	Tell me about a situation in your life that you wish you had dealt with differently.
What motivates you?	What do you think is your strongest/weakest skill?	If someone you wanted to impress came over for dinner, what would you feed them?	Tell me about a time you made a mistake and how you dealt with it.

60

## Vocabulary

Choose a word / words from the box that could replace the words in bold in the sentences.

3. We have decided to **employ** two new people to deal with the extra workload.

4. I can't see us getting an increase during this financial crisis.

**5.** Over half of the **staff** at the factory had to stay and work overtime.

6. If you have any complaints, I suggest you speak with your boss about it.

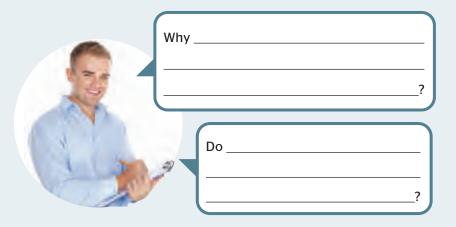
7. After working with us for ten years, Jeremy left and moved to Australia.

8. Alan believes he was **fired** from his post because he had an argument with Mr Webster.

\_\_\_\_

## **Grammar** Reported Questions, Commands and Requests $\rightarrow p.97$

**A.** Look at the sentences in the box and write the actual questions that were asked.



The interviewer asked me why I had applied for the job.

The interviewer also wanted to know if/whether I spoke French.

- **B.** Look at the examples above again and answer the questions.
- 1. Which verb/phrase is used to introduce the reported question in each example?
- 2. Which word does the reported question begin with in each example?
- 3. How does the verb tense change from Direct to Reported Speech in each example?
- **4.** Are the verbs in the reported questions in the affirmative or in question form?

**C.** Read the dialogue in the box and write the secretary's actual command/request. How do we report commands and requests?



- A: What did the secretary tell you?
- **B:** She told me to bring a sample of my work and not to be late for the interview.

#### **Learning Standards**

SB: R4.2, L1.1, L2.1, L2.5, S2.2, S2.3, R2.1, S3.1, S4.1

#### **Functions**

Reporting questions, commands and requests

Analysing a job interview

Analysing a job advert

Conducting an interview

Assessing information and making a decision based on a job advert

#### Structures

Reported Speech (Questions, Commands, Requests)

#### Vocabulary

be/get fired be/get sacked corporation difficulty disagreement employ financial crisis firm (n.) increase (n. = pay rise) overtime pay rise personnel photocopy (n.) post (n.) presentation seminar staff

## Vocabulary

#### R4.2 \( \overline{\rho} \)

- Ask Ss to read though the sentences and check their understanding.
- Draw Ss' attention to the words in bold in each of the sentences.
- Draw Ss' attention to the words in the box.
- Have Ss do the activity.
- Have Ss compare their answers and use a dictionary to check the definition of the words they disagree on.
- Check the answers with the class. If necessary, provide Ss with any further explanations.
  - 1. employment
  - **2.** business, firm, corporation
  - 3. hire
  - 4. pay rise
- **5.** personnel
- 6. manager, supervisor
- 7. quit, resigned
- 8. sacked
- Ask Ss to close their books and write the following on the board: 1. employ, 2. staff, 3. business.
- Ask Ss to find a word which is close in meaning to these words. Tell Ss that they should use the words presented in the Vocabulary activity. To help lower-performing Ss, you can give them the first letter of each word, e.g. 1. h \_\_\_\_, 2. p \_\_\_.
- Elicit answers (1. hire, 2. personnel, 3. company, corporation, firm).

### Grammar

#### A.

- Draw on Ss' prior knowledge of reported questions.
- Write the following questions on the board:
- **1.** 'How can I improve my English?' she asked.
- 2. 'Should I read some online articles?' she asked.
- Then, next to question 1, write: She asked me how she could improve her English. She asked me how could she improve her English.
- Ask Ss to tell you which of these reported questions is the correct one and why.
- Elicit answers (The first sentence is correct because the verbs in the reported questions are in the affirmative form and not in the question form.).
- Ask Ss: Do we use a question mark? (No, we don't.)
- Explain to Ss that in reported questions there is no inversion of the subject and the auxiliary verb, and the word order is the same as in the affirmative form.
- Then ask Ss: Which of the questions can you answer with Yes or No?
- Elicit the answer (The second question).

- Ask Ss: When we want to report a Yes/No question, which word(s) do we use after the reporting verb (e.g. asked)?
   Elicit the answer (if/whether).
- Ask Ss to rewrite question 2 in Reported Speech.
- Elicit the answer (She asked me if/whether she should read some online articles).
- Ask Ss to read through the sentences in the box.
- Help Ss deduce that these are reported questions.
- · Have Ss do the activity.
- · Check the answers with the class.

Why <u>did you apply for the job?</u>
Do you speak French?



#### B.

- Ask Ss to read through the questions and check their understanding.
- Refer Ss to the examples in the previous activity and have them answer the questions.
- · Check the answers with the class.
  - 1. asked, wanted to know
  - 2. why, if/whether
  - **3.** In the same way as statements (*Past Simple* → *Past Perfect Simple*, *Present Simple* → *Past Simple*).
  - 4. They are in the affirmative form.
- Refer Ss to the Grammar Reference (p. 97).
- Ask higher-performing Ss to come up with their own examples of reported questions. This will challenge them. To help lower-performing Ss, you can give them some direct questions to turn into Reported Speech (e.g. 'Did you buy your car last year?' Kate asked John.; 'Will you go abroad this summer?' Clive asked Susan.).

#### C.

- Ask Ss to read through the short dialogue in the box and check their understanding.
- Help Ss understand that B's utterance is a reported command/request.
- Ask Ss to write the actual command/request in the speech bubble.
- Have Ss do the activity.
- · Check the answer with the class.

Please bring a sample of your work and don't be late for the interview.



- Ask Ss the question in the rubric.
- Check the answer with the class.

We use the verbs *tell*, *order*, *beg*, *command*, etc. to report commands and the verbs *tell* and *ask* to report requests. The imperative changes to *to + base form* while the negative imperative changes to *not to + base form*.

- Refer Ss to the Grammar Reference (p. 97).
- For further practice, ask higher-performing Ss to come up with their own examples of reported commands and requests. To help lower-performing Ss, you can give them prompts to form reported commands and requests (e.g. Please don't interrupt me.).

#### D.

- Have Ss do the activity.
- · Check the answers with the class.
  - 1. Claire asked Henry why he was going to quit his job. / Claire wanted to know why Henry was going to quit his job.
  - I asked Tom if/whether he had ever made a presentation in front of an audience. / I wanted to know if/whether Tom had ever made a presentation in front of an audience.



- 3. Brett asked his colleague if/whether s/he could make some photocopies for him. / Brett asked his colleague to make some photocopies for him.
- **4.** Mrs Clifton told me not to forget to call our business partner in Rome.
- 5. Lucy asked Betty where she could sign up for the seminar.
- **6.** Mr Skinner told his personal assistant to write down the main points of the meeting.

- · Ask Ss to go to the Speaking Activities section (p. 89) and do the Grammar Production Task.
- Divide Ss into pairs.
- · Ask them to read through the instructions and check their understanding.
- Have Ss do the activity.
- · Go around the class helping Ss when necessary.

For KEY, turn to the Key for Grammar **Production Tasks** section on page 122.



## Listening

## A. L1.1

- · Ask Ss to read through the points and check their understanding.
- Ask Ss to guess which points they think will be mentioned in the listening activity.
- Point out to Ss that they should pay attention to how an interview is conducted.
- · Play the recording twice and have Ss do the activity and check their predictions.
- · Check the answers with the class.

The following should be ticked: 1, 2, 3, 5, 7, 9, 10



## B. L2.1

- Ask Ss to read through the interviewers' notes and try to complete as much information as they can based on what they remember. This will challenge **higher-performing Ss**.
- Play the recording again and have Ss do the activity.
- To help lower-performing Ss, you may provide them with the first letter of each word that completes some of the sentences (e.g. 1. a\_\_\_\_ d\_\_\_).
- You may consult the listening transcript and pause frequently to check Ss' understanding. This will help **lower-performing Ss** follow the pace.
- Check the answers with the class.

1. art director

4. colleagues

**2.** (small advertising) **3.** up to date

6. challenge

**7.** week

## C. L2.5

• Draw Ss' attention to the three phrases from the job interview and ask them the question in the rubric.

5. weakness

- · If necessary, play the track again to provide context for the phrases.
- · Check the answer with the class.

John Harrington uses these phrases to buy himself time to organise his thoughts before answering the interviewer's questions.

- Write the following words/phrases on the board: umm, er, uhh, hmm, I mean, you know.
- Ask Ss to think about which situations we use these words/ phrases in (we use them when we don't know what to say, when we want to fill the silence, when we're nervous).
- Tell Ss that these words/phrases are known as 'fillers'.

 Ask Ss what the difference is between the fillers you wrote on the board and the phrases John Harrington uses (Although the phrases John Harrington uses are like fillers, meaning that they are a way to buy time without actually saying anything meaningful, they do not give the impression that John doesn't know what to say or is nervous; rather, they give the impression that he is listening to the interviewer, and that he is simply organising his thoughts before answering.).

## D. S2.2, S2.3

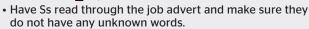
- Divide Ss into small groups. Make sure there is a balance of higher-performing Ss and lower-performing Ss in each
- · Ask them to read through the questions and allow them some time to do the activity.
- · Go round the class helping Ss when necessary and making sure that everyone in the group has contributed to the discussion.
- If time permits, have Ss share their opinion in class and initiate a class discussion.

For suggested answers, see 5b Listening on page 127.



## Speaking

#### A. R2.1, S2.3



 Monitor Ss from a distance at this stage and do not interrupt. Elicit answers.

The candidate must have good computer skills (this includes skills related to managing a website). He/She must also have the language skills, experience and general knowledge required to write newspaper articles, as well as reply to comments online.

Suggested answer

Other necessary skills: good organisational skills, cooperation skills, good command of at least one foreign language

## B. S3.1, S4.1 👸 🔎

- Divide Ss into groups of four and allocate roles. Alternatively, have Ss decide on their roles.
- Then tell the interviewers to prepare their questions based on the job advert in activity A.
- Refer the interviewees to the corresponding page to read through the information for their character. Make sure they understand everything.
- Encourage them to add any other information they think would be useful and related to the job advert. This will challenge higher-performing Ss.
- Allow Ss some time to prepare their answers. Remind the interviewers that as soon as the two candidates have presented themselves and answered their questions, they have to decide who would be the most suitable for the job. Tell them that they should justify their answers, but also justify why they didn't choose the other candidate.
- · Point out to Ss that they should try to use the active vocabulary presented in the Module.
- Encourage Ss to cooperate and participate equally in the activity.
- Have Ss do the activity and go round the class helping when necessary.
- Then have several groups conduct the interview in front of the class.

For suggested answers, see 5b Speaking on pages 127-128.



1. 'Why are you going to quit your job?' Claire asked Henry.			
2. 'Have you ever made a presentation in front of an audience?' I asked Tom.			
3. 'Could you please make some photocopies for me?' Brett said to his colle	ague.		
4. 'Don't forget to call our business partner in Rome,' Mrs Clifton said to r	ne.		
5. 'Where can I sign up for the seminar?' Lucy asked Betty.			
6. 'Write down the main points of the meeting,' Mr Skinner said to his per	sonal assistant.		
E. Turn to page 89 in the Speaking Activities section and do the Gran	nmar Production Task.		
Listening  A. Listen to a man being interviewed for a job. Which of the point  1. the reason he left his last job  2. previous work experience  3. whether he works well in a team  4. whether he is prepared to travel  5. his weaknesses  10. when he is available to word or short phrase.	expects to make  o work for this company  aks  event he attended		
John Harrington  Applying for 1 in advertising department  • plenty of experience working in 2 companies  • keeps skills 3 by attending events  • has a history of disagreements with 4  • greatest 5 : difficulty explaining ideas  • ambitious and wants to 6 himself  • can't start work for another 7	<ul> <li>That's a good question.</li> <li>Hmm, let me think. Well,</li> <li>Why do I want to work for you? Well, firstly,</li> </ul>		
<ul> <li>D. Discuss in pairs/groups. Look at the notes in activities A at that follow.</li> <li>Do you think John Harrington will get the job? Why? / Why not?</li> </ul>	and B and discuss the questions		

**D.** Rewrite the sentences in Reported Speech.

**Speaking** 

impression? If so, what?

Work in groups of four. Turn to page 89 in the Speaking Activities section and do activity 5b.

• Do you think John Harrington answered any of the questions badly or mentioned anything that gave a bad

## **Writing** A cover letter

**R.** Pread the advertisement below and the CV on page 73, and then answer the questions that follow.

# www.findjob.com



Employer Historic City Tours
Location Central London
Job position Tour guide

Our ideal candidate is enthusiastic, highly organised and has an outgoing and lively personality. Since the position requires interaction with tourists from all over the world, excellent people skills are important. Fluency in English and a basic knowledge of at least one other language is desirable. Candidates should have a formal qualification, and those with previous experience of working as a tour guide will be preferred.

- **1.** Which of the requirements mentioned in the job advertisement has Duncan included in the Personal Profile paragraph of his CV?
- 2. Do you think that Duncan is suitable for the job? Why / Why not?
- B. Read the cover letter on the next page that Duncan sent with his CV, and answer the questions below.
- 1. Which information from his CV does Duncan also mention in the cover letter?
- 2. In what way are the cover letter and the Personal Profile similar? In what way are they different?

Each of the following sentences corresponds to a paragraph in the cover letter. Write the numbers 1-4 in the boxes.

#### In this paragraph, the writer:

- **a.** states his qualifications, refers to previous employment and details specific skills he has acquired.
- b. expresses his belief that he is capable of filling the position, as well as the hope that he will receive a reply.
- c. states his reason for writing and explains his interest in the position.
- d. refers to the job requirements and other personal qualities he possesses.
- D. € Read the statements a-k and tick (✔) the ones that apply to the cover letter.

#### In this cover letter, the writer:

- a. knows the person he is writing to.
- b. uses set phrases to begin and end.
- c. mentions where he saw the advertisement.
- d. uses informal language.
- **e.** provides information about his educational background.
- f. explains why he is suitable for the job.

g. provides a brief description of his work experi
--

- **h.** gives examples of what he did at his previous job.
- i. mentions qualities that make him suitable for the job.
- **j.** provides the contact details of the person he worked for.
- **k.** briefly mentions skills needed for the job that he does not yet possess.



#### Learning Standards

**SB:** R2.1, S2.2, R2.3, R4.1, W1.2, W1.5, W2.1, W3.2, W4.1

#### Functions

Writing a cover letter

#### Vocabularv

acquire at one's earliest convenience by nature command (n. =knowledge) desirable extremely fluency fluent highlight (v.) native speaker objective outgoing outstanding presently press (n.) qualification regarding suit (v.) take sth into consideration

# **Writing**A. R2.1, S2.2

- Draw Ss' attention to the advertisement and ask them what it is about (It's informing jobseekers that Historic City Tours is looking to employ a tour guide.).
- Ask Ss to read through the advertisement and ask them the following questions:

What is the name of the company? Historic City Tours Where is it located? in Central London

What should ideal candidates be like? They should be enthusiastic, highly organised, and with an outgoing and lively personality.

Why should ideal candidates have good people skills? Because the position requires interaction with tourists from all over the world.

Which language must candidates speak fluently? English Will candidates with previous experience of working as a tour guide be preferred over others? Yes, they will.

- Then tell Ss to go back to page 73 and read the CV again.
- Read question 1 and elicit answers. To help lowerperforming Ss, tell them to underline the job requirements in the advertisement and then match them with relevant parts in the CV. You may also draw the table found in the KEY box on the board to help them further.
- Read question 2 and elicit answers.

1.	<b>V</b>
Job advertisement	Duncan's Personal Profile
'outgoing and lively personality'	'energetic'
'fluency in English and a basic knowledge of at least one other language'	'bilingual'
'should have a formal qualification'	'while studying for my degrees in Tourism'
'those with previous experience of working as a tour guide will be preferred'	'I have gained valuable practical experience in organising tours'

2. Duncan is suitable for the job because his studies and his work experience match the requirements of the job. Also, he has all the necessary personal qualities and skills needed for the position.

#### **Background** knowledge

According to the dictionary, the term **people skills** describes 'the ability to communicate with people in a friendly way and therefore deal with them effectively, especially in business'. It includes communicating effectively, listening carefully and relating to others, having empathy and patience, having good persuasion and negotiation skills, being able to support and motivate others, being aware of your body language, and having good manners.

### B. R2.1 🎱

· Ask Ss if they know what a cover letter is. Elicit answers.

#### Background knowledge

A **letter of application** is the letter you write responding to a job advertisement and is intended to stand on its own. On the other hand, in a **cover letter** you usually draw attention to particular information you wish to highlight. You usually enclose it with your CV or a completed application form.

 Ask Ss the following questions and initiate a short discussion:

Why do you think it is important to write a cover letter? What kind of information do you think employers want to know about potential employees?

- Draw Ss' attention to the cover letter. Ask Ss to read through it. Have Ss underline any unknown words and encourage them to try to guess the meaning of these words from the context.
- Ask Ss: Is it a formal or an informal letter? (formal)

  How many paragraphs are there? (four)
- Write the following on the board and ask Ss to choose in each of the cases 1-3, which of the options *a* or *b* is more appropriate for a cover letter.

1. a. I'm writing to apply for... b. I am writing to apply for...

2. a. To be honest,... b. In addition,... 3. a. Yours faithfully, b. Take care,

- Elicit answers (1. b, 2. b, 3. a) and encourage Ss to justify their answers.
- Ask Ss some comprehension questions:

Where did Duncan see the advertisement about the job? online at findjob.com

Why is Duncan applying for this position? Because it suits his interests and career objectives.

What was Duncan's first degree in? Leisure and Tourism Management

What is Duncan currently studying? He's studying for a Master's degree in International Tourism and Hotel Management.

Does Duncan have previous working experience? Yes, he has worked part-time as a tour guide for Cityscape Tours for three years.

What did he acquire in this position? leadership, planning and organisational skills

How many languages can Duncan speak? He can speak three languages, English, German and Spanish, and he has a basic understanding of Chinese.

What personal qualities does he have? He can communicate effectively, and he is fun-loving and energetic.

Why does he believe that he meets the demands of the position? Because he has the necessary qualifications, qualities and skills.

Is he available for an interview at any time? Yes, he is.

- **1.** He includes his education, his work experience, his knowledge of foreign languages, and the qualities he possesses that are suitable for the job.
- 2. The aim of both the Personal Profile and the cover letter is to better introduce the applicant to the employer by going beyond the information in the CV. The applicant needs to expand on that information, explain it and provide examples that support his claims. The difference is that the Personal Profile is just a short paragraph, whereas the cover letter can be a full A4 page.



## C. R2.3 👨

- Tell Ss to look at the sentences a-d.
- Explain that when they write a cover letter they have to follow certain steps so as not to omit important information.
- · Ask Ss to have a look at the first paragraph and tell you what information is included (The candidate mentions where he saw the job advertisement and states that he is interested.).
- Then have Ss look at the sentences a-d and choose the correct answer. This procedure will help lowerperforming Ss do the activity. Ask them to follow the same procedure for the rest of the paragraphs.
- · Check the answers with the class.

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



## D. R2.3

- · Ask Ss to read through the sentences a-k and check their understanding.
- · Have Ss do the activity.
- · Check the answers with the class.

The following should be ticked: b, c, e, f, g, h, i



## E. R4.1 D

- Ask Ss to read through the words/phrases 1-9 and check understanding.
- Remind Ss that when they write a cover letter they have to use formal language.
- Have Ss do the activity.
- · Check the answers with the class.
  - **1.** (particularly) suits
  - 2. objectives
  - 3. presently
  - **4.** acquire
  - 5. regarding
- 6. effectively
- **7.** in addition. furthermore
- 8. ideal candidate
- **9.** at your earliest convenience

## F. R2.3

- Have Ss read the writing task and underline the information they will need to include in their cover letter. Explain any unknown words.
- Have Ss answer the questions.
- · Check the answers with the class.

The following should be underlined: www.jobsearch.qa, Communications Intern, communicating with press, confirm their attendance, maintaining timelines, updating interview and photo shoot schedules, communication and IT skills, wellorganised, fluent in two or more languages, team player, professional attitude

- 1. a cover letter
- 2. formal style
- 3. It should include information about my educational background, a brief description of my previous work experience along with examples of what I did in my previous job, and the qualities that make me suitable for the job.

## G. W1.2, W1.5, W2.1, W3.2, W4.1 🥏 🎱



- · Ask Ss to read through the advertisement and check their understanding.
- Refer Ss to the information provided in activity B and the expressions/phrases presented in activity E.

- Draw their attention to the TIP and explain it, if necessary.
- Ask Ss to go to the Workbook pp. 59-61, read through the plan, and provide them with any necessary explanations and clarifications.
- · Allow Ss some time to write their letters.
- Choose several Ss to read out their cover letters in class and provide constructive feedback.

#### Suggested answer

Dear Sir/Madam,

I am writing to apply for the position of communications intern as advertised online at jobsearch.qa. I am highly interested in this position because it suits my interests and because I believe I can be of great help in this field.

I was awarded my Bachelor's degree in Media and Communication two years ago and am presently completing a Master's degree in Sports Communication. During this time, I have also gained valuable work experience reporting on the university's sports teams by writing online articles, social media posts, and by conducting live interviews. All this has helped me further cultivate my writing and speaking skills as I try to deliver my message clearly and in as few words as possible. Moreover, having to film, edit and upload the videos myself has helped me improve my computer skills.

My native language is Arabic, but I am also fluent in English and Spanish. Being an enthusiastic sports player myself for years, I have learnt how important teamwork is and how to behave in a way that puts the team first. As I have tried to excel in all areas of my life — studying, working and learning languages at the same time — I have learnt to be well-organised and manage my time efficiently.

I believe all of the above make me an ideal candidate for this internship position, so I hope my application will be taken into consideration. Please contact me if you have any questions regarding my CV or to arrange for an interview.

Yours faithfully,

#### Optional activity

#### **Peer Review Activity**

Assign the writing task for homework or encourage your Ss to find an authentic job advertisement in a local newspaper and write their cover letter based on that. Instruct your Ss to write their cover letter on a clean piece of paper (not in their Workbooks). The day Ss are required to hand in their homework, you may engage them in a peer review activity. Pair Ss up and have them exchange drafts. Ss must go over their peer's work carefully with a view to providing constructive feedback and making helpful suggestions. Remind them to consider the key linguistic and organisational features of the specific genre as outlined in the Writing Section and TIP. Walk around, listen to what Ss are saying and provide some feedback yourself. Ensure that the peer review activity is done in an orderly fashion so that Ss benefit from the process. The activity should not take more than ten to twelve minutes. After Ss have received feedback, they must be instructed to make any necessary improvements to their written piece of work and write the final version of their cover letters in their Workbook.

Dear Sir/Madam,

I am writing to express my interest in the position of tour guide, as advertised online at findjob.com. I am interested in this position because it particularly suits my interests and career objectives.

I finished my BA in Leisure and Tourism Management in 2018, and I am presently working towards a Master's degree in International Tourism and Hotel Management. In addition, I worked part-time as a tour guide for Cityscape Tours for three years. During my time there, I was responsible for organising tours for groups with specific preferences and then leading these groups throughout their itinerary, all of which helped me acquire excellent leadership, planning and organisational skills.

Regarding languages, I am a native speaker of both English and German. I also have a good command of Spanish, and I have been attending Chinese lessons for six months, which has helped me develop a basic understanding of the language. Furthermore, I am fascinated by other cultures, so I find it easy to relate to and communicate effectively with people from different backgrounds. Lastly, I am by nature fun-loving and energetic — qualities that help a guide make every tour a memorable and enjoyable experience.

I believe that I am an ideal candidate for this position, as I have the necessary qualifications, qualities and skills to successfully meet the demands of the job. I have attached my CV for your consideration, and I am available for an interview at your earliest convenience. I look forward to your response.

Yours faithfully,

Duncan Baker

**Duncan Baker** 

- E. P Read the cover letter again and find the formal words/ phrases that correspond to the informal ones given below.
- 1. relates to (paragraph 1):
- 2. goals (paragraph 1):
- 3. now (paragraph 2):
- 4. get (paragraph 2):
- **5.** about (paragraph 3):
- 6. well (paragraph 3):
- 7. also (paragraphs 2, 3):
- \_\_\_\_

**8.** the right person (paragraph 4):

9. as soon as possible (paragraph 4):

F. Imagine that you have seen the advertisement below and have decided to apply for the job. Underline the information you will need to respond to in your cover letter and then answer questions 1-3.

## www.jobsearch.ga



#### COMMUNICATIONS INTERN (3 months full-time)

#### **Diamond Sports Event Management - Doha**

#### Responsibilities will include:

- communicating with press and photographers to confirm their attendance for specific events
- supporting the team by maintaining timelines and updating interview and photo shoot schedules

#### The ideal candidate will:

- have outstanding communication and IT skills
- · be extremely well-organised
- · be fluent in two or more languages
- be a team player with a professional attitude

#### How to apply

 Candidates should apply in writing with a cover letter highlighting their relevant experience for this role, attaching their CV, by email to hr@diamondevents.com.

- 1. What will you write?
- 2. What writing style should you use?
- 3. What kind of information should your cover letter include?

**G.** A Read the TIP below. Then go to the Workbook pp. 59-61 to plan and write your cover letter.

#### When writing a cover letter:

- use formal language and avoid short forms and abbreviations.
- read the advertisement carefully.
   Identify the qualities/qualifications required for the job and explain your suitability in relation to them.
- write in a confident manner, describing your positive qualities.
   Do not mention negative qualities.
- do not include unnecessary details/ information.

~	A. Choose a, b, c or d.	C. Rewrite the following sentences in Reported
	1. He made his money as a(n)	Speech using the introductory verbs given.
Ś	investing in the space tourism industry.	<b>1.</b> 'Get out of your car,' the police officer said to the
	a. applicant c. personnel	driver. <b>order</b>
	<b>b.</b> entrepreneur <b>d.</b> trade	
2.	What kind of do you do?	
	a. work c. career	<b>2.</b> 'OK. I'll help you with your CV,' Jake told his sister.
2	<b>b.</b> profession <b>d.</b> occupation	
3.	My boss gave me a(n) when he asked me to fill a different position in the company.	agree
	<b>a.</b> income <b>c.</b> firm	
	<b>b.</b> duty <b>d.</b> pay rise	
1	When Mr Jones found Henry with his feet on his	3. 'You can take a ten-minute break to get some
4.	desk, everyone knew that he would be	coffee,' Catrina told us. <b>permit</b>
	<b>a.</b> employed <b>c.</b> hired	•
	<b>b.</b> sacked <b>d.</b> quit	
<b>5</b>	The company I worked for out of business	
٥.	about a year ago.	4. 'Don't forget to update your CV before sending it,'
	a. did c. got	Mike said to me. remind
	<b>b.</b> went <b>d.</b> expanded	
6	At what age do people start receiving a in	
U.	your country?	
	<b>a.</b> salary <b>c.</b> pension	<b>5.</b> 'Let me talk to someone in charge now!' Hilary
	<b>b.</b> profit <b>d.</b> wage	said. <b>demand</b>
7.	The ideal for the position should	
	have 5 years' experience in marketing and	
	communications.	
	<b>a.</b> employee <b>c.</b> supervisor	<b>6.</b> 'If the project isn't finished today, I'll make all the
	<b>b.</b> assistant <b>d.</b> candidate	employees work overtime,' said Annabel. <b>threaten</b>
8.	. I'm looking for in the tourism industry.	
•	<b>a.</b> employment <b>c.</b> position	
	<b>b.</b> job <b>d.</b> career	7. 'How long did you work at the previous company?'
9.	. Uncle Gary's electronics shop has business	
	for nearly 30 years.	Mr Powell asked me. want to know
	<b>a.</b> set up <b>c.</b> gone into	
	<b>b.</b> been in <b>d.</b> done with	
D	Complete the contenges with the servest	8. 'Will I get a bonus for all my hard work this year?'
	Complete the sentences with the correct repositions.	thought Elizabeth. wonder
_		agazea
1.	He has been out work for six months and is starting to lose hope.	
2.	My brother is thinking of setting his	-
	own business, but I think he's too inexperienced.	Self-assessment
2	If we all work together, we'll come up	Read the following and tick the appropriate boxes.
Э.	a brilliant idea for the new	For the points you are unsure of, refer back to the
	advertisement.	relevant sections in the module.
		NOW I CAN
4.	Mark is so tall he always stands in a	
	crowd.	) discuss issues related to career choices,
5.	He took the business when his	jobs and job interviews
	father fell ill, and has done a wonderful job of	) use lexical sets and collocations related
	expanding it.	to jobs
6	. It has been a pleasure doing business	report statements, questions, commands
<b>J</b> .	you!	and requests
	,ou.	) write a personal profile
		) write a cover letter

STRUIRU

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

#### A.

<b>6.</b> c <b>7.</b> d <b>8.</b> a <b>9.</b> b				<b>4.</b> b <b>9.</b> b	<b>5.</b> b	HEL
---	--	--	--	----------------------------	-------------	-----

#### В.

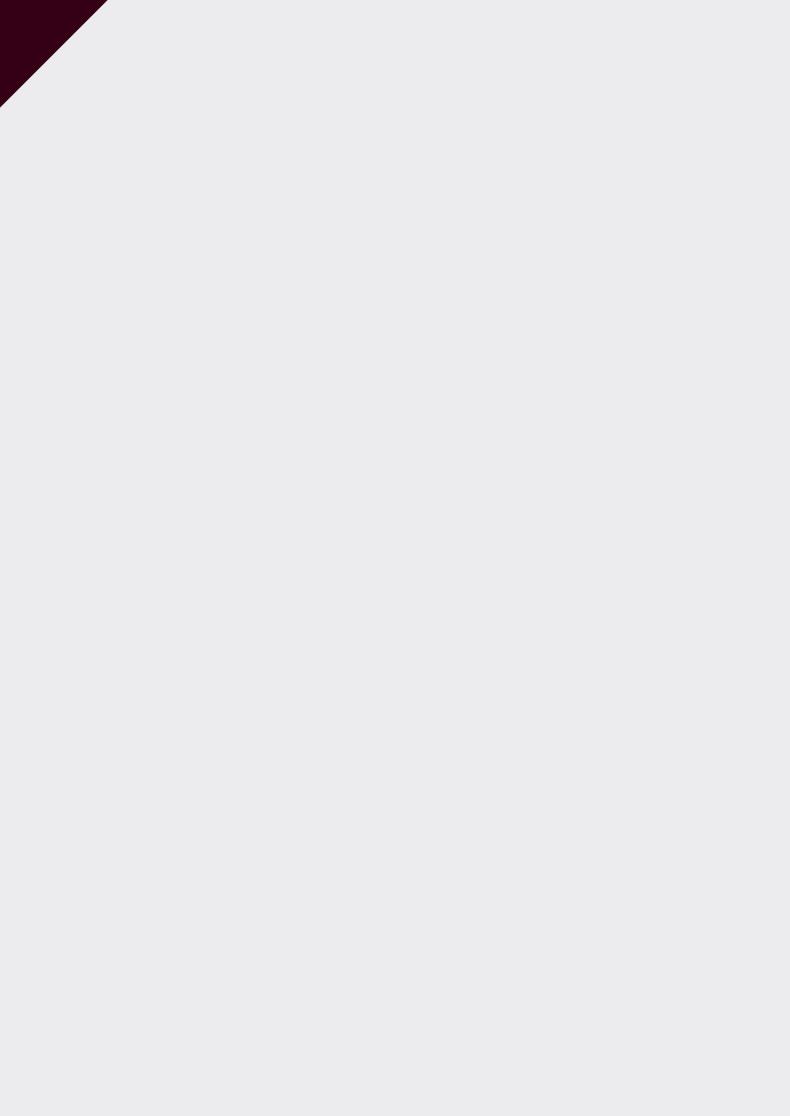
<b>1.</b> of	<b>4.</b> out
<b>2.</b> up	<b>5.</b> over
<b>3.</b> with	<b>6.</b> with

#### C.

- **1.** The police officer ordered the driver to get out of his car.
- 2. Jake agreed to help his sister with her CV.
- **3.** Catrina permitted us to take a ten-minute break to get some coffee.
- **4.** Mike reminded me to update my CV before sending it.
- **5.** Hilary demanded to talk to someone in charge.
- **6.** Annabel threatened to make all the employees work overtime if the project wasn't finished that day.
- **7.** Mr Powell wanted to know how long I had worked at the previous company.
- **8.** Elizabeth wondered if/whether she would get a bonus for all her hard work that year.

## 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.



# **10** Grammar Production Task

Work in groups of three to play a grammar game. Read the instructions carefully before beginning the game.

- **1.** First, write the words yellow, red, blue and green on four separate slips of paper.
- **2.** Shuffle the slips of paper and put them face down on the desk.
- **3.** Choose a small item (piece), such as a paper clip or rubber, to mark your progress in the game.
- 4. Put your piece on START.
- **5.** Take it in turns to pick a slip of paper and move your piece forward to the nearest circle of the corresponding colour.
- ead the instructions carefully before

  6. Do the task described on it and return the slip of paper to the pile, making sure to shuffle the slips of paper.
- 7. If there is a ladder attached to the circle, you must climb to the top and if there is a slide, you must go to the bottom.
- **8.** When you land on slides or ladders, you must complete both tasks.
- **9.** The first person to make it to the finish and complete the task wins.



Find the odd one out and make a sentence with it: buy, charge, cost, rent.



Make two sentences using the verb think. One in the Present Simple and one in the Present Progressive.





Why is he frightened?



Skydiving

(become) more and more popular these days.



How does he feel and why?



Complete: Tune in next week when Dr Jones

(learn) more about her past.



Make a sentence using 'taste' in the Present Progressive.



Hey, look! Here

(come) the parade.



Correct the mistake:

I don't like vanilla

ice cream. I'm

preferring chocolate

ice cream.



Describe the picture in the previous circle.



Why is she crying?



Complete the sentence: he / not / believe / doctor



Correct the mistake:
We visit Florida with some friends next month.



Complete: Today I

(meet) my grandfather for lunch.



Write the sentence in the previous circle as a question.



What is he doing? What does he do?



Why is he furious?



Make a question to get this response: I usually get up early and go to the gym.



Complete:
The bus for Perugia

(leave) at 6a.m. on Saturday.



FI FILLIAN BUILDING

# **C** Pair Work

Work in pairs to do the activity below. Read the instructions carefully before beginning. You can use some of the words in the box to help you.

- 1. The cultural iceberg diagram below depicts aspects of culture that can be clearly seen (SURFACE CULTURE) and aspects of culture that are not clearly noticeable (DEEP CULTURE).
- **2.** First, observe the examples of surface culture and deep culture provided in the diagram and say why they feature in the specific category.
- **3.** Next, discuss the aspects of culture listed in the box to decide which category they belong in. Keep in mind that some can feature in both categories.
- 4. Mark the aspects with an S for SURFACE CULTURE or D for DEEP CULTURE in the gaps.
- **5.** Then, find examples of the different aspects from Qatari culture.
- **6.** Report back to the class.

# flags artistic traditions SURFACE CULTURE family dynamics eye contact Concepts of beauty

# **1b** Group Work

Work in groups to do the activity below. Read the instructions carefully before beginning. You can use some of the words and expressions in the boxes to help you.

- **1.** Imagine that your group is going to take part in the celebrations for Qatar National Day at the Katara Cultural Village.
- **2.** First, talk together to decide what aspect of Qatari culture you want to showcase at your stand saying why you consider this aspect important.
- **3.** Next, decide what specific products you will offer/exhibit in order to best represent the aspect you have chosen.
- **4.** Then, select a representative to present your ideas to the class.

# **Expressing Opinion**

I believe/think that...

Well, in my opinion...

Personally (speaking), I think that...

From my point of view...

I agree / don't agree with you on that.

You have a point there.

That's true.

I couldn't agree more.

I see your point but...

That's exactly what I was thinking.

So, we're settled then.

**Useful Vocabulary** 

cuisine

traditional/local delicacies

handicrafts

regional products/produce traditional dress/fashion shipbuilding / dhow making

embroidery / weaving

pearl diving

gypsum carving

traditional architecture

jewellery / goldsmithing

falconry

horsemanship

stall/stand

display

# **ASPECTS OF CULTURE**

- religion
- values
- history
- lifestyle
- language
- cuisine
- dress
- holidays
- concepts of friendship
- gestures / body language

dress modestly, thobe, abaya, shayla calligraphy, architecture, poetry pearl diving, dhows, sea-faring traditional delicacies, musical instruments, folk dances
Arabic/Islamic/Bedouin culture falconry, horsemanship

- There are no right or wrong answers but you must make sure to justify your answer.
- Remember this is not a monologue and all members of the group must be given an equal opportunity to speak.
- You should listen to the opinions expressed by the other members of your group and respond by either agreeing or disagreeing.
- Focus on the prompts and keep the task in mind.
- Remember that you must complete all parts of the task.



# **20** Grammar Production Task

Work in pairs to do the activity below. Read the instructions and example carefully before beginning.

- 1. First, write the twelve time expressions on separate slips of paper of the same colour and size.
- 2. Shuffle the slips of paper and put them face down on the desk.
- **3.** Take it in turns to pick a slip of paper and construct a sentence using the time expression on it and the Present Perfect Simple or the Present Perfect Progressive.
- **4.** Return the slip of paper to the pile and ask your partner a question related to what you have just said using the same tense.
- 5. Your partner must then answer the question in full and pick a slip of paper so that the process can continue.
- **6.** The process continues until your teacher ends the activity.
  - this is the first/second time
  - for nearly (number of days/ weeks/months/years)
  - never
  - all (morning/day/week/month)
  - ever
  - for a while

- since (age)
- · before
- already
- all my life
- yet
- since (day/month/year)

# **Example:**

- **A:** This is the first time I have ever played this game. Have you ever played this game before?
- **B:** No, I've never played this game before. (picks a slip of paper) I haven't travelled abroad for nearly three years. Have you ever travelled abroad?
- **A:** Yes, I have travelled abroad before. I travelled to France two years ago. (picks a slip of paper) I have been playing basketball since 2005. Have you ever played basketball?
- **B:** Yes, I have. I have been playing basketball for more than three years.



# 3b Group Work

Champions of Charity will be presenting an award to one of three candidates for their social contribution. As a member of the committee tasked with selecting the winner of the Champion of Charity Award, you must use the information on your fact file to present one of the three finalists, describe his/her accomplishments and explain why he or she should be chosen. After each of you has presented the candidate that features on your fact file, you must work together to decide who should receive the award. Back up your decision with at least two arguments.

# Dr. Abdul Rahman Al-Sumait Kuwait (1947-2013)

- started helping those less fortunate in high school
- studied medicine in Iraq, The United Kingdom and Canada
- lived in Africa for 29 years, dedicated to fighting poverty
- in 1981 at age 34, founded Africa Muslims Agency (renamed Direct Aid in 1999) with donations from ordinary people
- chairman of Africa Muslims Agency, 1981-2008, and founder of numerous other charities
- to date sponsored 12,700 and 79,700; established 4 universities; built 304 schools, 5,708 mosques in 40 African countries, 320 dispensaries and 3 hospitals
- more than 7,500 people work directly for the charity



# Sittliffit Littliff 2 Wor effect

# **2a** Group Work

Work in groups. Look at the memory-boosting techniques below. First discuss how effective each of these techniques is. Then decide which two you consider to be most helpful. You can use some of the words and expressions in the box.

# visualisation



**B**actrian

**D**romedary

### highlighting key words

Mnemonic devices are techniques a person can use to help them improve their ability to remember something. In other words, it's a memory technique to help your brain better encode and recall important information.

mnemonic device technique (in)effective (im)practical useful waste of time revision mind mapping visualise pace

# creating visuals



# teaching the information to someone



# reading out loud while pacing



### acronyms & acrostics



Naughty Elephants Spray Water

The main advantage of ... is that... What I usually do is...

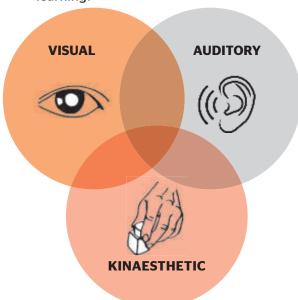
Something that always works for me is... I find that... is ... because...

I can't see how... would be useful...

# 2b Group Work

Work in groups to do the tasks that follow.

**1.** Look at the diagram. What do you think is meant by visual, auditory and kinaesthetic learning?



2. Now look at the different activities in the box below. Discuss which activities would be most effective for which types of learner? Note that some activities involve a combination of learning styles.

attending lectures
memorising rhymes
watching videos
playing sports
creating diagrams/graphs
playing interactive
video games

conducting experiments
taking notes
drawing mind maps
making models
going on field trips
reading texts

- **3.** Talk together about which learning style or combination of learning styles you consider most effective for you.
- **4.** Are there any other ways of learning you can think of that are not represented in the diagram? Provide examples and justifications for your ideas.

# **30** Group Work

Champions of Charity will be presenting an award to one of three candidates for their social contribution. As a member of the committee tasked with selecting the winner of the Champion of Charity Award, you must use the information on your fact file to present one of the three finalists, describe his/her accomplishments and explain why he or she should be chosen. After each of you has presented the candidate that features on your fact file, you must work together to decide who should receive the award. Back up your decision with at least two arguments.

# Mohammed Razaque United Kingdom

- director of Muslim Global Relief since it was founded in 2000 [we do not know at what age]
- started as a community project in the UK and spread to countries in Africa, Asia and the Middle East
- charity collects donations starting from as little as 1 GBP
- · aims to relieve sickness and poverty in areas where conflict exists or where natural disasters have hit
- aid provided with dignity regardless of race, gender, beliefs
- focus is on clean water, sanitation and education, 'one village at a time'
- received the British Muslim Award for Charity of the Year in 2018

# 3b Grammar Production Task

Work in pairs. First, complete the story below using the correct form of the verbs in brackets. Then come up with an appropriate ending to the story. Use the questions in the box to help you. On Sunday morning Fahad woke up feeling rested and refreshed. Outside, the sun 1 \_\_\_ and the birds **2** \_\_\_\_\_ (sing). He **3** \_\_\_\_\_ (go) to bed earlier than usual the night before as he 4 \_\_\_\_\_ (take part) in a beach clean-up and wanted to be there on time. The beach they were going to clean was one his parents often 5 \_\_\_\_\_\_ (take) him to when he **6** \_\_\_\_\_\_ (be) young, so he **7** \_\_\_\_\_ (look) forward to seeing it again. The newspaper announcement said that the clean-up would start at 12 p.m., but Fahad decided to go early. It 8 \_\_\_\_\_ (rain) non-stop for over a week, but it was a bright and clear day today and he 9 \_\_\_\_\_ (want) to make the most of it. Ever since he was a child, he 10 \_\_\_\_\_ (enjoy) being outdoors, but since he 11 \_\_\_\_\_ (start) working as a freelancer, it 12 \_\_\_\_ (get) more and more difficult for him to find time to do the things he enjoyed. He got into his car, 13 \_\_\_\_\_ (fasten) his seatbelt and 14 \_\_\_\_ (drive) to the beach. He **15** \_\_\_\_\_\_ (just /park) his car when he **16** \_\_\_\_\_ (notice) dark clouds gathering in the sky. 'If it starts raining now, it will spoil everything,' he thought irritably. As he 17 (get out) of his car, he heard a distant rumble of thunder. 'That is not a good sign,' he mumbled to himself. He **18** (put) on his raincoat and **19** (look) around. To his great surprise, the beach was perfectly clean. He **20** \_\_\_\_\_ (never/see) it so clean before in his life. There was not even a sweet wrapper in sight. 'Oh well, I suppose there's no point in sticking around,' he thought. \_\_\_\_\_ (just/get into) his car when, all of a sudden, there 22 \_\_\_\_ activity. Three minibuses arrived and a busload of people holding equipment, such as cameras and microphones, got out. Fahad 23 \_\_\_\_\_ (watch) in amazement as they went about their business. It was clear that they **24** (broadcast) live. No sooner had they started than their work was done. In a flash, they 25 \_\_\_\_\_ (pack) their equipment and 26 \_\_\_\_\_ (leave). Fahad looked around in disbelief. He couldn't believe his eyes. Just then, the first drops of rain fell, and within minutes it (rain) heavily.

- What happened next in the story?How did he feel?
- Why could Fahad not believe his eyes? What did he decide to do?
- What had happened?

- What happened as a result of his actions?

# Hilling the state of the state

# **5b** Group Work

# Student C

- studying for a degree in Journalism
- can only work weekends
- doesn't work well with other people
- · poor organisational skills
- excellent computer skills
- spent one summer working for a local paper
- · easily stressed by deadlines

# Student D

- studying for a Master's degree in English
- · excellent computer skills
- speaks English, Spanish and Japanese
- has trouble meeting deadlines
- runs a club to help other students with their essays
- good people skills
- only available to work one day a week
- no previous work experience



# 40 Grammar Production Task

Work in groups of three to do the activity that follows. Read the instructions carefully before beginning.

- **1.** First, write the fourteen prompts in the box below on separate slips of paper of the same colour and size.
- 2. Shuffle the slips of paper and put them face down on the desk.
- **3.** Take it in turns to pick a slip of paper, read the prompt, and create a sentence using a future form.
- **4**. Once you have created your sentence, put that slip of paper aside.
- **5.** The symbols in brackets that appear after the prompts indicate the kinds of sentences you can create.
  - an exclamation mark (!) = a positive sentence
  - a minus sign (-) = a negative sentence
  - a question mark (?) = a question.
- **6.** If more than one symbol appears, you can choose what kind of sentence to create.
- **7.** Try to vary your response.
- 8. Continue until all the slips of paper have been used.
- a spontaneous decision (!/-)
- a prediction about the future using perhaps (!/-)
- a promise (!/-)
- a request (?)
- an offer (!)
- a warning (!/-)
- a threat (!/-)
- a future plan using be going to (!/-/?)
- a prediction based on evidence using be going to (!/-/?)
- a future action related to a programme/timetable (!/-/?)
- a planned personal arrangement (!/-/?)
- an action that will be in progress at a specific time in the future (!/-/?)
- an action that will be completed before another action in the future using by the time (!/-/?)
- an action showing the duration of an action up to a certain point of time in the future (!/-/?)

# Example

- **A:** [a spontaneous decision (!/-)] I will call my grandmother after school.
- **B:** [a warning (!/-)] Careful, the pot is hot, you will burn yourself.
- **C:** [an action that will be completed before another action in the future using by the time (!/-/?] Will your mum have prepared lunch by the time you get home?
- **A:** [a prediction based on evidence using *be going to* (!/-/?)] I haven't studied for this test, so I'm not going to do very well.



# **4b** Pair Work

- A. O Discuss in pairs.
- What do you enjoy doing when you go on holiday?
- How do you usually get to your holiday destination?
- B. D Look at the photographs and answer the questions below. You can use some of the words and phrases in the box.

**Student A:** The two photographs show different types of holidays. Compare the photographs and say what people find appealing about these types of holidays.

What do people find appealing about these types of holidays?





Student B: Answer the following question. Which holiday would you prefer to go on? Why?

all-inclusive popular getaway tranquil sea breeze white-water rafting adrenaline-filled challenging

One of the most appealing aspects of...

People find... particularly appealing.

The holiday type / means of transport in picture 1 offers a combination of...

Holidaymakers who enjoy... will be attracted to ... One of the most important advantages/ disadvantages of travelling by... is...

On the other hand,...

Travelling by... is considered one of the... ways to

When I go on holiday, I enjoy... so I would definitely choose...

I think... is the best choice when...

**C.** Discuss in pairs.

- Imagine that you could go on a two-week holiday anywhere in the world. Where would you go and how would you get there?
- If you were planning a holiday and had to choose between a place you had never been to before and somewhere you have been to many times before and know you enjoy, which would you choose and why?

**Student B:** The two photographs show different means of transport. Compare the photographs and say what the advantages and disadvantages of each means of transport are. What are the advantages and disadvantages of each means of transport?





Student A: Answer the following question. Which means of transport do you prefer when you go on holiday? Why?

(in)convenient short/long distances delays fare petrol stopover safe/dangerous travel sickness a sense of direction admire the scenery

# **Example**

**Student A:** The first picture shows holidaying in a resort where you can... and the second picture shows a holiday that involves extreme sports, such as... I think these two types of holidays are appealing for different reasons. For example, relaxing at a hotel...

Student B: The pictures show travelling by plane and by car. Taking a flight to get to your destination means that you... On the other hand, it can be difficult to... When you drive somewhere, it's easier to... But of course there are disadvantages as well.



# 3b Group Work

# Student C

Champions of Charity will be presenting an award to one of three candidates for their social contribution. As a member of the committee tasked with selecting the winner of the Champion of Charity Award, you must use the information on your fact file to present one of the three finalists, describe his/her accomplishments and explain why he or she should be chosen. After each of you has presented the candidate that features on your fact file, you must work together to decide who should receive the award. Back up your decision with at least two arguments.

# Ryan Hreljac Ottawa, Canada

- started raising money at age 6 to build a well for fresh water in a Ugandan village
- founded Ryan's Well in 2001 at age 10
- Ryan's Well builds wells providing safe water to prevent disease
- at present foundation funds more than 1000 water and sanitation projects in 16 countries
- in 20 years, nearly 900,000 people have benefitted in Africa, Central America and Asia
- graduated in International Development Studies
- remains in charge of foundation



# **5b** Grammar Production Task

Work in pairs. Read the instructions carefully before beginning.

- 1. Student A, read through sentences 1-8. Student B, read through sentences 9-15.
- **2.** Work individually to change the sentences into Reported Speech using some of the introductory verbs in the box. Some verbs may be used more than once, and some sentences may have more than one correct answer.
- **3.** Now work in pairs to tell the story.

agree allow announce apologise ask complain encourage inform invite promise remind say suggest want to know warn wonder

- **1.** 'Would you please attend an important meeting in my office with the other company managers?' Mr Matthews, my boss, asked a few months ago.
- 2. 'Today the company has won a very big project,' he said.
- 3. 'When does it have to be finished?' asked John.
- **4.** 'It must be done by the end of this month,' he said.
- 5. 'Are we going to have to do extra work?' asked Eric.
- **6.** 'Yes, you'll have to do extra work,' said Mr Matthews.
- 7. 'But we already have a lot of work to do,' said Tom.
- **8.** 'I'm sorry about the extra work, but I will give you a bonus,' he said.
- **9.** 'Why don't we divide the project into smaller parts with each of the managers responsible for one?' said Harry.

- 10. 'That's a good idea,' Mr Matthews said.
- **11.** 'We need to be team players and organise our time well,' said Harry.
- **12.** 'How many people will be helping us?' asked Ellen.
- 13. 'You can choose whichever people you need,' said Mr Matthews, 'and don't forget to come to me with any problems you have.'
- **14.** 'What will happen if we don't finish on time?' asked John.
- **15.** 'Don't even think about not finishing on time because it is a very important government project!' said Mr Matthews.

# **5b** Group Work

**A**. Look at the job advert posted on the Aviemore College student employment board. What are the requirements for the job? What other skills do you think a good candidate would need?

# **Intern position**

Are you a budding journalist with good computer skills and a passion for writing? *Aviemore Life* is looking for a student intern to help with the daily running of the paper. Tasks will include writing articles for the paper, helping keep the website up to date, replying to comments on our forums, and supporting our journalists in the field. If this sounds like the job for you, contact the student employment office for more information.

**B.** Work in groups of four. Within each group, two students (Students A and B) are interviewers and two (Students C and D) are interviewees.

# Students A and B

Look at the job advert above and underline the skills/qualities that it mentions are needed. Then use these to form appropriate questions that you would ask candidates applying for this position. Interview each of the candidates, Students C and D, and take notes on their answers. Then discuss between yourselves and decide which candidate would be more suitable for the job. Explain why you made your choice.

# Students C and D

Turn to page 86 and read through the information for your character. Take a few minutes to think about how you should present yourself to the interviewers, and make notes if you like. Then answer the questions asked by Students A and B.

# Example

**A:** So, do you have any experience with writing articles?

C: ...

**B:** And how are your computer skills?

# Module 1 ) Present Simple

I work He sleeps Do you work? Does she sleep? They don't work It doesn't sleep

# GRANIAL REFERENCE The **Present Simple** is used:

- to describe permanent situations. Maria lives in Bristol with her sister.
- to describe repeated/habitual actions. He eats fruit for breakfast every morning.
- to talk about general truths. The earth rotates around the sun.
- to talk about future actions related to official programmes and timetables. John's train leaves tomorrow at 6p.m.
- to refer to the plot of a book, film, etc. Oliver Twist goes to the workhouse at the age of nine.
- in sport commentaries. Taylor shoots and he scores!
- in exclamatory sentences with: Off ... / Here ... / There ... / etc. Oh, no! There goes my train.

# **TIME EXPRESSIONS**

always, often, usually, never, etc. every day / week, etc. in the morning / spring, etc. at the weekend

once / twice / three times, etc. a week / day, etc. on Mondays / Monday morning, etc.

# ) Present Progressive

I'm working He's sleeping Are you working? Is she sleeping? They aren't working It isn't sleeping

# The **Present Progressive** is used:

- to describe actions happening now. Rebecca is washing the dishes right now.
- to describe temporary situations. I'm taking an intensive Spanish course this month.
- to talk about annoying actions which happen repeatedly (with the adverbs of frequency always, constantly, continually).

You're always interrupting me!

- to describe situations which are changing or developing around the present time. Air pollution is increasing in our city.
- to talk about future arrangements. I'm meeting my brother for lunch tomorrow.

# **TIME EXPRESSIONS**

now, at present, at the moment, today, these days this week / year, etc. next week / year, etc. tonight, tomorrow, etc.

# Stative verbs

The following verbs are not normally used in progressive tenses:

- Verbs of the senses: see, feel, hear, smell, taste, etc.
- Verbs of emotions and preferences: like, love, hate, dislike, want, need, prefer, mind, admire, wish, fear, etc.
- Verbs of perception, belief, knowledge and opinion: know, agree, find, think (= believe), believe, understand, remember, forget, hope, mean, imagine, appear, seem, notice, etc.
- Verbs of ownership: have (= possess), own, belong, possess, etc.
- Other verbs which describe permanent states: be, cost, exist, weigh, consist, etc.

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.
- see (= meet, visit) I'm seeing Marion later today.
- have (= drink, eat, taste) Glenn is having lunch at the café at the moment.
- taste (= try food) She's just tasting the food to make sure it's not too spicy.
- feel (= touch) John is feeling the packet to find out what's inside.

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.

# **Articles**

The indefinite article a/an is used before singular countable nouns.

a/an is used:

- · before nouns when we refer to them in their general sense.
- A pilot flies planes.
- when we mention something for the first time. I got a letter yesterday.
- when talking about someone's job. My wife is a shop assistant.

**The definite article** *the* is used before countable and uncountable nouns.

the is used:

- before something specific or already mentioned. I have to go to the dentist. I bought two T-shirts and a dress. The dress is white.
- for things that are unique.

The sun heats the earth.

· for things that are defined. The house which is next to ours is 300 years old.

- with the superlative of adjectives/adverbs. Joan is the best dancer of all.
- before names of seas, oceans, rivers, deserts, groups of islands, mountain ranges.

  the Black Sea, the Indian Ocean, the Thames, the Kalahari Desert, the Azores, the Alps
- before countries with political titles in their names and countries in the plural.

the Czech Republic, the USA, the Netherlands

• before nationalities when we refer to the whole nation.

The Chinese invented paper thousands of years ago.

 before people's surnames when we refer to the whole family.

The Simpsons came to see us last night.

- with buildings: hotels, restaurants, theatres, cinemas, museums, institutions.
   the Hilton, the Pasta House, the National Theatre, the Odeon Cinema, the British Museum, the British Council
- with **newspapers**, **services** and **organisations**. *the Guardian, the police, the United Nations*
- with adjectives referring to classes of people. the old, the blind, the poor
- before musical instruments.
   My son plays the drums.

### the is not used:

- before countable and uncountable nouns which refer to something general or not mentioned before. He loves chocolate.
- Whales are mammals.
- before names of people, streets, cities, countries, continents, islands and mountains.
   Maggie Smith, Oxford Street, Rome, Italy, Europe, Corsica, Mount Everest
- before the days of the week and months.
   on Monday, in June
- before names of squares, parks and lakes.
   Trafalgar Square, Central Park, Lake Winnipeg
- before the names of magazines, sports, games, colours, school subjects and languages (when they are not followed by the word language).
   Newsweek, tennis, bingo, white, maths, Spanish
- with meals (breakfast, lunch, dinner).
   What did you have for breakfast?
   But: When we talk about a specific meal, we use the:
   I didn't enjoy the dinner on the plane.
- before the words bed, court, home, hospital, prison, school, university, work when they are used for the purpose for which they exist.
   Thomas went to university to study engineering.

   But: Peter went to the university to visit his professor.
- before names of **airlines** or **companies**. *Air France, BMW*

# Module 2

# Present Perfect Simple

I have written He has run
Have I written? Has he run?
They haven't written It hasn't run

# The **Present Perfect Simple** is used:

- to talk about an action which happened in the past, but the exact time is not mentioned.
   I've already sent the email.
- to talk about a state which started in the past and continues up to the present.
   Barry has had his bicycle since June.
- to talk about an action that happened in the past and finished, but the results are obvious in the present. 
  I've just mopped the floor. (it's still wet)

  Mum has hung the clothes on the line.
- for recently completed actions.
   We have just ordered our meal.
- with adjectives in the superlative form and expressions like the only/first/second... etc.
   It's the first time I've played rugby.

# **TIME EXPRESSIONS**

just, yet, already, ever, never, before, always, how long, for, since, recently, lately, once, twice, so far, etc.

For a list of irregular verbs go to page 98.

 We use the **Past Simple** for actions that were completed in the past and the exact time is mentioned.

**Present Perfect Simple:** I have tasted Russian food

**Past Simple:** I tasted Russian food two days ago.

 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 had this mobile phone for six years.

since + a point in time

I've had this mobile phone since 2015.

Present Perfect Simple + since + Past Simple Robert has broken two mobile phones since last week.

have been to = have visited and come back
 have gone to = have not returned yet
 I've been to the greengrocer's twice this week.
 Mandy isn't here; she's gone to the greengrocer's.

# ) Present Perfect Progressive

I have been working
He has been sleeping
Have you been working?
Has she been sleeping?
They haven't been working
It hasn't been sleeping

# The **Present Perfect Progressive** is used:

 to emphasise the duration of a state or action which started in the past and continues up to the present.

I've been learning English for 6 years.

- to talk about an action which happened over a period of time in the past and may have finished, but the results are obvious in the present.

  We've been walking around all day. That's why we're so tired.
- to show annoyance resulting from a recent action.
   Who has been wearing my jacket?

# **TIME EXPRESSIONS**

for, since, how long, all day/week, etc.

 We use the Present Perfect Simple to emphasise the result of an action. We use the Present Perfect Progressive to emphasise the duration of an action.

I've called him three times this morning. I've been calling him since 9 o'clock.

# ) Comparisons

# The comparative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in -y is formed by adding -er. (Adjectives ending in -y change to -i, while those ending in -e take only -r.) short-shorter, clever-cleverer heavy-heavier, nice-nicer
- of most adjectives and adverbs with two or more syllables is formed with more.
   expensive - more expensive quickly - more quickly
- of adjectives and adverbs is followed by than when we compare two people, animals, things, ideas or situations.

James is smarter than Peter. Working on your own can sometimes be easier than working with others.

# The superlative form

 of one-syllable adjectives and adverbs and of two-syllable adjectives ending in -y is formed by adding -est. (Adjectives ending in -y change to -i, while those ending in -e take only -st.)
 short-shortest clever-cleverest

heavy-heaviest nice-nicest

•of most adjectives and adverbs with two or more syllables is formed with *most*.

expensive - most expensive loudly - most loudly

of adjectives and adverbs is used with the... (of/in) when we compare one person, animal, thing, idea or situation with several of the same kind.
 That's the most beautiful dress I've ever seen.
 Sandra is the smartest girl in her class.

Irregular forms			
Positive Form	Comparative form	Superlative form	
good/well	better	best	
bad/badly	worse	worst	
much/many	more	most	
little	less	least	
far	farther/further	farthest/furthest	

 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

 Comparatives can be graded by using the words far, much, rather, a lot, a little, a bit, slightly, even.

I found this lecture far more interesting than the one we attended last month.

This shirt is much nicer than the one I bought.

# ) Other forms of comparison

- as + adjective/adverb + as (to show similarity)

  He's as smart as his brother.
- not so/as + adjective/adverb + as (to show difference)

This laptop isn't so/as expensive as we thought.

- less + adjective/adverb + than (to show inferiority or indicate a smaller quantity or degree)

  The package tour to Italy is less expensive than the one to France.
- the least + adjective/adverb + of/in (to show inferiority or indicate the smallest quantity or degree)

Of all the candidates we interviewed today, I think he is the least suitable for the job.  the + comparative, the + comparative (to describe two actions or situations, one of which comes as a result of the other)

The faster you walk, the earlier you'll get there.

 comparative + and + comparative (to indicate continual change)

The situation seems to be getting worse and worse by the day.

# Other forms of comparison

Dorothy is **the elder of the two** sisters.

Kevin's car is exactly **the same as** mine.

The food at the restaurant was good; not **like** the last time we ate there.

Lucy studies **twice as hard as** her friends.

Valerie found the course **less demanding than** 

the previous one she had done.

That was one of **the least** humorous jokes I've ever heard.

# Module 3

# ) Past Simple

I worked He slept
Did you work? Did she sleep?
They didn't work It didn't sleep

# The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).
- We went to the Natural History Museum yesterday.
- to describe completed actions that happened one after the other in the past.
- Dad got up early, made coffee and then he left for work.
- to describe past habits or repeated actions in the past (often used with adverbs of frequency).
   When my sister and I were younger, we often borrowed each other's clothes.
- to describe permanent situations in the past.
   We lived in a house with a big garden when we were young.
- to describe an action in the past that interrupted a 'longer' action in progress.

I was doing my homework when the lights went out.

# **TIME EXPRESSIONS**

ago, yesterday, in 1998, last week/month/night, etc.

For a list of irregular verbs go to page 98.

# ) Past Progressive

I was working He was sleeping
Were you working? Was she sleeping?
They weren't working It wasn't sleeping

# The **Past Progressive** is used:

- to describe an action in progress at a certain time in the past.
  - 'What were you doing at eight o'clock yesterday evening?'
- 'I was having dinner with my family.'
- to describe actions that were happening at the same time in the past (usually with while or as).

  While Mark was making pizza, Steve was watching TV.
- to set the scene in a story.
- There were a lot of children at the park. Some were playing football, others were riding their bikes and a few were talking on their mobile phones.
- to describe temporary past states or actions.
   My brother was working in a restaurant in those days.
- to describe repetitive or annoying actions (with the adverbs of frequency always, continually, etc.)
   My cousins were always fighting when they were young.
- to describe an action in progress in the past that was interrupted by another action.
   While Philip was swimming in the pool, he heard someone call his name.

# ) Past Simple - Past ProgressiveTime Clauses (when, while, as, as soon as)

 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/When Dad was washing the car, it started to rain.* 

He was reading a book when the doorbell rang.

We commonly use **as soon as** with the **Past Simple**.

As soon as the kids got their presents, they opened them.

# ) used to + base form

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.
   My grandfather used to be very good at tennis when he was young.
- to describe past habits.
   My brother used to ride his bike to school, but now he takes the bus.
- to describe repeated actions in the past.
   I used to go jogging every morning, but I don't any more.

# indiana in the state of the sta

# ) would + base form

I would work	He would sleep
Would you work?	Would she sleep?
They wouldn't work	It wouldn't sleep

# would + base form is used:

- to describe past habits. Our parents would often take us to the zoo when we were younger.
- to describe typical behaviour in the past. Every evening, my brother would return from football practice, take a shower and make a sandwich to eat.

# ) Past Perfect Simple

I had worked	He had slept
Had you worked?	Had she slept?
They hadn't worked	It hadn't slept

# The **Past Perfect Simple** is used:

- to describe an action which was completed before a specific point of time in the past.
  - The kids had fallen asleep by ten o'clock last night.
- to describe an action that was completed before another action in the past. The second action is in the Past Simple.

The match had already started when I turned on the TV.

# **TIME EXPRESSIONS**

already, ever, never, just, when, by the time, after, by, before, etc.

For a list of irregular verbs go to page 98.

# ) Past Perfect Progressive

I had been working	He had been sleeping
Had you been working?	Had she been sleeping?
They hadn't been working	It hadn't been sleeping

# The **Past Perfect Progressive** is used:

- to emphasise the duration of an action that took place before another action in the past. She had been working in that company for five years when she decided to quit.
- to refer to an action whose duration caused visible results at a later point of time in the past. Dad was exhausted because he had been working in the garden all day.

# **TIME EXPRESSIONS**

already, by the time, for, since, after, before, when, how long, etc.

# ) Would - Was/Were going to

• would + base form is used when referring to the past for things that we expected to happen at a later time.

We knew Sophia would win the competition.

 was/were going to + base form is used to talk about actions somebody intended to do in the past (but probably didn't).

Jane was going to go on a trip at the weekend, but she got ill.

# Module 4

# Future will

l'Il cook	He'll run
Will you cook?	Will he run?
They won't cook	It won't run

### The **Future** will is used:

• to make predictions about the future, usually with perhaps or after the verbs believe, think, hope, expect, be sure, etc.

He'll probably send you the document later this afternoon.

- to talk about spontaneous decisions. We've run out of bread. I'll go and buy some.
- · for promises. I'll help you with your project, don't worry!
- for offers and requests. I'll cook dinner tonight. Will you help me hang the washing on the line?
- for threats and warnings. I won't extend your deadline ever again!

# ) Future be going to

I'm going to wash	He's going to write
Are you going to wash?	Is she going to write?
They aren't going to wash	It isn't going to write

# The Future be going to is used:

- · to talk about future plans. My sister is going to study Mechanical Engineering.
- to make predictions based on evidence. Look out! You're going to step in the puddle.

# **TIME EXPRESSIONS**

tomorrow, tonight this month/year/week/Tuesday, etc. next month/year/week/Tuesday, etc. in an hour/year, etc. soon

- We use the **Present Simple** for future actions related to official programmes and timetables. *The train leaves at eight.*
- We use the **Present Progressive** for planned future actions related to personal arrangements.

I'm visiting my grandparents this weekend.

 We use the expression be (just) about to + base form for actions that will happen very soon.

The bus is about to depart. Wave goodbye!

# ) Future Progressive

I'll be studying	He'll be eating
Will you be studying?	Will she be eating?
They won't be studying	It won't be eating

### The Future Progressive is used:

• to talk about actions that will be in progress at a specific time in the future.

At 10 o'clock tomorrow, she'll be speaking at a conference.

# ) Future Perfect Simple

I'll have studied	He'll have eaten
Will you have studied?	Will she have eaten?
They won't have studied	It won't have eaten

# The Future Perfect Simple is used:

 to talk about actions that will be completed before a specific time or another action in the future. The action which follows the first one is in the **Present** Simple.

He'll have finished his presentation by the time you arrive.

# **TIME EXPRESSIONS**

by + a point in time, by the time, by then, before, etc.

# ) Future Perfect Progressive

I'll have been studying He'll have been eating

Will you have been studying? Will she have been eating?

They won't have been studying It won't have been eating

# The Future Perfect Progressive is used:

 to show the duration of an action up to a certain point of time in the future. The action may continue further.

By midnight, I will have been studying for ten hours.

# ) Time Clauses

**Time clauses** are introduced with **as soon as**, **when**, **after**, **before**, **until**, **as** and **while**. We never use future forms in time clauses.

As soon as I get my results, I will call you.

# Conditional Sentences Types Zero and 1 Zero Conditional

if-clause	Main clause	
If/When + Present Simple	Present Simple	

The **Zero Conditional** is used to talk about general truths.

If/When water reaches 100°C, it boils.

# **Conditional Sentences Type 1**

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

if-clause	Main clause
If + Present Simple	• Future <i>will</i>
	Modal Verbs (can, may, might, must, should) + base form
	Imperative

If I see Mark, I will give him your number.

If you want to borrow my book, you must promise to give it back to me on Friday.

If you go to the greengrocer's, buy me some apples.

# **Expressions used in Conditionals**

 Unless can be used instead of if...not... in all conditional sentences.

Unless you make a reservation two weeks in advance, you won't be able to eat at that restaurant (=if you don't make a reservation).

 As long as / provided (that) / providing (that) / on condition (that) are used in sentences with the meaning only if.

You can borrow my laptop as long as you give it back by tomorrow (=only if you give it back by tomorrow).

 Suppose/Supposing is used in sentences with the meaning imagine that sth happens / in the event that sth happens.

Supposing you run out of money while on tour, what will you do (=imagine that you run out of money...)?

# Module 5

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say**, and the words of the speaker are put in quotation marks.

Irina said, 'Tina is at school.'

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement. *Irina said that Tina was at school.* 

We use say when there is no indirect object.
 'I can't find my wallet,' he said.

He said that he couldn't find his wallet.

We use tell when there is an indirect object.
 'I'll take a taxi, Tom,' she said.

She told Tom she would take a taxi.

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence. Also, the verb come changes to go.
   I need your new skateboard,' said lan. lan said that he needed my new skateboard.
- When a sentence changes from Direct to Reported Speech, tenses, modals and time expressions change as follows:

# **Present Simple** → Past Simple

Karen said, 'I want to run in the race.'
Karen said (that) she wanted to run in the race.

# **Present Progressive** → Past Progressive

Alan said, 'I'm washing the car.' Alan said he was washing the car.

# Past Simple → Past Perfect Simple

Lars said, 'I **gave** Mario his bag back.' Lars said he **had given** Mario his bag back.

# Present Perfect Simple → Past Perfect Simple

Tim said, 'I've been to Berlin.' Tim said he had been to Berlin.

# Present Perfect → Past Perfect Progressive Progressive

Andy said, 'I've been calling you all day.'

Andy said he had been calling me all day.

# will → would

Jassem said, 'I'll visit you on Saturday.' Jassem said he **would** visit me on Saturday.

# can → could

Mina said, 'I can fix the bike.'
Mina said she could fix the bike.

# Conditional → Conditional Sentences Type 1 Sentences Type 2

Diane said, 'If we **walk** faster, we'll get get there in time.' Diane said if they **walked** faster, they would get there in time.

# may —→ might

Paula said, 'I may have a fever.'
Paula said she might have a fever.

# must → had to

Jim said, 'You must practise every day.'
Jim said I had to practise every day.

# now —→ then

Ken said, 'It's not a good time to play games **now**.' Ken said it wasn't a good time to play games **then**.

# today, tonight → that day, that night

Tom said, 'We're staying home **today**.' Tom said they were staying home **that day**.

# yesterday → the previous day / the day before

Alex said, 'I started a new job **yesterday**.'
Alex said he had started a new job **the previous day**.

# this morning/year, etc. → that morning/year, etc.

Mark said, 'I haven't seen Ted since this morning.'
Mark said he hadn't seen Ted since that morning.

# here → there

Eric said, 'I put it **here**.' Eric said he had put it **there**.

# tomorrow —→ the next day / the following day

Sally said, 'I'm going to the bank **tomorrow**.' Sally said she was going to the bank **the following day**.

# ago → before/earlier

Fahad said, 'I paid the bill two days **ago**.'
Fahad said he had paid the bill two days **before/ earlier**.

last week/ —> the previous week/
month, etc. / the week/
month, etc. / the week/
month, etc. before

Dave said, 'I moved house **last week**.'

Dave said that he had moved house **the previous week**.

# next week / —> the following week/month, etc.

Gary said, 'Exams will begin **next week**.' Gary said exams would begin **the following week**.  These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.

'I enjoy swimming,' Simon said. Simon said (that) he enjoys swimming. 'I will go on holiday next month,' Eric says. Eric says he will go on holiday next month.

- The Past Perfect and the verbs could, might, should, would and used to do not change in Reported Speech.
- The Past Progressive doesn't usually change but, when it does, it changes to Past Perfect Progressive.
- Conditional Sentences Types 2 and 3 do not change in Reported Speech.
- We can report someone's words either a short time after they were said (up-to-date reporting) or a long time after (out-of-date reporting).

# **Up-to-date reporting**

Tenses either change or remain the same in reported speech.

Direct speech: He said, 'I saw Michael yesterday.' Reported speech: He said he saw Michael yesterday. / He said he had seen Michael the day before.

# **Out-of-date reporting**

The introductory verb is in the past simple and the tenses change.

Direct speech: He said, 'I saw Michael at the park.' Reported speech: He said he had seen Michael at the park.

# ) Special Introductory Verbs

There are a number of special introductory verbs used in Reported Speech.

- verb + full infinitive (agree, claim, demand, offer, promise, refuse, threaten, etc.)
   'I'll teach you how to drive,' said Patty.
   Patty offered to teach me how to drive.
- verb + object + full infinitive (advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc.)

'You should get more exercise, Ivana,' said Gregg. Gregg advised Ivana to get more exercise.

 verb + -ing form (accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)

'George cheated on the test,' said Cynthia. Cynthia accused George of cheating on the test.

 verb + that-clause (add, admit, agree, announce, claim, complain, exclaim, explain, inform sb, promise, suggest, etc.)

'The class trip has been postponed,' he said. He announced that the class trip had been postponed.

# Reported Speech (Questions)

- We usually introduce reported questions with the reporting verbs ask, wonder and the expression want to know.
- When we report questions, the word order is the same as in the affirmative form and there is no question mark.

'Why did you leave in the middle of the film?' he asked.

He asked me why I had left in the middle of the film.

 If the direct question begins with a question word, the reported question also begins with the same question word.

**When** are you coming back?' she asked. She asked me **when** I was coming back.

 If the direct question does not begin with a question word, the reported question begins with if or whether.

'Did you return the book to the library?' he asked. He asked me **if/whether** I had returned the book to the library.

 When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as in reported statements.

# Reported Speech (Commands and Requests)

- We commonly use tell, beg, command, advise, warn or order when we report commands and ask when we report requests.
- The Imperative changes to to + base form or not + to + base form.

'Pay attention everyone,' said Dan. → Dan told everyone to pay attention.

'Don't do that, please,' Laura said. → Laura asked me not to do that.

When the request is in question form, in Reported Speech it usually changes to *to + base form*.

'Will you help me open this box, please?' Kate asked me.

Kate asked me if/whether I would help her open that box.

Kate asked me to help her open that box.

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Partic
DC	was/were	been	lose	lost	lost
bear	bore	born(e)	make	made	made
beat	beat	beaten	mean	meant	meant
become	became	become	meet	met	met
begin	began	begun	mow	mowed	mown/mov
bite	bit	bitten	pay	paid	paid
bleed	bled	bled	put	put	put
blow	blew	blown	read	read	read
break	broke	broken	ride	rode	ridden
bring	brought	brought	ring	rang	rung
build	built	built	rise	rose	risen
burn	burnt/burned	burnt/burned	run	ran	run
burst	burst	burst	say	said	said
buy	bought	bought	see	saw	seen
catch	caught	caught	seek	sought	sought
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
cut	cut	cut	sew	sewed	sewn/sewe
deal	dealt	dealt	shake	shook	shaken
dig	dug	dug	shine	shone/shined	shone/shir
do	did	done	shoot	shot	shot
	drew				shown
draw		drawn	show	showed	
dream	dreamt/dreamed	dreamt/dreamed	shut	shut	shut
drink	drank	drunk	sing	sang	sung
drive	drove	driven	sink 	sank	sunk
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	sleep	slept	slept
feed	fed	fed	smell	smelt/smelled	smelt/sme
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	speed	sped	sped
find	found	found	spell	spelt/spelled	spelt/spell
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	spill	spilt/spilled	spilt/spilled
freeze	froze	frozen	split	split	split
get	got	got	spoil	spoilt/spoiled	spoilt/spoi
give	gave	given	spread	spread	spread
go	went	gone	stand	stood	stood
grow	grew	grown	steal	stole	stolen
hang	hung	hung	stick	stuck	stuck
have	had	had	sting	stung	stung
hear	heard	heard	strike	struck	struck
hide	hid	hidden	swim	swam	swum
hit	hit	hit	take	took	taken
hold	held	held	teach	taught	taught
hurt	hurt	hurt	teacii	tore	torn
			tear tell	told	
keep	kept	kept			told
know	knew	known	think	thought	thought
lead	led	led	throw	threw	thrown
learn	learnt/learned	learnt/learned	understand	understood	understoo
leave	left	left	wake	woke	woken
lend	lent	lent	wear	wore	worn
let	let	let	win	won	won
lie	lay	lain	withdraw	withdrew	withdrawn
light	lit	lit	write	wrote	written



A. Property Read through the text quickly. Then choose a heading for each paragraph. Write the correct letter a-d in boxes 1-4 provided in the text.

a. Understanding transmission c. The discovery of pathogens

ь. Containing the spread

d. Preventative measures

B. Read the text again and answer the questions that follow.

# ne spread of diseas

Infectious diseases have strongly impacted life throughout history. In the past, plagues of disease were devastating events that could wipe out entire populations - the Bubonic plague, for example, was a pandemic that killed about one-third of all people in Europe between 1347 and 1350. With no understanding of the cause of disease or how it was transmitted, humanity was almost powerless to defend itself. It wasn't until the nineteenth century, with the invention of the microscope, that scientists were actually able to observe microorganisms and begin to understand that infections occurred when specific disease-causing microorganisms, known as pathogens, entered the human body.

Once this was understood, society began to take steps towards preventing this from happening - and towards preventing disease from being transmitted from person to person. Once pathogens could be identified and observed, it was not long before the ways through which they could be transmitted between people started to become clear. Today, we know that there are many ways this can happen: through food and drink, from direct contact with another person, by touching an object that an infected person has touched, or even through the air. Many common viruses, for example, travel through the air and spread through coughing, sneezing or even talking.

Preventing the spread of infection became a serious business. Observations in hospitals showed that improved cleanliness and more frequent handwashing resulted in fewer infections among patients - and it became understood that improving general cleanliness could interfere with pathogen transmission and prevent people from catching a disease. One crucial advancement in the prevention of disease was the development of vaccination, which equips people's immune systems to deal with specific pathogens. Vaccines have been enormously effective over the years, but there are millions of viruses in nature, most of which have still not

been identified, and for which no vaccine exists. This is why, even today, we still see new diseases appearing - such as COVID-19, a virus which appeared in 2019 and caused a worldwide pandemic. When such incidents occur, it is too late to speak of prevention.

Once cases of a new virus start to rise, the focus turns from the prevention to the containment of the disease, to stop it from spreading freely across the population. Containment involves putting infected individuals in quarantine so they are unable to pass on the virus to the rest of the public. In severe cases, containment measures may also be applied to the public as a whole - for example, people may be encouraged to wash their hands more, or there may be a move to discourage large gatherings of people and place limits on travel. The aim of containment, however, is not to prevent the virus from spreading at all. Rather, it is to slow down the spread of the disease so that fewer people get sick at the same time and the healthcare system is better able to cope with the number of patients requiring treatment. This also buys time for the development of effective forms of treatment.

# GLOSSARY

**containment** - efforts aimed at limiting disease to one area or population

**COVID-19** - an infectious disease caused by a previously unknown virus that resulted in a pandemic

**immune system** - the system of the body that fights disease

infectious - being able to pass from one person to another

microorganism - a tiny living thing

microscope - a device that allows very small objects to be seen

**pandemic** - a disease that spreads to an entire area or group of people

pathogen - a microorganism that causes disease **plague** - a serious disease

**quarantine** - a state where a person is kept away from other people

**transmit** - to pass from one person to another vaccination - a process where people are given a substance that helps them fight off a disease **virus** - a type of pathogen

Complete the summary below. Choose NO MORE THAN ONE WORD from the text for each answer. Write your answers in the spaces provided.

In the past, it was difficult to protect populations from the spread of infectious diseases because scientists didn't understand their

1 \_\_\_\_\_\_\_. This all changed with the invention of the microscope, which allowed 2 \_\_\_\_\_\_\_ to be seen for the first time. It became understood that infections were caused by

3 \_\_\_\_\_\_.

# **Questions 4-7**

Do the following statements agree with the information given in the text? In boxes 4-7, write:

T for **TRUE** if the statement agrees with the information **F** for **FALSE** if the statement contradicts the information **NG** for **NOT GIVEN** if there is no information on this.

- **4.** The microscope allowed scientists to observe pathogens travelling from person to person.
- **5.** We only recently learnt all the different ways in which pathogens can be transmitted.
- **6.** Direct contact with an infected person is usually the only way to catch a disease.
- **7.** An infected person can transmit a virus through the air to people around them.

# **Questions 8-13**

Choose the correct ending for each sentence. Write the correct letter a-g in boxes 8-13. The first one has been done for you. There is one ending that you do not need to use.

- 8. When hospitals followed cleanliness rules
- **9.** Vaccination helps ensure that
- 10. Most viruses in nature
- 11. Containment becomes necessary
- 12. Isolating people infected with a virus
- 13. Slowing the spread of a disease

- **a.** when prevention is no longer possible.
- **b.** are more serious than other pathogens.
- c. a person can resist a disease.
- **d.** prevents them from passing it on to others.
- **e.** helps patients to receive better healthcare.
- f. patients exhibited fewer infections.
- g. do not yet have vaccines.

C. Read the text again and do the writing task below. Use the introductory sentence and the vocabulary in the box to help you.

Look at the two curves on the graph below and write a paragraph explaining what they show. Use the information in the graph and examples from the text to explain why containment of disease is important, and give examples of how it can be achieved.

# **Example**

The graph shows how taking measures to prevent and contain disease affects the number of cases...

Number of cases

Without Healthcare system capacity
Measures
With Measures

Time since first case

The first/second curve shows...
The line represents...
In the first/second situation...
...beyond/within capacity
effective treatment
containment
quarantine
cleanliness

**Read** the text quickly. Then choose the sentence that best summarises its main idea.

- a. This text gives an overview of key events in the development of English.
- **b.** This text discusses how English has influenced languages around the world.
- c. This text explains how English became an international language.

B. Read the text again and answer the questions that follow.



# The English language



anguage is a living thing that grows and develops over time. What we call 'English' today would be unrecognisable to English-speakers of the past. The roots of the English language can actually be traced back around 5,000 years to Proto-Indo-European, a language spoken in south-east Europe. The speakers of this early language travelled across Europe and Asia and, as different groups began to settle

in new locations, their language began to develop in separate ways. One of these groups of languages was Germanic – and its western form, West Germanic, is the ancestor of English.

The early history of the English language begins with *Englisc*, a language that developed from the different dialects spoken by Germanic tribes that settled in England around the fifth century. There were four different dialects of Englisc, based on geographic location. Over the next few centuries, this language was influenced by Norse-speaking settlers from Scandinavia, and also by Latin brought by travellers from Rome. Eventually, due to its input in literature and scholarship, the West Saxon dialect became dominant in the region. For this reason, this is what is now considered the standard for Old English.

In the eleventh century, there was another significant change in the language when new settlers arrived from Normandy in France. They spoke a Germanic-influenced version of French known as Anglo-Norman. At this point, England actually had three main languages: the upper classes spoke Anglo-Norman, Latin was used for official written documents, and the common people still spoke English. English finally emerged as the main language, but not before it had taken on a number of Anglo-Norman words and features. Middle English was the result of this mix of Old English and Anglo-Norman.

In the fourteenth century, the enthusiasm for an education in Latin and Greek led to many new words from these languages entering English. People also started to change the way they pronounced words, leading to the creation of what is known as Early Modern English. This form of English was also affected by another important change: the arrival of the printing press. Up until this point, there were no rules for spelling and punctuation, and people from different regions of the country used their own local spellings. Printers, however, wanted to use a system that everyone in the country could understand, so they began to create proper rules for spelling.

The late eighteenth and early nineteenth century was a time of great industrial progress in England, and many new words were created for inventions and discoveries. Referred to as Late Modern English, this form of English was the beginning of English as a world language. During this time, most technological and scientific works were written in English – which reinforced it as a global language. The vocabulary of the language changed a lot during this period, as the world became more globalised and new cultures mixed and created new words.

Today, English continues to grow and change. New words are constantly being created, and technology and our modern globalised society has opened the language up to change from across the world. Over the years, English has adopted a great many words from other languages, but this influence is now starting to flow the other way. Because of its status as an international language, many languages around the world now use loanwords from English, taking them and adopting them into their own vocabulary.

# **GLOSSARY**

dialect - a version of a language spoken in e.g. a different part of the country globalised - working on an international level

**loanwords** - words borrowed from one language and used in another **reinforce** - to make something stronger or more certain

# **Questions 1-3** Complete the sentences below. Choose NO MORE THAN ONE WORD OR A NUMBER from the text for each answer. Write your answers in the spaces provided. **1.** English descends from a language spoken \_\_\_\_\_\_ years ago in south-east Europe. 2. Over time, speakers in different \_\_\_\_\_\_ develop their language in different ways. 3. The western form of the \_\_\_\_\_\_ languages eventually led to the English language. **Questions 4-8** Choose NO MORE THAN THREE WORDS from the text for each answer. Write your answers in the spaces provided. **4.** Which *Englisc* dialect is recognised today as Old English? **5.** What language was spoken by settlers from Normandy, France? 6. What invention had an impact on how people at the time used written English? 7. During the 18th and 19th centuries, what did many new English words refer to? 8. What do many languages today borrow from English? **Questions 9-13** Look at the statements 9-13. Match each statement to the correct language A-E. This language... **9.** was the first to have proper spelling rules. A. Old English B. Middle English **10.** has loaned many words to other languages around the world. **C.** Early Modern English 11. had four different dialects in the beginning. **D.** Late Modern English **12.** created a lot of words to describe new ideas. E. Modern English **13.** was greatly influenced by a form of French. [. Properties of the Read the text again and do the writing task below. Use the introductory sentence and the vocabulary in the box to help you. Write a short summary in which you describe the different stages of English over the years. Then state how you think it might change in the future and why. Use information from the text to give examples and provide details. Example The English language can be traced back to... dialects influenced by... pronunciation spelling rules ...was/were introduced alobalisation

A. Read through the text quickly. Then choose a heading for each paragraph. Write the correct letter a-d in boxes 1-3 provided in the text. There is one heading that you do not need to use.

- a. Pros and cons of maglev trains
- b. How maglev technology works
- c. The advantages of maglev rail
- d. The capabilities of high-speed rail



B. Read the text again and answer the questions that follow.

# MAGLEV TRAINS the future of high-speed rail?

High-speed rail (HSR) refers to any railway system that supports speeds of over 250 km/h on new, specially designed tracks or over 200 km/h on existing tracks. In many countries, commercial rail lines have already reached high-speed status, managing speeds of around 350 km/h, and even 570 km/h in testing conditions. However, at this point, due to mechanical restrictions and concerns over safety and maintenance costs, it seems that any future progress may be slow. To reach even higher speeds, we may need to turn from conventional rail systems to new technology: maglev trains. The future of maglev trains may take passengers well beyond speeds reached by any other technology. Existing maglev lines in China already reach up to 431 km/h, and trials involving trains using the same technology have measured speeds over 600 km/h. The Japanese-designed Chuo Shinkansen, a maglev line which will run between Tokyo and Nagoya, is expected to reach new records when it opens in 2027, with a cruising speed of 505 km/h.

Maglev technology (derived from the term 'magnetic levitation') is based on the use of electromagnets. In the case of the Japanese technology, these are superconducting electromagnets, which are many times stronger than standard electromagnets. Magley technology needs three different elements: levitation, guidance and propulsion.

# LEVITATION

Japanese maglev trains float in a U-shaped concrete guideway. The guideway contains magnetic coils on both sides, and the trains contain electromagnets. These together create a magnetic force that both pushes and pulls the train upwards, making it levitate 10 cm above the guideway.

# GUIDANCE

Guidance is needed so that the train remains stable in the centre of the guideway. The magnetic forces created by the coils and electromagnets also provide this. The more the train moves away from the centre, the more the magnetic forces push it back into place.

# **PROPULSION**

Moving the train forward relies on the interaction between different magnetic poles. The guideway contains a second set of coils which interact with the electromagnets on the train. Those at the front of the train are opposite; as opposite poles attract, they pull together, pulling the train forward. Similar poles repel; at the back of the train, similar poles push away from each other, propelling the train forward from behind.

Compared to conventional rail, maglev trains have many advantages. They are, of course, faster, and they create much less noise pollution. Most importantly, however, they have less impact on the environment. The electricity they use can come from wind or solar power, and the guideways they run on can be built high above the landscape, which means that they will not disturb existing homes, farming land or natural heritage sites. Because there is no friction between train and track, maglev systems are very energy efficient. The lack of friction also means that trains and other parts do not wear out so quickly, so they are cheaper to maintain. Safety is another aspect. As all trains on a guideway move in the same direction, there is zero risk of collision - and the raised guideways mean that there is little risk of finding obstacles on the track. It is also almost impossible for the trains to leave the track, due to the forces holding them in place. While maglev systems are still expensive to build, these benefits could one day soon outweigh the cost.

### **GLOSSARY**

attract - to pull together

**coil** - a twisted piece of wire through which electricity can travel

collision - an accident in which two vehicles hit each other

cruising speed - a typical, sustainable speed for a vehicle (not a maximum speed)

electromagnet - a piece of metal wrapped in wire that becomes a magnet when electricity passes through it

friction - the resistance created when an object moves against another object

**guidance** - the act of keeping something in the correct place

guideway - a track that controls how a vehicle moves

levitation - the act of rising and floating in the air with no physical support

magnetic force - a power created when magnetic fields interact

magnetic poles - the two opposite points on a magnet

**propulsion** - a force that pushes something forward

repel - to push away

Do the following statements agree with the information given in the text? In boxes 1-4, write:

**T** for **TRUE** if the statement agrees with the information

**F** for **FALSE** if the statement contradicts the information

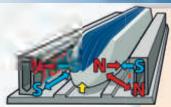
NG for NOT GIVEN if there is no information on this

- 1. High-speed rail systems can only be run on specially designed tracks.
- **2.** Many countries already have trains that regularly reach over 500 km/h.
- 3. Maglev technology was developed to increase the safety of high-speed rail travel.
- 4. The Japanese Chuo Shinkansen maglev line is not yet in operation.

# **Questions 5-9**

Look at the diagrams below. Write NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

# Japanese Maglev Technology

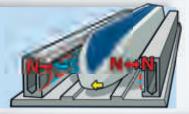


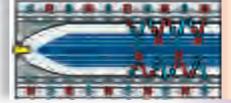
# LEVITATION SYSTEM

Both sides of the guideway contain magnetic **5** \_\_\_\_\_\_. When the train passes through, they interact with the **6** \_\_\_\_\_\_ on the train to push and pull the train upwards.

# **GUIDANCE SYSTEM**

The **7** \_\_\_\_\_ created by the interaction between the train and the guideway also ensure that the train remains stable in the centre of the guideway.





# PROPULSION SYSTEM

Opposite **8** \_\_\_\_\_ at the front of the train pull it forward, while **9** \_\_\_\_\_ ones at the back push it from behind.

# **Questions 10-13**

Choose the correct ending for each sentence. Write the correct letter a-e in boxes 10-13. There is one ending that you do not need to use.

- **10.** The electricity used by maglev trains
- 11. Building guideways high above the ground
- **12.** Maglev trains cost less to maintain because
- **13.** The design of maglev systems prevents

- **a.** they require new parts less frequently.
- **b.** trains from crashing into other vehicles.
- **c.** also reduces their environmental impact.
- **d.** the trains move at a steady speed.
- **e.** can be created by environmentally friendly methods.

C. Read the text again and do the writing task below. Use the introductory sentence and the vocabulary in the box to help you.

Write a paragraph in which you outline the advantages of maglev technology and explain why maglev trains could be the future of high-speed rail.

Use information from the text and from the diagrams above to provide details.

# **Example**

Maglev rail has many advantages. To begin with...

environmentally friendly maintenance costs safety noise pollution commercial rail speeds **R.** Read the text quickly. Then choose the best title for the text a, b or c.

a. THE IMPORTANCE OF A GOOD PERSONAL STATEMENT

**b.** PERSONAL STATEMENTS: A NEW APPROACH

c. A GUIDE TO WRITING A GOOD PERSONAL STATEMENT



A personal statement is an important part of any academic application. With large numbers of students applying to university courses every year, it is a way for admissions staff to distinguish between applicants and come to understand more about each one. Typically, each applicant writes a personal statement to demonstrate their suitability; this means showing not only that they possess the required skills for studying at their institution of choice, but also that they are a well-rounded individual with other, non-academic achievements that will help them contribute to university life.

A personal statement should be, as the title indicates, personal. It needs to reflect an individual's character, interests and personal qualities, as well as their skills and experiences. Students are usually given relative freedom regarding the structure of their personal statements. This means that it is usually advisable to carry out a brainstorming session before putting pen to paper in order to decide what information to focus on and how to present it. Many students choose to do this by asking themselves questions, such as: 'Why does this subject interest me?' or 'How will my studies help me in the future?'.

A typical way of starting a personal statement is with an introduction that attracts attention. This could be, for example, a personal story that explains how the student became interested in the subject and why he or she is now motivated to study it. The best introductions are made engaging and memorable through the use of vivid descriptive language, and they recount interesting or even entertaining personal details from the applicant's life. The points that arise in this section can then lead on to the rest of the statement.

The main part of a personal statement needs to show that the student is prepared for university study. There are several ways that this can be achieved. Some students choose to start by showing their passion for their subject and discussing elements that particularly interest them and on which they would like to focus their studies. It is also advisable to show how school has served as a basis for university studies, teaching the skills needed to succeed at the course. This can be done by listing subject modules that the student excelled in, awards they received in their subject, or classes that they particularly enjoyed.

Extra-curricular activities that the student takes part in should also be mentioned in a separate paragraph in the main part of the statement. This may include clubs, volunteering programmes, award schemes, summer courses or work experience. In each case, it is important to show how this experience is relevant by stating what skills it taught or developed, whether these be hard skills that were learnt for the first time, such as practical or technical skills, or soft skills that were developed, such as cooperation, teamwork or independent research skills.

The final part of the statement can be used to talk about the future. This is an opportunity for the student to show that they have researched their field and are aware of the possible career paths that may be open to them. Some students also choose to use the closing paragraph to summarise the ideas they have already mentioned, thank the reader for their time and consideration, and end on a note of positivity – such as with a phrase that suggests they hope to hear back soon.

# **GLOSSARY**

**admissions staff** - members of staff at a university responsible for dealing with student applications

**well-rounded** - having a variety of skills, both academic and practical

Complete the summary below. Choose **ONE WORD ONLY** from the text for each answer. Write your answers in the spaces provided.

A personal statement is a	written text that provides staff at a university with additional information about
a(n) 1	Each student writes a statement with the aim of demonstrating that they
possess the necessary 2 _	for their chosen course. The statement also presents
3	outside of school to show that the student is a well-rounded individual.

### **Questions 4-6**

Choose NO MORE THAN THREE WORDS from the text for each answer. Write your answers in the spaces provided.

- **4.** What aspect of the personal statement is left to students to decide?
- **5.** What is advised as the first step in writing a personal statement?
- **6.** What approach does the writer suggest students use when considering what information to present?

# **Questions 7-13**

Complete the table below. Choose **NO MORE THAN TWO WORDS** from the text for each answer. Write your answers in the spaces provided.

INTRODUCTION		Tell a(n) 7 to grab readers' attention.  Use 8 in order to make this section interesting and entertaining.
MAIN PART	Paragraph 1	Show 9 for the subject chosen and discuss areas of interest.  Describe how school studies have provided a(n) 10 for university education.
	Paragraph 2	Discuss 11 such as clubs, volunteering programmes, etc.  State how these experiences are 12 to the application.
CONCLUSION		Show an understanding of the wider field of study and talk about future  13

C. Read the text again and do the writing task below.

Imagine you are writing a personal statement for yourself to send to a university for a course of your choice. Use the table above and the information in the text to create an outline for your statement using bullet points, listing the main points you would include in each part. Then, write your personal statement.

# Use the topics in the box below to help you.

personal history interests academic achievements
non-academic achievements skills personal qualities career plans



**A.** Pread the text quickly. Then choose the sentence that best summarises it.

This text is about

- **a.** the discovery of life in the environments of the deep sea.
- b. how life survives in deep-sea environments.
- **c.** adaptations of creatures in deep-sea environments.
- d. the exploration of deep-sea marine ecosystems.

B. Pread the text again and answer the questions that follow.



# Environments of the deep sea where chemicals from beneath the earth meet the waters of the deep

The deep sea contains ecosystems that are unlike any others on our planet. One such ecosystem builds up around the site of a unique environmental phenomenon: the hydrothermal vent. These vents are typically formed when seawater seeps below the planet crust through cracks in the ocean floor. There it becomes super-heated, taking on high levels of minerals and chemicals from the rocks underground. When it is eventually expelled back up above ground, the temperature difference between this superheated seawater and the cold depths of the ocean causes the minerals it contains to precipitate and become solid, forming a large underwater mineral chimney. These chimneys tend to form in groups, turning the area into a vent field.

In deeper levels of the ocean, environmental conditions of high water pressure, extreme temperatures, low oxygen levels and a lack of direct sunlight create a hostile environment for most forms of life. Some creatures have adapted to these conditions and are able to live in the deep sea, but most still require energy from the sun in some form. This is usually acquired indirectly by feeding off biological matter that sinks down from sunlit waters at higher levels. Until the discovery of hydrothermal vents, it was thought that life could not survive without this. However, the discovery of vent fields showed that, on the ocean floor, an entire ecosystem is able to thrive without access to solar energy at all.

At the base of this ecosystem are bacteria, which feed off the chemicals that flow into the water from the vents. The bacteria absorb these chemicals and process them into new chemical compounds which serve as nutrients for other creatures. Some of these bacteria live in or on vent creatures, providing them with food directly; other bacteria group together to form mats, which are themselves a rich source of food for small creatures such as shrimp. The presence of these smaller creatures attracts jellyfish and crabs - the primary consumers in the vent ecosystem. These are then hunted by carnivores at the top of the food chain, such as the deep-sea vent octopus.

A similar chemical-rich environment exists at sites of deep-sea cold seeps. Cold seeps are similar to hydrothermal vents in that they occur when fluid from beneath the Earth's crust leaks out into the ocean. Unlike hydrothermal vents, however, the fluid that comes from a cold seep is almost the same temperature as the ocean around it, and the chemicals flow slowly into the water without forming a vent structure. The chemicals contained in the fluid of a cold seep, however, come from deposits of fossil fuels beneath the earth. Since fossil fuels, which form underground from plant and animal remains millions of years ago, were once biological matter, the ecosystem here does contain solar energy. Otherwise, a remarkably similar ecosystem exists in both environments.

### **GLOSSARY**

**bacteria** - small organisms that exist in every habitat

**biological matter** - material that was once part of something living e.g. plant matter

**carnivores** - creatures that eat other creatures

# chemical compound -

a substance made from different chemicals

**cold seep** - a point in the ocean floor where fluid leaks out from beneath the ground

**Earth's crust** - the rock surface of our planet

**nutrients** - substances that must be consumed for life to survive

planet crust - the layer of
rock at the surface of the Earth

**precipitate** - to turn from a liquid to a solid

**sink (v)** - to fall down to lower levels of water

Complete the sentences below. Choose NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

1. Hydrothermal vents occur in areas where water is able to pass through in the sea floor.

2. A vent structure is created when extremely hot \_\_\_\_ comes into contact with the cold ocean environment.

3. Areas where many vent chimneys form together are known as \_\_\_\_\_

**4.** Few creatures can survive in the hostile \_\_\_ of the deep sea.

5. The vent field ecosystem is remarkable as creatures there exist without relying on direct

### Questions 6-11

Complete the flow-chart below. Write NO MORE THAN TWO WORDS for each answer. Write your answers in the spaces provided.

Seawater from hydrothermal vents contains minerals and 6 \_\_\_\_\_ that are released into the surrounding water.

Bacteria process these into new chemical compounds that provide 7 \_\_\_\_\_\_ for other creatures. These bacteria either form beneficial relationships with other vent

creatures or combine together and become 8 \_

Small creatures such as shrimp feed off the 9 \_\_\_\_\_

such as jellyfish and crabs come to the vents to feed off smaller creatures.

These in turn attract top 11 \_\_\_\_\_\_, such as the deep-sea vent octopus.

# **Questions 12-13**

Which of the following are characteristics of both hydrothermal vents and cold seeps? Choose TWO letters, a-e.

- **c.** The water contains high levels of chemicals.
- a. The chemicals form chimney structures.
  b. The ecosystem does not involve solar energy.
  d. They occur on the floor of the ocean.
  e. The water reaches extremely high temperatures.

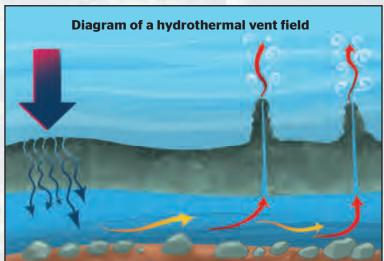
C. 😩 🧕 Read the text again and do the writing task below. Use the introductory sentence and the vocabulary in the box to help you.

Look at the diagram and write a short paragraph explaining what it shows. Use information from the text to provide details.

# Example

This diagram shows how a hydrothermal vent is formed...

cracks in the sea floor super-heated absorb minerals/chemicals precipitate chimnev



(it

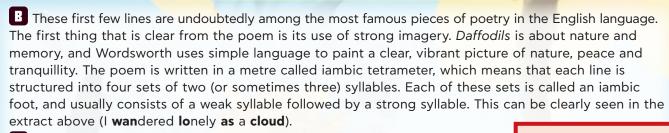
- Read the text quickly. Then choose the sentence that best summarises its main idea.
  - **a.** This text is about the effective use of descriptive language in poetry.
  - **b.** This text explains how the poem *Daffodils* contributed to English literature.
  - **c.** This text analyses the structure and language of a particular poem.
- B. Now read the text again and answer the questions that follow.

# **Poetry: Wordsworth's Daffodils**

Of all the poets in the English language, William Wordsworth is perhaps one of the most well-known. Wordsworth wrote during the late eighteenth and early nineteenth century, during the Romantic period of English literature, and his works are often considered to have been influential in the development of the Romantic movement. As an artistic style, Romanticism celebrates the value of human emotions and individual self-expression, the beauty of nature and the natural world, and the strength of imagination and innocent simplicity. Nowhere can these values be seen quite as clearly as in one of Wordsworth's major works: the poem, *Daffodils*:

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

(from Daffodils, by William Wordsworth)



Each stanza of *Daffodils* is six lines long, with the first line rhyming with the third, the second with the fourth, and the fifth with the sixth (this pattern is shown by the letters ABABCC, which indicates how the lines rhyme). This particular pattern is known as a quatrain-couplet rhyme scheme, and the steady, gentle rhythm of this type of rhyme helps the poem flow and give it a slow, lyrical quality. This dream-like rhythm transports the reader to the scene the poet describes, passing on the same quiet emotions that are felt by the speaker in the poem.

The language and structure of the poem appear to be simple, but *Daffodils* uses poetic technique to great effect – most noticeably personification, a type of figurative writing in which words that usually describe human characteristics or behaviour are applied to other objects. In this poem there are, in fact, two layers of personification. The first is the personification of the flowers – the daffodils – which Wordsworth refers to as 'a crowd / a host', and describes as 'dancing'. At the same time, he uses reverse personification to portray the speaker of the poem as an element of nature – in this case, a cloud. This has the effect of highlighting the close relationship between mankind and the natural world.

The poem also reflects the strength of emotions and how they can be affected by natural beauty. The first lines indicate loneliness and sadness – then, as the speaker catches sight of the daffodils 'fluttering and dancing', the language and, thus, the energy of the poem changes and becomes more lively. This shows how the speaker's emotional state changes upon seeing the flowers, and the language is carefully chosen to express these emotions to the reader. As a result, the poem reflects the core ideas of Romanticism – the relationship between man and nature, and the beauty and delight that exist in the natural world.

# **GLOSSARY**

figurative writing -

a way of writing in which words are given different meanings from their usual ones

**host** - a large number; a crowd

iambic foot - a group of weak and strong syllable(s) that is used to make a poem

imagery - a description using strong visual language

**lyrical** - having a pleasing rhythm

**metre** - the rhythm and structure of a poem

o'er - over

**rhyme** (v.) - to have the same sound at the end

**stanza** - a verse in a poem

**syllable** - a word or part of a word that consists of a single beat

vale - a valley; an area of low land between mountains

Do the following statements agree with the information given in the text?

In boxes 1-5, write:

**T** for **TRUE** if the statement agrees with the information **F** for **FALSE** if the statement contradicts the information

NG for NOT GIVEN if there is no information on this

- **1.** The poem *Daffodils* was highly influential in the Romantic movement.
- 2. Each line of the poem is composed of four iambic feet.
- **3.** The rhyme pattern of *Daffodils* was very common in poetry of Wordsworth's time.
- **4.** Wordsworth uses reverse personification to describe the flowers in the poem.
- **5.** The word choice in the poem shows how the character's emotions change.

# Questions 6-9

Look at the following terms A-D and the list of definitions below. Match each term to the correct definition 6-9.

- A. Romanticism
- B. iambic tetrameter
- C. quatrain-couplet
- **D.** personification
- **6.** poetic metre in which each line has four sets of weak and strong syllables
- **7.** a literary technique in which human characteristics are used to describe something
- **8.** a structure in which the first four lines of a poem rhyme alternately and the last two rhyme together
- **9.** a literary movement that arose towards the end of the eighteenth century

# **Questions 10-14**

In which paragraph is the following information contained? Write the correct letter A-E in boxes 10-13.

- 10. syllables as key components of poetic metre
- 11. use of figurative language to create an effect
- **12.** a system for showing how the rhyme of a poem works
- **13.** literature as a way of portraying certain values

C. Present the text again and do the writing task below. Use the introductory sentence and the vocabulary in the box to help you.

Read the second stanza from William Wordsworth's *Daffodils* below and write a paragraph providing a short analysis. Use information from the text and examples from the stanza below, as well as your own opinion, to explain how Wordsworth makes the poem effective.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
(from Daffodils, by William Wordsworth)

# **GLOSSARY**

margin - the space along the edge of something sprightly - energetic, lively

# **Example**

The second stanza of *Daffodils* uses iambic tetrameter and follows an ABABCC rhyme structure...

poetic structure gentle rhythm personification describes... as compares... to gives the impression...

all fill fifth	Till!		
	HONE	STY	
	AIR V	70	STICE-
	THICS 5	LEX	EAL
5	BALA	W	

- A. Then, read through the text quickly and check your answers.
- **1.** What do you think the term 'ethical business practice' refers to? Write a short sentence.
- 2. Look at the list below, and tick the items that you believe a business needs to follow in order to be ethical. Write a short sentence for each of your choices explaining why you believe it is important.

caring for workers	employee training
ensuring financial profit	helping the community
caring for the environment	attracting new customers

B. Read the text again and answer the questions that follow.

# ETHICAL BUSINESS PRACTICE

- Modern consumers care about a company's ethics and the sustainability of their products or services. In fact, there is evidence not only that customers are increasingly aware of ethical business practices, but also that they take ethics into consideration when choosing which companies they give their support to - and which they do not. Studies have even shown that a large percentage of people are prepared to pay more for products that they believe are sustainable. This means that, while profit may still be important for a company's survival, it is now not enough for this alone to be the main focus. Instead, a company must also work to show social responsibility and environmental management.
- 2 Many companies try to build an ethical culture within the workplace by creating a code of ethics that outlines how employees should behave. The aim of this is to encourage individuals to develop personal and professional ethics. This can be done through training, through hiring trained personnel who employees can turn to for advice, or through schemes that promote honest behaviour for example, programmes that reward employees who admit to making mistakes or who report problems. It is also important that members of the management team act as role models for ethical behaviour, as employees look to them for an example of how to behave in the workplace.
- In turn, a company has an ethical responsibility to its employees. Ethical treatment of employees refers to many aspects of work, including paying fair wages and ensuring that workers can advance in their careers based on their own merit. There are many benefits to this; employees who are happy and fairly treated are more likely to be loyal to the company, which results

in low employee turnover as they are less likely to leave. It is also an employer's responsibility to ensure that the work environment is safe. This improves employee productivity - as healthy employees need less time off work.

Beyond the internal workings of the company, ethical business practice requires that companies act responsibly towards both their customers and society as a whole. This includes open and responsible behaviour towards consumers, such as ensuring that products or services are safe and that advertising is honest. However, it also includes a wider policy; companies need to demonstrate Corporate Social Responsibility (CSR). CSR is a business model in which a company's policies are motivated by ethics and the desire to have a positive impact on the community or the environment. Companies that show social responsibility in this way not only keep the loyalty of their old customers but also attract new ones, thus ensuring that their business continues to survive and be profitable in the future.

# **GLOSSARY**

code of ethics - a set of values designed to guide people in correct behaviour

employee turnover - the number of people who leave a company and need replacing environmental management an approach that protects the environment and saves resources

merit - the positive qualities of an individual

**productivity** - the rate of work profitable - making money and profit

sustainability - being created in a way that minimises damage to the environment

Choose a heading for each paragraph in the text. Write the correct letter A-E in boxes 1-4 provided in the text. There is one heading that you do not need to use.

# List of headings

- A. A drive for ethical behaviour
- **B.** Responsibilities to wider society
- **C.** Creating a safe and happy working environment
- **D.** The benefits of following corporate ethics
- **E.** Encouraging ethical behaviour among employees

# **Questions 5-9**

Complete the sentences below. Choose NO MORE THAN THREE WORDS from the text for each answer. Write your answers in the spaces provided.

- Companies that show a lack of ethical business practices may lose customer \_\_\_\_\_\_\_.
- **6.** Customers are prepared to pay to ensure that they are supporting products that are
- 7. For a company to succeed today, \_\_\_\_\_\_cannot be its only focus.

- **8.** To regulate behaviour in the workplace, a business can create a \_\_\_\_\_\_ for employees.
- **9.** Management should not forget that they are \_\_\_\_\_\_ for employee behaviour.

# **Questions 10-13**

Complete the flow-chart below. Write NO MORE THAN TWO WORDS for each answer. Write your answers in the spaces provided.

# THE ETHICAL BUSINESS MODEL



**C.** Property Read the text again and find examples to complete the infographic below. Then write a paragraph summarising the information it contains. Use the introductory sentence and the vocabulary in the box to help you.

### The 5 Pillars of Business Ethics safe work Corporate reward Social employee environment Responsibility honesty towards promotion • trained society based on advisors and the merit environment **HONESTY TRAINING FAIRNESS SAFETY RESPONSIBILITY**

# **Example**

The infographic shows the five key values of business ethics...

the value of... promote honesty treat (sb) fairly working conditions responsibility Hilling

- **R.** Read the text quickly. Then choose the sentence that best summarises its main idea.
- **a.** The text introduces new developments in the field of food technology.
- **b.** The text describes the advantages and disadvantages of eating meat.
- **c.** The text explains the problems of meat-eating and how meat could be replaced.
- B. Read the text again and answer the questions that follow.

# The future of meat?



Meat has been an important part of the human diet for millions of years. It provided a high-energy food source that gave our ancestors the energy to grow and develop in a dangerous environment, and it became a key part of our survival as a species. Today, however, we live in different times. Our lifestyles have changed, and we no longer struggle to find nutrient-rich, calorific food. Modern human beings continue to eat meat because of tradition and cultural significance – and the increasing world population, as well as a rise in incomes across the planet, has actually led to increased meat consumption. Unfortunately, industrialisation and modern methods of meat production have brought with them a range of modern problems.

Today, meat production is linked to many environmental issues, including water shortages, water pollution, deforestation and, of course, global warming (estimates place livestock production at producing around 15% of the world's greenhouse gas emissions). Though once key to our survival, a diet of meat may no longer be good for us either; now that our lifespans have increased, too much meat increases the risk of health issues such as heart disease, diabetes and even cancer, and there are further concerns about the chemicals and antibiotics with which industrially produced meat is treated. With meat production failing to meet sustainability goals, it may be time to start looking at meat alternatives.

The first of these, plant-based meat, is already available – but new technology means that it is continually improving. To create this alternative, protein is extracted from plants and combined with other plant ingredients to resemble meat. Its production process is more environmentally friendly than that of meat, as it consumes up to 99% less water, around 90% less land, and produces around 90% less emissions. It has health advantages as well; plant-based meat can be engineered to contain different levels of nutrients – so it could have higher levels of protein and vitamins than meat, while containing less saturated fat. It also does not involve the use of any animal products.

The second option that could replace meat as we know it is cell-based meat. This is produced by growing animal cells in a lab to create a piece of meat. The technology is still in early stages, but the end product would have the exact same taste and texture as meat because it would, biologically speaking, be meat. However, it would be produced without harming animals (cells can be taken from feathers, skin swabs, etc.), without waste products such as organs, etc., and would release fewer emissions (although it is not as green as plant-based, it is still greener than meat farming). It could also be safer than conventional meat, as there would be greater control over fat content, for example, and less risk of it carrying disease.

Despite their advantages, meat alternatives face a great deal of criticism. Critics argue that plant-based meat is ultra-processed, and that food created in labs will never be better than 'natural' products. Furthermore, consumer acceptance studies have found that many people have an almost emotional response to the idea of lab-grown meat because they view it as 'disgusting' or 'unnatural'. Perhaps then the key challenge facing the alternative meat market is that of changing perception –

of convincing people that meat alternatives are not a lower-standard product, and that changing the way we view meat is not just for vegans and vegetarians; it represents a sustainable living policy and, perhaps, calls for an effort that we all need to make if we want to save our planet.

# **GLOSSARY**

calorific - rich in calories

consumption - an amount of something that is eaten/used

emissions - gases, etc. that are produced

**skin swab** - cells collected by running a piece of cotton over skin

ultra-processed - greatly changed from its natural form

Choose the correct letter, a, b, c or d.

- 1. In the first paragraph, the writer suggests that
  - **a.** there is no other food that provides as much energy as meat.
  - **b.** meat consumption is necessary for our future survival.
  - **c.** humans were never supposed to eat meat to begin with.
  - **d.** the role of meat in human development has finished.
- **2.** Why does the writer mention the increase in world population and rising incomes?
  - **a.** to explain why meat production needed to become more efficient
  - **b.** to show how human development was enabled by meat
  - c. to explain why our lifestyles have changed
  - d. to show why the demand for meat is rising

# **Questions 3-5**

Do the following statements agree with the information given in the text?

In boxes 3-5, write:

**T** for **TRUE** if the statement agrees with the information

**F** for **FALSE** if the statement contradicts the information

NG for NOT GIVEN if there is no information on this

- **3.** Meat production is the world's largest producer of greenhouse gases.
- **4.** Several health problems can be linked to a diet rich in meat.
- **5.** Industrialisation has made meat a sustainable food supply.

# **Questions 6-13**

Complete the table below. Choose NO MORE THAN TWO WORDS from the text for each answer. Write your answers in the spaces provided.

	PLANT-BASED MEAT	CELL-BASED MEAT
Definition	Uses 6 from plants and other plant ingredients	Grown in a lab from 10
Advantages	<ul> <li>Does not involve animal products</li> <li>Production consumes far less water and land and releases fewer 7</li> <li>Can be engineered to contain added or reduced 8</li> </ul>	More environmentally friendly than meat-farming     Can contain less 11      Reduced risk of 12
Criticisms and disadvantages	Critics are concerned that it is	<ul> <li>Not as environmentally friendly as plant-based meat</li> <li>Technology is not yet perfected</li> <li>Has low consumer 13</li> </ul>

**C.** Present the text again and do the writing task below. Use the introductory sentence and the vocabulary in the box to help you.

Write a short paragraph in which you state which of the two meat alternatives presented in the text you believe will be more popular in the future and why.

Use information from the text to provide details.

# **Example**

I think that the future of meat will be...

protect the environment look for alternatives give up meat more/less popular than... advantages/disadvantages



# Module 1

cover (p.7)

expand

# 10 (pp. 8-9)

appreciate authentic authenticity burst out capture ceremony checklist coach custom delicacy dormitory editor elderly elsewhere emphasise encounter get used to immerse insight

leave a lot to be desired

lively **luxurious** meaningful meanwhile recreate reproduce selfie sip

kimono

lagoon

spontaneous squeeze stereotype turquoise

# 1a (pp. 10-11)

ambition ambitious appeal appealing bride considerable

decisive differ distinguish distinguished

effect effective envious envy imaginary immigrant informative initial ladder memorable observant observe original overwhelm overwhelmed pricey primary sensible

1a (pp. 12-13)

thoughtful

slide

trend

acceptance adiustment confident culture shock duration etiquette fascinated feature find your feet

flag float frustration gesture handicraft homesick honeymoon iceberg Ionely phase stall surface

# **1b** (pp.14-15)

accessibility ancestor artificial block bunch bungalow concrete construction daring diq disturb fairly float geography igloo insulate

invaluable

know-how

inward

lodging low-lying pose preserve property reflect reflection secret settle shortage skylight spiral structure supervisor sustainable temporary threat trim tunnel

1b (pp. 16-17)

awkward descendant emblem establish exclusive heritage inheritance normal pass down rare regular shade sign signal single symbol typical unique

1b (pp.18-19)

uphold

variety

annually attend display diversity emotive embassy multicultural partner record

record-breaking spectacular sponsor

Module 2

cover (p.21)

a thirst for knowledge combine

cradle grave imagination patience seek

# 20 (pp. 22-23)

adopt ahead aircraft alternative aspect astronomy be bound to be child's play be on offer bright certificate challenging concept conventional crucial curriculum demanding demonstrate determined drastically edible engineering enrol excel express fall behind field trip focused aifted hands-on have what it takes

ideal identify

initiative interior design intimidated lack maintain

pick up (skills) poisonous put off remarkably remind reputation setting shelter struggle submit

the great outdoors

tough tracks wilderness woods

survival

# 20 (pp. 24-25)

accomplish achieve annoyance

bachelor's degree (BA)

basics (of sth) boarding school distance learning

drop out educate funds graduate

higher education

instruct

intensive course

intention

interactive learning master's degree (MA)

online course physical education private education public school

purpose quit

set a goal sign up for sth state school

studies term

# 20 (pp. 26-27)

analyse biology brain brain-teaser conduct confirm

draw a conclusion elaboration

gather hypothesis input interact interpret logical organ prove

revise structure

teapot theory

weigh

# 2b (pp. 28-29)

achievement advance algebra attitude bright

background chronological contribution death

era

field (of study)

found geometry historian impact import inclusivity inquiry intellectual lasting law literacy medicine obligation omit

philosophy physician primarily publish

pursue spark stress territory theology

thrive timeline translate

# welcome 2b (pp. 30-31)

absent accomplishment appearance assess assessment assist assistance attendance capable cheat

combination concentrate cooperate cooperation interaction involvement memorise participation punish

teamwork 2b (pp. 32-33)

punishment

advancement at one's own pace circumstance commitment consideration content convenience conversely efficiency enable

inclusive largely limitation marked mobility negotiation on-site popularity promotion regardless of

restrict sceptical subject matter upgrade

vocational Module 3

# cover (p.37)

genetic inheritance human nature nurture upbringing

# 3a (pp. 38-39)

ambulance beg beggar calling charitable charity clinic

coordinator devote dispensary donation emigrate enlist enthusiastic establishment eventually floating

flooding foundation fund fundraising gap year quardian

humanity in need independent network nurse

orphan orphanage outskirts paralyse poverty rural sadden stroke suffer wealth welfare

# 3a (pp. 40-41)

contribution depend on donate donated donor fundraiser generosity generous gratitude handout handsome humanitarian offering openness philanthropist receive relief

# volunteer

3a (pp. 42-43) altruistic brave bully committed courageous hero honest

humble lethal on the line patient persevering self-sacrificing stand up for stranger volunteer

# 3b (pp. 44-45)

act

anonymous appreciation bewildering bump into bystander

come in all shapes and

sizes commuter

compassionate deed diagnose encouragement

failure goodness heroic identity

in this day and age

incident inspiration inspiring kind-hearted knock sb unconscious

lend sb a hand opt

overlook quick thinking reveal self-centred surgery tend to

# **3b** (pp. 46-47)

gala honour indicate obstacle priority sponsorship

#### **Compound adjectives**

absent-minded bad-tempered big-headed narrow-minded open-handed open-minded tight-fisted well-mannered

#### **Idioms with parts of** the body

get cold feet hold your tongue keep one's head my heart was in my mouth put one's foot down see eye to eye stick your nose into sth turn a blind eye to sth

# 3b (pp. 48-49)

assertive assertiveness be moved by bold catch one's eye cultural diversity desire embrace fairness hardship honesty keep an open mind livelihood mean modest modesty optimism overwhelming perseverance persevere precious respectful side by side sympathy take sth for granted

# Module 4

wisdom

# 4a (pp. 52-53)

apply at one's own expense basically be related canal charming delight depart deteriorate diverse ensure figure flood(v. + n.)gaze highlight imply itinerary leaflet lie around link occasionally only time will tell pay sb/sth a visit picturesque recognise request (v.) ruins severity stunning

take action

transfer

treasure

varied

try sth out

uninhabitable

# 4a (pp. 54-55)

brick cabin caravan cottage deserve excursion exhausted expedition historical figure hostel log monument oasis path peninsula resort room service slope suite sunrise voyage

# yacht **Prepositional phrases**

in the distance in the middle of nowhere in the suburbs off the coast on one's way to on the edge (of) on the outskirts on the top (of) within walking distance

# 4a (pp. 56-57)

advanced archaeological site artefact civilisation come into contact with countless destination dramatically efficiently eruption exotic feast first-hand flavour headset holiday (v.) landmark lifelona locals massive

on display

otherwise (adv.)

out of the ordinary

personalised represent senses stroll sunset towering virtual virtual reality

# 4b (pp. 58-59)

abandon attraction breeze chase contrast (n.) display (v.) enhance ever-present familiar genuine getaway ignore in favour of inspire majority odd on the rise origin peaceful permanent release (n.) remark (v. + n.) scenery sense (TV) series snap-happy specifically step into successful transport (v.) wear and tear yet

# 4b (pp. 60-61)

a sense of direction accompany adrenaline-filled aisle all-inclusive conductor departure lounge fare fasten flight attendant hand luggage hospitality in honour of in-flight life jacket loudspeaker

on board on schedule overhead compartment platform return ticket review (n.)

run single ticket stopover tranquil turbulence

white-water rafting

#### **Phrasal verbs**

call off drop sb off get away head for make out put sb up see sb off set off stop over

#### 4b (pp. 62-63)

awareness cause (n.) challenge (v.) community complicated conservation critical thinking determine drawback examine frustrated funding growth inconvenience isolation lead to point of view predator presence promote pros and cons resources result in

# Module 5 cover (p.67)

rewarding

significant

support (v.)

bonus considerably fringe benefit get rid of job satisfaction recognition

salary satisfactory security workload

# 5a (pp. 68-69)

3D printing adapt adaptability advance (v.) analytical skills artificial intelligence (AI)

carry out complete (v.) discipline (n.)

emotional intelligence

(EI) employee ethical ethics flexible goods head of hire

human resources (HR)

limb note (v.) occupation officer

organisational skills

originality patient (n.)

problem-solving skills self-motivation

senior soft skills sustainable take over voice wage

# 5a (pp. 70-71)

accuse admit (v.) applicant assistant attempt (v.) business partner claim (v.) client colleague demand (v.) deny duty employer employment entrepreneur forbid

give sb a lift

income

market minimum out of work pension permit (v.) position profession profit (n.) resign sales steady strategy survive

#### Phrases with business

be in business do business with expand a business go into business go out of business run a business set up a business

#### 50 (pp. 72-73)

bilingual cultivate demand (n.) energetic exceptional hard-working host (v. + n.) interpreter leadership skills line of work manual labour overcome peer pressure people skills postgraduate reference relocate sacrifice (v.) shift solve support (n.) unrelated

# 5b (pp. 74-75)

beforehand bizarre boast bring out candidate come up with common sense confess define fault innovative instance

interviewee

interviewer judge (v.) loveable motivate on the contrary poor

possess punctual requirement resourceful

run through one's mind

self-aware self-confidence stand out standard (n.) straightforward take on tell (=know) trap (n.) think outside the box

# 5b (pp. 76-77)

truthfully

visualise

be/get fired be/get sacked corporation difficulty disagreement employ financial crisis firm (n.) increase (n.) overtime pay rise personnel photocopy (n.) post (n.) presentation seminar staff

# 5b (pp. 78-79)

acquire at one's earliest convenience by nature command (n.) desirable extremely fluency fluent highlight (v.) native speaker objective outgoing outstanding presently press (n.) qualification regarding suit (v.)

take sth into consideration

# HUSERIU

# 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

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 e.g. – for example
adv. – adverb etc. – et cetera
prep. – preposition sb – somebody
n. – noun sth – something
v. – verb Ss – students

p. – page SB – Student's Book pp. – pages TB – Teacher's Book

# Module 1

# **1**a

- 1. The bus for Perugia leaves at 6am.
- **2.** (suggested answer) What do you usually do on Saturday morning?
- **3.** (suggested answer) He's furious because his car is ruined.
- **4.** We are visiting Florida with some friends next month.
- **5.** Today I am meeting my grandfather for lunch.
- 6. Am I meeting my grandfather for lunch today?
- **7.** He is examining the baby. He is a doctor.
- 8. He doesn't believe the doctor.
- **9.** (suggested answer) She's crying because she has too much work to do.
- 10. The picture depicts a woman sitting at her desk. It seems that she has a lot of work to do because we can see a pile of papers on her desk. Also, she seems to be very upset because she's crying.
- I don't like vanilla ice cream. I prefer chocolate ice cream.
- **12.** (suggested answer) He is relaxing on the beach / lying in a hammock on the beach so he feels very happy.
- **13.** Tune in next week when Dr Jones learns more about her past.
- **14.** (*suggested answer*) The chef is tasting the soup to see if it's too spicy.
- 15. Hey, look! Here comes the parade.
- **16.** Skydiving is becoming more and more popular these days.
- **17.** (*suggested answer*) He is afraid of flying/heights.
- **18.** (*suggested answer*) I'm thinking of buying those black boots. / I think he's a wonderful poet.

**Finish:** Cost (cost is the odd one out because it is a stative verb whereas the rest of the verbs are dynamic verbs): These shoes cost a fortune.

# **Module 2**

# **2**a

#### Suggested answer

- **A:** I haven't seen my cousin since I moved to Qatar. Have you seen your cousin recently?
- **B:** Yes, I have. I saw my cousin two days ago. (picks a slip of paper) I have never been to a football match. Have you ever been to a football match?
- **A:** Yes, I have been to a football match. I went to a football match six months ago. (picks a slip of paper) I have been feeling sick all morning. Have you been feeling sick lately?
- **B:** No, I haven't been feeling sick lately. (picks a slip of paper) I have already finished the Geography project we were given last week. Have you finished the Geography project?
- **A:** No, I haven't finished the Geography project yet. (picks a slip of paper) I have been learning English since the age of six. How long have you been learning English for?

- **B:** I too have been learning English since the age of six. (picks a slip of paper) I haven't been to the cinema for a while. Have you been to the cinema lately?
- **A:** No, I haven't been to the cinema since February. (picks a slip of paper) I have been wanting to go scuba-diving all my life. Have you ever been scuba diving?
- **B:** No, I've never been scuba diving. (picks a slip of paper) I have been participating in poetry recitation contests for over two years. Have you ever participated in a poetry recitation contest?
- **A:** Yes, I have participated in a poetry recitation contest. I last participated in a poetry recitation contest two years ago.

# Module 3 3b

#### Suggested answer

Fahad could not believe his eyes. The crew had only been on the beach for a few minutes, and yet they had managed to cover it with litter. Cups, wrappers, plastic containers and bags were everywhere. 'How can people be so irresponsible?' thought Fahad. Meanwhile, the storm had got worse. Now the wind was blowing hard and the rain was beating against the windows of his car. Fahad sat in his car, wondering what to do. Just then a text message came on his mobile phone. It was from the newspaper, informing volunteers that the beach clean-up had been cancelled earlier that morning because bad weather was expected. 'So, it's up to me,' thought Fahad. He knew that if he didn't do anything about it, all that rubbish would end up in the sea. It was now or never. He took a deep breath, zipped up his jacket, pulled the hood over his head and stepped out of the car.

4a

# Module 4

- a spontaneous decision (!/-) I will call my grandmother after school. / I won't eat another sweet today because I've had far too many already.
- a prediction about the future using perhaps (!/-) Perhaps I will become rich and famous one day. / Perhaps we won't sit the maths test at the end of the
- a promise (!/-) I will return your laptop by the end of the day. / I won't ever let you down again.
- a request (?) Will you help me with my project?
- an offer (!) I will cook dinner today if you're feeling tired
- a warning (!/-) Careful, the pot is hot, you will burn yourself. / If you press this button, you won't be able to save your documents.
- a threat (!/-) Speak out of line again and I will ground you. / I won't let you go out with your friends if you don't finish your homework.
- a future plan using be going to (!/-/?) I'm going to study Microbiology when I finish school. / I'm not going to go out this weekend. / Are you going to attend the family get-together on Saturday?
- a prediction based on evidence using be going to (!/-/?) - I've done really well this term, so my parents are going to be very happy. / I didn't study very hard, so I am not going to get a very good mark in this test. / Do you think you are going to do well in the maths test we're sitting for on Friday?
- a future action related to a programme/timetable (!/-/?) - The bus leaves at seven. / The bus doesn't get here until nine. / What time does our flight depart?
- a planned personal arrangement (!/-/?) I am meeting Ahmed at six. / I'm not attending the meeting this afternoon because I have a doctor's appointment. / Are you visiting your grandparents this weekend?
- an action that will be in progress at a specific time in the future (!/-/?) - Tomorrow at six o'clock in the morning, I will be revising for my maths test. / I won't be working late today, so we can go out for a cup of coffee if you like. / Will you be sleeping at ten o'clock or can I call you?
- an action that will be completed before another action in the future using by the time (!/-/?) -I will have finished my homework by the time my dad gets home. / I won't have finished my homework by the time my dad gets home. / Will your mum have prepared lunch by the time you get home?
- · an action showing the duration of an action up to a certain point of time in the future (!/-/?) -By midnight, I will have been studying for more than six hours. / If you stop studying at five o'clock, you won't have been studying for longer than an hour. / How long will you have been studying for if you stop

# Module 5 5h

- A few months ago, Mr Matthews, my boss, invited me to attend an important meeting in his office with the other company managers.
- **2.** He announced that the company had won a very big project that day.
- 3. John asked when it had to be finished.
- 4. Mr Matthews informed us that it had to be done by the end of that month.
- 5. Eric wondered if/whether we were going to have to work extra.
- 6. Mr Matthews said we would have to work extra.
- **7.** Tom complained that we already had a lot of work
- 8. Mr Matthews apologised for the extra work, but he promised that he would give us a bonus. / he promised to give us a bonus.
- **9.** Harry suggested dividing / that we divide the project into smaller parts and each of us be responsible for one.
- 10. I agreed with him.
- 11. Harry encouraged us to be team players and organise our time well.
- **12.** Ellen wanted to know how many people would be helping us.
- 13. Mr Matthews allowed us to choose whichever people we needed and reminded us to go to hIm with any problems we had.
- **14.** John asked what would happen if we didn't finish
- **15.** Mr Matthews warned us not to even think about not finishing on time because it was a very important government project!

# SHELLES TED ANSHIERS

# **20** Speaking

Suggested answers

- A: Well, personally I don't think that highlighting key words is an effective way to remember things. For me it's always been a waste of time.
- B: I don't know. I like to go through my notes and highlight the key words and phrases. It helps me remember them, so much so that when I think of the page, I can 'see' the highlighted words/phrases and remember the information connected to them.
- C: Maybe it depends on the type of learner you are.
- **B:** Yes, that makes sense. So, it's not necessarily something that will work for everybody. What about creating visuals?
- D: I think this works very well. You can make associations with mind mapping and you can recall more information this way.
- **C:** I really like this method too. And I think it's very effective.
- **D:** Do you think it's more or less effective than visualisation?
- **C:** Hmm. They're really different, aren't they?
- B: Yes. I think visualisation involves coming up with a visual picture to associate with a person or thing. You're not actually making the image, like a mind map. You're thinking of it and holding it in your head.
- **A:** Yes, but is it effective?
- **B:** Well, for some people certainly. But I think you have to be creative for it to work.
- D: What do you think about acronyms and acrostics? I really like the one here and I find that acronyms and acrostics are both effective and practical.
- A: I agree. I think they're very effective.
- B: OK. What about reading out loud while pacing? I personally do that all the time. I find that reading out loud helps me understand what I am reading and pacing for some reason helps me concentrate.
- **D:** I too find it a very effective way to study. It's actually my go-to study technique when I'm feeling tired and am having difficulty concentrating.
- A: Don't you think it's a little impractical? It's not something you could do in a library.
- **B:** It goes without saying that you cannot do it in public places. I only use this technique in the privacy of my
- **C:** Lastly, we have teaching the information to someone else. I really like this method and I think it is very effective.
- A: Yes, I agree. When you teach something to somebody you really have to fully understand it. You have to anticipate the questions somebody might ask and that gives you a deeper understanding.
- B: Absolutely. So, which do we think are the two most effective mnemonic devices?
- **D:** Well, for me I think teaching definitely needs to be one of the two.
- **C:** Yes, I agree with that. What about the other one?
- **B:** Hmm... I think that the idea of reading aloud while pacing is the best one, because it combines visual input, auditory input and movement.
- A: Definitely. You're much more likely to remember something if you use a combination of learning styles.
- **D:** So, we've decided then: Teaching the information to somebody else, and reading out loud while pacing are our mnemonic devices of choice.

# **2b** Writing

Suggested answer

Studying is an important part of the learning process. While many people feel that group study is most

effective, there are those who believe studying is best accomplished alone. With this in mind, it is useful to examine the similarities and differences between group and individual study, especially in terms of efficiency, convenience and skills.

Both self-study and group study may be efficient study options. When studying alone, students have more control over how quickly (or slowly) they cover material. This allows them to focus their attention on areas of difficulty and skim over topics which they feel confident about. Conversely, group study may provide learners with the opportunity to cover a wider range of topics more quickly by assigning each person in the group something to focus on and then asking them to teach the rest of the group.

Another point of comparison is that of convenience. Self-study provides greater flexibility in terms of time and location than group study. For example, if you study alone you can study late at night, or on the train. In contrast, group study must be organised around students' schedules and locations. While group study may be practical for those living on a university campus, it is far less convenient for those using distance learning platforms.

Finally, both self-study and group study develop unique skills. Students who choose to work alone must work through difficulties on their own, which can develop problem-solving skills. Moreover, self-study requires greater self-discipline than group study because there is no one else to motivate you. In contrast, by studying in groups students improve their ability to work as part of a team and develop negotiating skills.

In conclusion, both group study and self-study can be efficient study methods. Students who are considering different study techniques should take into consideration their personal needs in terms of convenience and skills-development.

# **3b** Speaking

#### Finalist 1

- Dr. Abdul Rahman Al-Sumait was a life-long humanitarian, who dedicated himself to charitable works from a young age.
- He had a hands-on approach and moved to Africa to help disadvantaged people.
- In order to gather the necessary funds he did not only look to people who are rich, he sought out donations from ordinary people doing their charitable duty.
- He founded several other charities in addition to Africa Muslims Agency.
- · The impact of his charity is extremely broad, reaching tens of thousands of people in large parts of Africa, with a particular emphasis on children and on their ability to get an education.
- · His charitable works had a spiritual, religious element since he built mosques as well as schools and hospitals.
- The charity provides employment to a large number of people.

#### Finalist 2

- Mohammed Razaque has been running Muslim Global Relief for over 20 years.
- He provides an example of how an organisation can start with local support and grow to do charitable works around the world.
- · Muslim Global Relief has become a recognised, award-winning charity.
- · The charity, as well as providing immediate relief, has the unique philosophy of making a long-term difference village by village.
- The charity has developed a way to include even the smallest donation and make it count.
- The charity's purpose is to provide aid to people who need it without discrimination.

- Ryan Hreljac is proof that age is no obstacle if you are determined to help people and make a difference.
- Ryan's work has impacted almost a million people in 3 continents in a very fundamental way since there is no way to fight disease without access to safe water.
- He has stuck to his project for over 20 years and remains devoted to it.
- He is now a graduate in Development Studies, and so he is in an even better position to manage the foundation, not only in the area of clean water, but in sanitation as well.
- · Ryan started out as volunteer and now he has made a profession out of the charity he founded.

# **3b** Writing

#### Suggested answer

I first heard about Project Water at school. In our Geography class, we watched a documentary about the problems caused by shortages of clean water in South Sudan, and I couldn't believe the hardships that people there faced, all because they didn't have clean water readily available. It really made an impression on me how much we take things like this for granted here. The documentary mentioned that there was a summer volunteer programme, and I immediately knew that this was something I was interested in. I had done charity work before, but this was my first time volunteering in another country. In the end, I spent three weeks in Juba, in South Sudan.

I got to see how the charity improves the lives of people in the area - and, best of all, I got to be part of making that happen. I worked with other volunteers and local people to dig water wells, and I also took part in community events that showed people how to test water and check whether it's safe. I worked hard but I also had a great time, working side-by-side with local people and sharing stories of our different cultures. I met so many amazing people. Even though I came from the other side of the world, I felt that I was able to immerse myself in the culture there, come to appreciate the way of life in South Sudan, and make lasting friendships.

My volunteering experience taught me that, no matter where we come from or how different our cultures are, we always have more in common with other people than we realise. We are all citizens of the world, and we need to work together to build a better life. I believe now that, if we work together, we can solve any problem. When I think back to my time there, that's what I remember: working in a team of wonderful people to achieve something great. I'm grateful that I had the chance to step out of my comfort zone and challenge myself as well. More than anything though, this experience really opened my eyes to the problems that exist in our world. This is not a lesson I'm going to forget; I plan on pursuing a career with a charity or a humanitarian organisation when I finish my studies.

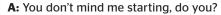
# **40** Listening

#### Suggested answer

The idea I found most interesting was the one about going on holiday without leaving the comfort of your home. The reason why most of us go on holiday is that we wish to get away from our daily routine. Virtual headsets would give us the opportunity to do this more often without the expenses involved. This, to me, sounds like an amazing possibility. It is sure to help make our lives not only more interesting but also less stressful

# **4a** Speakino

Suggested answer



B: Not at all. Be my quest.

- A: Well, the local cuisine of a country, as depicted in picture A, is a very important aspect of one's travel experience. When you visit a country you get the unique opportunity to try traditional local food and get to know a variety of flavours that perhaps you've never tried before.
- **B:** I couldn't agree with you more. The dishes are authentic because they are prepared using traditional cooking methods and locally grown ingredients, maybe even ingredients that don't exist in your own country.
- A: Yes, and if you learn to prepare these dishes, then when you cook them at home, it's like you are reliving your travel experiences.
- B: That's exactly what I was thinking. Now, the archaeological sites and monuments of a country, as depicted in picture B, are also important. Visiting them is like travelling back in time. It helps you not only become aware of important historical events but also be inspired by many great achievements.
- A: That's true. Monuments and archaeological sites are an integral part of the country's historical identity as they represent a specific era or historical event.
- **B:** No doubt about it. However, they are also part of our global heritage, so they should be of great interest to
- A: That's for sure. Now, let us look at picture C, which depicts a museum. Museums are home to valuable objects, such as sculptures and paintings, which represent our nation's history. I personally think that museums have a lot to offer.



- **B:** I agree 100%. There is no doubt in my mind that the artefacts on display in museums give people the opportunity to understand a nation's history and its traditions better. This is especially true if you take a guided tour of the museum or take the time to read up on the various exhibits.
- **A:** You have a point there. Now, picture D obviously represents experiencing a country's culture by visiting local markets. I think that doing so is a fun way to get first-hand experience of the local customs and traditions.
- **B:** Visiting local markets also gives you the unique opportunity to come into contact with local people and create lifelong memories.
- A: You're absolutely right. What about picture E?
- **B:** Well, picture E illustrates travelling in order to experience the natural beauty of the country you are visiting. For example, going on a desert safari.
- **A:** Yes, people who are prepared to do this will see places of natural beauty that few people have had the opportunity to see because most are in remote places.
- **B:** That's a good point, and you may be lucky to see plant and animal species that don't exist elsewhere or which are endangered.
- **A:** Good point. So, which two do you think best represent our country?
- **B:** Well, I think that we should definitely choose picture B. Our country has a rich history, so there are lots of archaeological sites and ancient monuments worth visiting.
- **A:** I totally agree. As for our second option, I think we should go for picture C. There are a lot of really good museums in our country. Visiting some of these museums could give tourists the opportunity to study valuable objects and better understand the history of our nation.
- **B:** That's true, but I think that our local cuisine is also worth experiencing. We have a range of delicious dishes that tourists can enjoy. I think the cuisine of our country is one of its most characteristic features.
- **A:** You may have a point. Also, tourists who like the food they try here will spread their experiences to their country.
- **B:** That's just what I was thinking. So, I think we've reached an agreement. The two experiences that should be included in the article will be tasting local cuisine and visiting historical monuments and sites.
- A: Agreed!

# **4a** Writing

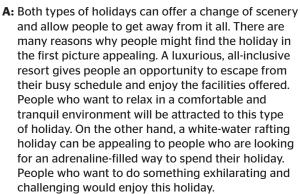
Suggested anwer

Qatar's capital, Doha, is a city where tradition and modernity meet, a precious diamond sparkling on the edge of the Arabian Gulf. Old wooden fishing boats, like resting sea birds, float on calm waters against a background of towering skyscrapers that glitter in the morning sun. A few streets away is the traditional market of Souq Waqif, full of stalls and tiny shops, selling everything from jewellery to falcons. Walk from there down the Doha Corniche to the Museum of Islamic Art and you will get a stunning view of the bay. From there you can watch the sea turn into a rainbow-coloured garden in the sunset. Heading along the coast, you'll find Katara Cultural Village, where old and new buildings stand together in perfect harmony.

# 4b Speaking

Suggested answers

1.



- **B:** If I had to choose between the two, I would probably go for the white-water rafting holiday because I prefer to spend my holiday doing challenging activities and not lying around doing nothing all day.
- 2.
- **B:** Both means of transport are very popular and convenient. Travelling by car is great for shorter trips and gives you the chance to admire the scenery. You can also make a stop at any point of your journey to grab something to eat, rest for a while or walk around in open space. For many people, one of the most important disadvantages of travelling by car is that you usually spend a lot of money on petrol. Some people can also get travel sickness if they drive for too long.
  - On the other hand, flying is much better for long distances because it is much faster. It is also considered one of the safest ways to travel. However, plane tickets are usually expensive and you might experience turbulence during the flight and this can put people off flying.
- A: Even though I understand that flying is faster,
  I prefer to go by car because it makes me feel more
  relaxed and gives me a sense of direction and
  purpose. This is because I can choose the route, the
  speed at which I wish to travel and how many stops
  I wish to make. In short, I feel I am in control of my
  own travelling.

#### Suggested anwer

Today travelling is not only a dream, as it used to be for many people. The tourism industry has grown as more people can afford to travel for leisure. To understand the impact this is having, we need to examine both the advantages and disadvantages of tourism.

On the one hand, tourism can be beneficial in many different ways. For instance, people who are exposed to different cultures usually become more tolerant and respectful. At the same time, the local people gain more income and their economy thrives. Moreover, when the natural beauty of the area is brought to attention, people make a greater effort to protect it.

On the other hand, tourism also has a number of drawbacks. One of these, which is often not taken seriously enough, is that many package tours or tourist websites point people to the same places and activities, creating stereotypes of the country and its people. In addition, if the local economy depends too much on tourism, it can get very weak when there is a natural disaster or an economic crisis. Lastly, in places where there is a lot of tourism, most often the natural environment suffers, as there is more pollution and animal habitats are threatened.

In conclusion, although tourism can promote cultural appreciation, build local economies and help protect the environment, it can also promote certain stereotypes, create economies that easily become weak and contribute to the destruction of ecosystems. This is why we must all think about the kind of tourists we want to be.

# Task Modules 3 & 4

#### Suggested answers

#### Group A: Step 1

- **A:** Let's see what we have here. There is a prescription from the walk-in centre at Granthem hospital. Stacey saw a doctor there at 5.45 in the evening on the 30th of June.
- **B:** It says here that she had a first-degree burn from a hot liquid and that she was given some antibiotic cream.
- C: OK. There is also a one-day return ticket from Alandale to Granthem for the same day, but at 9.34 in the morning.
- **B:** We also have some text messages on her phone. Look! She was planning to meet her friend Isabel in Granthem, at the museum, soon after 10.00 in the morning.
- A: Alright. We also know that she used her credit or debit card, on the same day at 2.24 in the afternoon, to check how much money she had and she didn't have any left.
- C: But she definitely went shopping; here is a receipt from a clothing store called Rockwell's. It looks like she bought a pair of boots and an umbrella in the early afternoon but she paid in cash.

#### Group A: Step 2

- **A:** Alright! Let's see how we can put all this together.
- B: I think Stacey came to Granthem to meet her friend Isabel in the morning. They met at the museum, but we don't know if they actually entered the museum or if they just met there and then went somewhere
- C: The next thing we know they did is they went shopping at a clothing store.
- A: And then in the evening she ended up at the hospital because she or someone else spilled some kind of hot liquid on her.
- C: Maybe they stopped for lunch and some soup fell on her.
- B: Or maybe they spent some time in the museum and then went to the museum café for a drink and she spilled some coffee or hot chocolate on herself.

#### **Group B: Step 1**

- A: Well, let's get started. There is a receipt here from a newsagent's. It looks like Stacey bought a newspaper and some crisps at 9.15 in the morning on the 30th of June.
- **B:** And look, this shop was at Alendale station. She might have taken a train or a bus that morning.
- C: We also have a ticket here. It looks like it's from a museum. It's in another city, Granthem. It's for the same day but at 10.40 in the morning, and it's for two people.
- B: Right. Now, we've got two more pieces of paper, both from a café called Mocha-Time. A receipt at 5.22 in the afternoon for coffee and cake, as well as a coupon.
- A: The coupon offers her free coffee for a year. Plus, there's a takeout cup.
- C: And the last item is another ticket, the one with the purple edge. It looks like it's from the walk-in centre of a hospital, and it's for the car park. It expires at 6:36 in the evening, so she must have gone there earlier.

#### **Group B: Step 2**

- A: OK. let's make a timeline based on the information we have. Stacey took a train or bus from Alandale to Granthem. She set off after 9.15 on the 30th of June, and when she arrived at Granthem, she went to the museum.
- B: Right. We know she wasn't alone at the museum because the ticket is for two people, so she either took the trip with a friend or else met the friend there.
- **C:** I think she must have met her friend in Granthem because we have the car park ticket, which means they went to the hospital by car.
- B: You're right! After they left the museum, they went to a café and got takeout coffee. But why did they go to the hospital a little while later?
- C: Maybe Stacey fell and sprained her ankle or spilled hot coffee on herself. That's why they gave her a coupon for free coffee, because they felt bad for her.
- A: Yes, then Stacey's friend took her to the hospital to see about her ankle, or whatever. It must not have been very serious, because they went to the walk-in centre, and they were out before 6.30.



# **5b** Listening

#### Suggested answers

- I think that John Harrington will get the job because he's experienced in this field and he is keen to ensure that his skills are up to date. It shows that he's really interested in his job and it is clear he constantly wants to improve. Although he left his previous job because he didn't get along with some of his colleagues, it doesn't mean that he is not able to work well in a team. It's absolutely normal not to get on well with everyone. / Although John Harrington is experienced in his field, I don't think that he will get the job, mainly because he can't express his ideas. Being an art director in an advertising department means expressing and selling your ideas. If someone has difficulty doing that, he or she cannot be considered suitable for such a position. Also, the fact that he left his previous job because he didn't get on well with some of his colleagues shows that he may not be able to work well in a team. This is another disadvantage for this position, as it is based on teamwork and cooperation.
- I think John Harrington was honest, and this is always appreciated during a job interview. However, he could have avoided mentioning that he left his previous job because he didn't get on well with some of his colleagues. He could have said that he wasn't satisfied with the working environment. Also, at the end of the interview, I don't think he should have mentioned that he would be on holiday. I believe that a job applicant should show that he or she is available whenever needed. He could have waited to see if he would be hired and then tell them when he would be available.

# **5b** Speaking

Suggested answers

### **Interview with Tom Tiller (Student C)**

**Int 1:** Come in and have a seat please... Tom Tiller, is that right?

Tom: Thank you. Yes, that's right.

Int 1: Welcome, Tom. My name is Rita Johnson and this is my colleague, John Norbert. I see you're here about the intern position. Could you tell us a little bit about yourself to begin with?

Tom: Of course. I am studying for a degree in Journalism. It is my passion. Last year, I worked for a local newspaper all summer. It was a great chance for me to experience what being a journalist is really like. I appreciate that it's not just about writing. It also involves a lot of office work as well as online communication with readers. Not to mention meeting some very tight deadlines!

Int 2: Are deadlines a problem for you?

**Tom:** Well... let's say it's an issue I'm working on.

Int 2: How well do you work under pressure?

**Tom:** Journalism is all about deadlines, isn't it? I can't say they don't stress me out. However, I persevere and always get the job done on time!

Int 1: Tom, could you tell us what you consider to be your strengths?

Tom: First of all, I consider myself to be a good writer. I can send you some samples of my previous work. I also know how important it is to do research on a particular issue before writing an article on it. I can work on something like that for hours on my own. It is definitely one of my strengths, and I'm sure your journalists in the field would find this type of support useful.

**Int 2:** And how are your computer skills? Is that a strong point for you?

**Tom:** My computer skills are excellent. In fact, I recently attended a seminar on setting up and maintaining news websites.

Int 1: Could you tell us about a weakness you have?

**Tom:** Well, I already mentioned that occasionally I get a little overwhelmed by deadlines. This is something that my job experience has helped me to recognise. I should add though, that my supervisors at my last job gave me great tips on time management.

**Int 2:** And has your time management improved?

Tom: I believe so.

**Int 1:** Would you call yourself a team player?

**Tom:** Of course! It's just that, if I have a choice, I prefer to work on my own. When a lot of people are involved in a project, things can get a bit confusing. I understand collaboration is important, though.

**Int 2:** When are you available to work for us, Tom?

**Tom:** Actually, until I graduate, I can only work at weekends. But I will be available to work full-time after next June.

Int 1: Great. Well, thanks for coming in, Tom. We'll be in touch within a week or so to let you know what we've decided.

#### **Interview with Ann Preston (Student D)**

Int 2: Come in, Ms Preston. That's Ann Preston, correct?

Ann: That's right!

Int 2: Please take a seat. Could we get you anything?
Water?

Ann: No thank you, I'm fine.

Int 2: Good. My name is John Norbert and this is my colleague, Rita Johnson. I see you're here about the intern position. Could you tell us a little bit about yourself to begin with?

**Ann:** Of course. I am studying for a Master's degree in English and I do a lot of creative writing. My interest in languages is broader though, and I am also fluent in Spanish and Japanese. I have never worked before as a journalist.

Int 1: I see. What else do you do?

**Ann:** Well, I volunteer on a weekly basis, helping students with their essays. I actually run the club, in fact. I find working with these students very rewarding.

Int 2: What would you say your greatest strengths are?Ann: I believe my greatest strength is my creativity

as a writer. But I would say that computer skills are also one of my strengths. The club I run is mostly online, and I am the one responsible for keeping its website up to date.

- Int 1: Could you tell us about one weakness that you have?
- Well, sometimes I get into the creative aspect of an assignment for school, and it takes me a long time to finish it. I am a perfectionist, you see, and I keep going over my work until I feel it is up to my personal standards.
- Int 2: Would you say you have a hard time working under pressure, then?
- **Ann:** To be honest, I can't say I do very well under pressure. I have had trouble with deadlines throughout my school years, for example. I think it's the writer in me!
- **Int 1:** What about your people skills? Would you say you are a team player?
- **Ann:** I am very good with people. It's not just that I get on well with others. As the organiser of a club, I am responsible for getting people to work together as a group. So, I really am what you would call a 'people person'.
- Int 2: When are you available to work for us, Ann?
- **Ann:** I am available to work one day a week. Between schoolwork, the club, and my writing... well, you can imagine!
- Int 2: Well, I think what we've heard is enough. Thanks for coming in, Ann. We'll be in touch within a week with our decision.

#### Which candidate would be more suitable for the job?

- Int 1: Well, John, both candidates have excellent computer skills and writing experience.
- Int 2: Yes. The difference is that Tom Tiller has actually worked as a journalist before. This helps a great deal.
- Int 1: I see what you mean. We don't need someone who can only write a short story or a novel, but someone with experience writing articles.
- **Int 2:** On the other hand, Tom seems to have trouble working with others, while Ann would be better at collaborating with our field journalists. Plus, we could use more creative talent at the newspaper. Ann probably has more general organisational experience than Tom because she runs that club.
- **Int 1:** Yes, but Tom seems like the type of person who can adapt and eventually become more confident working with others.
- Int 2: I agree, but I must say I didn't like the way he tried to make it sound like he was a team player when, clearly, he is not.
- Int 1: Well, they both have their faults like issues with deadlines! Let's try and focus on the positive: basic requirements as well as 'soft skills'. I think that Tom Tiller is the most suitable candidate because of his experience. We have a strong team in the office that will be able to help him with the rest. Additionally, we need more people to work the weekend shifts.
- Int 2: It's decided then. Tom Tiller it is!

FEFE

STUDENT'S BOOK pp. 100-101			
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES	
R1.1	Creative and critical thinking	Α	
R2.1	Creative and critical thinking	В	
W2.1	Creative and critical thinking	С	
W1.6	Inquiry and research	С	

#### When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- ask about and explain independently causes and consequences of more complex processes and ideas, including processes and ideas which are unfamiliar (W1.6)

# The spread of disease



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

# B. R2.1

- 1. cause
- 2. microorganisms
- 3. pathogens
- **4.** F
- **5.** NG
- **6.** F
- **7.** T
- **8.** f
- **9.** c
- **10.** g
- **11.** a **12.** d
- **13.** e

# C. W2.1, W1.6

#### Suggested answer

The graph shows how taking measures to prevent and contain disease affects the number of cases that appear. The first curve shows the number of cases that appear when measures are not taken, and the second curve shows those when measures are taken. The line represents the capacity of the healthcare system to treat patients. As can be seen, not taking measures results in more cases over a shorter period of time, which forces the healthcare system to operate beyond capacity - it cannot deal with the number of cases. On the other hand, taking measures means that, while cases continue to appear for longer, their numbers at any given time will remain low enough that they are within the capacity of the healthcare system to treat them. The containment of the disease in this way is important because it buys time for effective treatment to be developed, and more people may benefit from this. There are several ways that disease can be contained so that the number of cases at any one time remain low: infected people can be put in quarantine, and the rest of the public can improve cleanliness and wash their hands more often and can avoid gathering in large numbers or travelling.

STUDENT'S BOOK pp. 102-103			
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES	
R1.1	Creative and critical thinking	Α	
R2.1	Creative and critical thinking	В	
W2.1	Creative and critical thinking	С	
W1.4	Creative and critical thinking	С	

#### When students complete this component, they will be able to:

- · understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- explain and justify independently their own opinion on the main ideas or arguments in a longer factual or fictional text, including some texts on unfamiliar topics (W1.4)

# The English language

A. R1.1





B. R2.1

- **1.** 5,000
- 2. locations
- 3. Germanic
- 4. West Saxon
- 5. Anglo-Norman
- 6. the printing press
- **7.** inventions and discoveries
- 8. words/loanwords
- **9**. C
- **10.** E
- **11.** A **12.** D
- **13.** B

C. W2.1 , W1.4



#### Suggested answer

The English language can be traced back to West Germanic, or further back to Proto-Indo-European. It started as a language called *Englisc*, which had four different dialects. The strongest of these dialects, West Saxon, is what we now call Old English. Many centuries later, the language was influenced by a form of French called Anglo-Norman and became Middle English. The language continued to change, and soon people began to change the pronunciation of many words. This stage is known as Early Modern English. Spelling rules were also introduced as part of Early Modern English, Later still, many words were created to describe new inventions and discoveries - and this stage is referred to as Late Modern English. Modern English is the current version of the language, which is influenced by technology and globalisation. As technology develops, I believe that we will have to create many more new English words. Also, as people around the world continue to learn and speak English, I believe that it will mix with many other languages and perhaps the rules will become simpler as people try to make it easier to learn.

TETHINITOTAL

STUDENT'S BOOK pp. 104-105			
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES	
R1.1	Creative and critical thinking	Α	
R2.1	Creative and critical thinking	В	
W2.1	Creative and critical thinking	С	

#### When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- · understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)

# Maglev trains — the future of high-speed rail?



- **1.** d
- **2.** b
- **3.** c

# B. R2.1

- **1.** F
- **2**. F
- **3.** NG 4. T
- 5. coils
- **6.** (superconducting) electromagnets
- 7. magnetic forces
- 8. (magnetic) poles
- 9. similar
- **10.** e
- **11.** c
- **12.** a **13.** b

C. W2.1



#### Suggested answer

Maglev rail has many advantages. To begin with, it is more environmentally friendly: it can run on electricity from wind or solar power, and its guideways can be built high up, meaning there is no need to build train tracks through towns or countryside. Furthermore, it has fewer maintenance costs in the long-term than a conventional train system, as it uses less energy and its parts do not wear out very quickly - so they do not need to be replaced. Safety on maglev lines is also improved; because of how the system is designed, trains cannot leave the tracks, and there is almost no risk of them crashing into each other or into other objects. It also creates less noise pollution. Since it seems likely that conventional rail cannot travel faster than it currently does, maglev may be the only way of increasing commercial rail speeds. With this technology, passengers may soon be able to travel at speeds up to 505 km/h. The desire for speed, combined with the many other advantages of maglev rail, could mean that it is indeed the future of rail travel.

GENERAL STUDIES

STUDENT'S BOOK pp. 106-107		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES
R1.1	Creative and critical thinking	A
R2.1	Creative and critical thinking	В
W2.1	Creative and critical thinking	С
W1.4	Creative and critical thinking	С

#### When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- explain and justify independently their own opinion on the main ideas or arguments in a longer factual or fictional text, including some texts on unfamiliar topics (W1.4)

# A quide to writing a good personal statement

# A. R1.1







- 1. applicant
- 2. skills
- 3. achievements
- 4. (the) structure
- 5. (a) brainstorming session
- **6.** (by) asking (themselves) questions
- **7.** personal story
- 8. vivid/descriptive language
- 9. passion
- **10.** basis
- 11. (extra-curricular) activities
- 12. relevant
- 13. career paths



#### Suggested answer

#### **Course: Computer Science** INTRODUCTION

Personal story: when I was younger...

#### **MAIN PART**

#### Paragraph 1

- interested in technology and artificial intelligence in
- studied Computer Science and Design Technology

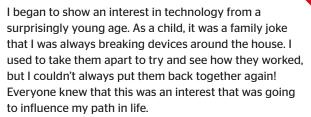
#### Paragraph 2

- · member of the school coding club good basis of coding skills, considering ethical issues
- · charity volunteer teaching computer skills to unemployed - presentation skills, public speaking

#### CONCLUSION

- Al is a growing field and will need experts
- my experiences and skills have prepared me well for this course

#### **Personal Statement**



Now, however, I am no longer a small child trying to understand the basics of technology. I have studied Computer Science and Design Technology throughout secondary school and, in last year's exams, I managed to achieve the highest mark in the class for Computer Science. I am fascinated by how technology has become such an important part of our everyday lives, and I want to be part of building the technology of the future. I am particularly interested in artificial intelligence (AI), as I believe this has the most potential to change our lives.

Beyond my school studies, I am also a member of my school's coding club, which has taught me a good basis of coding. Aside from the practical skills, we also consider ethical issues around technology. I believe that issues of ethics and accessibility are very important when working in this field, which is why I also volunteer for a charity that teaches computer skills to the unemployed. This has helped me learn to present to large groups and become more confident at public speaking - skills which I am certain will be very useful to me on this course.

As technology continues to take over more areas of our lives, I expect this field to expand rapidly in the future. I believe that AI, which has so much potential that has not yet been unlocked, will develop significantly in the next few years, and there will be a shortage of experts. As I hope to pursue a career in artificial intelligence, I believe I will have a lot to contribute. I am convinced that my experiences and skills have prepared me well for this course, and I am excited about the possibility of playing a part in advancing the technology of the future.

Thank you for your time and consideration.

STUDENT'S BOOK pp. 108-109			
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES	
R1.1	Creative and critical thinking	Α	
R2.1	Creative and critical thinking	В	
W2.1	Creative and critical thinking	С	
W1.6	Inquiry and research	С	

#### When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- organise, sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- · ask about and explain independently causes and consequences of more complex processes and ideas, including processes and ideas which are unfamiliar (W1.6)

# Environments of the deep sea where chemicals from beneath the earth meet the waters of the deep







- 1. cracks
- 2. seawater
- 3. vent fields
- **4.** environmental conditions
- 5. solar energy
- 6. chemicals



- 8. mats
- 9 bacteria
- 10. Primary consumers
- 11. carnivores



**13.** d



# C. W2.1, W1.6



#### Suggested answer

The diagram shows how a hydrothermal vent is formed. To begin with, water travels down through cracks in the sea floor. Here it is super-heated. When it comes into contact with rocks underground, it absorbs minerals and chemicals. Eventually, the superheated, mineral-rich water travels back up into the ocean. When this happens, because the superheated seawater is much hotter than the surrounding water, the minerals it contains precipitate and create chimneys. These usually occur close together, and the area becomes known as a vent field.

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STUDENT'S BOOK pp. 110-111			
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES	
R1.1	Creative and critical thinking	Α	
R2.1	Creative and critical thinking	В	
W2.1	Creative and critical thinking	С	
W1.4	Creative and critical thinking	С	

#### When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- organise sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- explain and justify independently their own opinion on the main ideas or arguments in a longer factual or fictional text, including some texts on unfamiliar topics (W1.4)

# **Poetry: Wordsworth's Daffodils**





# B. R2.1

- **1.** NG
- **2.** T **3.** NG
- **4**. F
- **5.** T
- **6.** B
- **7.** D **8**. C
- 9. A
- **10.** B
- **11.** D **12.** C
- **13.** A, E

# C. W2.1, W1.4

#### Suggested answer

The second stanza of Daffodils uses iambic tetrameter and follows an ABABCC rhyme structure known as a quatrain-couplet rhyme scheme. These poetic structures give the poem a slow, lyrical feel and a gentle rhythm that is suited to its topic of nature and beauty. In this stanza, the poet continues to describe the daffodils. As in the first stanza, he uses personification, describing them as 'Tossing their heads in sprightly dance'. However, he also compares them to 'stars ... on the milky way', which is a very grand description for something as ordinary as a flower. I believe that this language was chosen deliberately to give the impression that their natural beauty is so great that it goes beyond anything found in our world.

	STUDENT'S BOOK pp. 112-113		
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES	
R1.1	Creative and critical thinking	Α	
R2.1	Creative and critical thinking	В	18.
W2.1	Creative and critical thinking	С	

#### When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- organise sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)

# **Ethical business practice**

A. R1.1

Suggested answer

- **1.** I think that 'ethical business practice' refers to how businesses can ensure that they are following correct ethical values.
- 2. I believe that companies need to make sure that they care for their workers, because it is ethical to treat people well. Companies should also care for the environment, because protecting our planet is an important concern that affects everyone. Lastly, companies should try to help the community, as this is part of being a good citizen and benefits society as a whole. According to the text, ethical business practice requires a company to show social responsibility and environmental management. The text mentions the importance of: caring for workers, caring for the environment, carrying out employee training and helping the community. All of these are examples of ethical practice and are important for ensuring the success of a business by building employee loyalty and productivity, satisfying customer demand and protecting our planet, creating a good working environment and having a positive impact on the community respectively. Ensuring financial profit and attracting new customers are mentioned as an additional focus of business and a benefit of ethical practice respectively rather than as examples of ethical practice itself.

B. R2.1



**2.** E

**3.** C **4.** B

5. support

**6.** sustainable

7. profit

8. code of ethics

9. role models

10. merit

**11.** (employee) turnover

12. work environment

13. advertising

C. W2.1

#### The 5 Pillars of Business Ethics Corporate safe work reward fair wages · code of Social environment employee Responsibility ethics honesty promotion towards safe based on trained society products advisors merit and the honest and services environment advertising **HONESTY TRAINING FAIRNESS SAFETY RESPONSIBILITY**

Suggested answer

The infographic shows the five key values of business ethics. The first of these is honesty, which includes promoting honesty among employees as well as behaving honestly towards customers – for example, by using only honest advertising. The second pillar is the value of training, which includes creating a code of ethics for employees and having trained ethics advisors. The next important value is fairness; employees should be treated fairly, with fair wages and promotion based on merit. Then there is the importance of safety – companies need to ensure safe working conditions for employees and safe products and services for customers. Finally, the last pillar of business ethics is responsibility. Companies have a responsibility to demonstrate CSR and care for society and the environment.

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STUDENT'S BOOK pp. 114-115			
LEARNING STANDARDS	MAIN QNCF COMPETENCIES	ACTIVITIES	
R1.1	Creative and critical thinking	A	
R2.1	Creative and critical thinking	В	
W2.1	Creative and critical thinking	С	
W1.4	Creative and critical thinking	С	

#### When students complete this component, they will be able to:

- understand and respond independently to the main ideas in longer, more complex texts, including some texts on unfamiliar topics (R1.1)
- understand and respond independently to detail in longer, more complex texts, including some texts on unfamiliar topics (R2.1)
- organise sequence and develop ideas independently in longer, more complex texts, including some texts on unfamiliar topics (W2.1)
- explain and justify independently their own opinion on the main ideas or arguments in a longer factual or fictional text, including some texts on unfamiliar topics (W1.4)

# The future of meat?





# B. R2.1

- **1.** d **2.** d
- **3.** NG **4.** T
- **4.** T **5.** F
- 6. protein
- 7. emissions
- 8. nutrients
- 9. ultra-processed
- 10. animal cells
- **11.** fat
- 12. (carrying) disease
- 13. acceptance

# C. W2.1, W1.4



Suggested answer I think that the future of meat will be cell-based meat. The need to protect our environment will mean that many people will want to look for alternatives to meat, but they will find it very difficult to give up meat entirely as it is an important part of their culture and daily life. As cell-based meat is biologically the same as conventional meat, it will allow them to make a change that helps the environment without giving up something that is important to them. I believe that the other advantages of cell-based meat will also make it popular: it has a reduced risk of disease and can contain less fat. I think it will be more popular than plant-based meat, as many people may view plant-based meat as not 'real' meat, and will prefer to choose an option that has the exact same taste and texture as the meat they are familiar with.

# Module 1

- A: So, we're continuing our focus on culture this month with a very special guest who is here to talk about an unusual topic. With me in the studio is Brian Fosterling, he's the Adjustment Coordinator at the Foreign Office, and it's his job to help our diplomats abroad deal with culture shock. Brian, welcome.
- **B:** Thanks for having me.
- A: So Brian, I imagine any of us who travel have experienced culture shock in one form or another?
- B: Well, we've all been surprised at one time or another by the things we see when we're on holiday, but we use the term 'culture shock' to describe something quite different. The term was introduced by social scientists in the 1950's and refers to people who move abroad to, you know, study or work, and they're going to be away for a long time, like months or years. They are being exposed to a whole new culture and lifestyle, and they suddenly have to get used to something that feels very foreign.
- A: You know, a friend of mine went through that. We were in our early twenties, and he moved from London to France to study to be a chef. He was so excited! He called me after he'd been there a week and he couldn't stop talking about the amazing food, and the city's history, and the atmosphere. I gather that level of enthusiasm is normal?
- B: Yes, research says that sort of behaviour is typical in the first few weeks to three months; it's known as the Honeymoon phase. When foreigners first move, everything is unfamiliar but exciting; every day is a new discovery and they are fascinated by what they experience. But after that, comes a very difficult period.
- A: I know what you mean. I let my friend settle in and I called him back about a month later; it was like I was talking to a completely different person. He was so down, so frustrated, everything was wrong, every little thing annoyed him.
- **B:** Those are natural feelings to have, and it's why this next phase, that can last anywhere from three to six months, is called the Frustration phase. All the enthusiasm you have experienced as a foreigner,

- perhaps because you spent your time in the beginning touring around and having a good time, now turns into anxiety as you have to get into the normality of everyday life. You go from being a tourist to having to buy things in the supermarket, answer phone calls, work, study, deal with public services... It's here that you realise you have left your family and friends behind, and so you may feel lonely and homesick.
- A: Slowly, though, people get used to the new environment, don't they?
- **B:** Yes, they do. The Adjustment phase is between six to twelve months. During this time people become more familiar with their surroundings and feel more comfortable. This is when they really start to find their feet. Perhaps they start making new friends, they understand the language better to the point where everyday chores are not difficult anymore and they can have meaningful conversations with others. Overall, they're a lot more confident and positive.
- A: And, I'm guessing, at some point, you become a local, or as close to one as you'll ever get. What are the key factors that help people get to this point?
- **B:** Well, experts agree that whether you intend to stay for only a couple of years or for longer, it's important that you finally accept the culture you're now in. When you reach this final phase, the Acceptance phase, usually when you've been living there for more than a year, you enjoy your life, you're more confident that you can face the challenges, you're not always criticising the new culture but you find humour in the differences it has with your own.
- A: Can you provide some tips for our listeners who may be considering moving abroad... (fade out)

#### **Activity D**

During this time people become more familiar with their surroundings and feel more comfortable. This is when they really start to find their feet. Perhaps they start making new friends, they understand the language better to the point where everyday chores are not difficult anymore and they can have meaningful conversations with others.



- A: Didn't our aunt and uncle have a difficult time when they first moved to Australia?
- B: Yes, they did. I remember one story from when we were very young. They were invited to an Australian friend's house for dinner and she told aunt Carol to 'Bring a plate.' So she did - several, in fact.
- A: Empty ones?
- **B:** Well, she asked for a plate, didn't she? It didn't cross our aunt's mind to prepare something.
- A: That's funny now, but I bet it was embarrassing for her at the time!
- 2.
- A: Your Russian must be really good
- B: Not really. I found that most of what I've been learning wasn't very useful in everyday life.
- A: Maybe you just need some more lessons.
- B: Perhaps, but I doubt that would be enough. I realised what my problem is. I think about what I'm going to say in English and then translate it into Russian in my head. As a result, my sentences sound quite odd sometimes.
- A: Maybe you could find a native speaker here in London to work with you.
- **B:** No, if something is worth doing, it's worth doing well. The only way I'm going to master the language is by communicating with native speakers on a daily basis. So, I've decided to find a place to stay in Moscow.
- 3.
- A: I'm worried that I've upset my friend Marie from France.
- **B:** Don't tell me that you played one of your practical jokes again and she took it seriously?
- A: This was completely by accident, really. We were talking on the phone yesterday and I started telling her how much I was looking forward to visiting her, especially since I really like French food.
- A: Well, I said how it would be great to eat authentic French cuisine while in France and how I really love French fries and she suddenly got very upset. She started telling me how French fries were not French at all, and how they don't eat that kind of junk food in France.
- B: Well, if they're not French, why are they called French fries?

# III LIIII I HAILIFIE

A: I don't know, but I really think I may have offended her.

- A: What shall we have for dinner tonight Laura?
- B: I thought chicken Tikka Masala.
- A: Oh, I love Indian food. Are you making it yourself?
- B: No, I have no idea how to cook Indian food. I found a new readymade sauce at the supermarket. The recipe on it seems quite simple so I thought I'd give it a try.
- A: You should try real Indian cuisine.
- **B:** There's a nice Indian restaurant on Oakley Road. Have you ever been
- A: Yes, it's so close to the house. I go there quite a lot, but it's far from the real thing. I only go there because it takes me back to my three-week holiday in Bangalore.
- **B:** Here we go again.
- A: You really must go one day.
- B: I will, I will.

The Running of the Bulls, which takes place during the second day of the San Fermin Festival in Pamplona, is a popular event and attracts thousands of visitors. During this event, six bulls and six steers are released and guided to the bullfighting ring which is over 825 metres away, through the narrow streets. This tradition is said to have its origins in the 14th century, as it began in an effort to take bulls quickly from one place to another. Nowadays, hundreds of people run in front of and alongside the bulls. So, you can imagine the excitement... and danger! Each year around 200 to 300 people are injured, so it could be dangerous if you aren't careful. However, if you are at a safe distance, it's an event not to be missed!

- A: Hi, Polly. What do you have there?
- **B:** It's a time capsule.
- **A:** Really? Are you thinking about travelling to the future?
- **B:** Very funny. It's just a few things the kids and I put together. You know, to show people of the future what life was like.
- A: I remember doing that at school. We threw some old comics, empty bottles, and some stamps, I think, into a box and buried it in the school garden - totally useless.

- B: Come on, we're doing it just for the fun of it.
- A: What will historians do with all that junk you have there? They will want to know about our daily lives, so a diary or something would be much more useful.
- **B:** Who writes a diary these days?
- A: True. OK, historians can check our email history.
- B: That would reveal more. I agree.

# Module 2

**2**a

Good morning, class! During today's lesson we're going to be learning about the most complex, and in my opinion, most interesting organ in our body - that's right, our brain. Dr James Watson, one of the scientists who discovered how DNA works, famously called it 'the most complex thing we have yet discovered in our universe.' And while science still has a lot to learn about it, there is absolutely no doubt about just how mighty the brain is: from our movements and thoughts to the creation of our emotions, memories and dreams, the brain is in control of everything we do. Oh, and when you're awake, it produces enough energy to power a light bulb – now that's some serious brain power! An average human brain weighs around 1.3 kilograms and makes up about 2% of our total body weight. In comparison, the brain of an elephant – the land mammal with the biggest brain — weighs approximately 5 kilos, but that's only about 0.1% of its total body weight. In general, human brains are the biggest, relative to their body weight, among all mammals. But what is all that brain made up of? Well, it's mostly water, about 75%. Some of that water is stored in fat, and the brain has plenty of that: it's about 60% fat, which gives the brain its jelly- or tofu-like consistency. In fact, the brain is the fattiest organ in your body.

Now let's talk about how the brain works. It consists of four main sections, but I want to focus on the largest of these sections first, the cerebrum, which makes up as much as 85% of the brain's total weight. It can be divided into two parts, the left and right hemispheres. The right hemisphere is said to be the creative part of the brain, the source of our artistic abilities, imagination and emotions. In contrast, the opposite hemisphere is the logical part of our brain, responsible for things like our

ability to reason, speak, and do tasks involving mathematics. What's truly fascinating is that these two halves communicate with and control the opposite sides of the body. That is, the left side communicates with the right side of your body, and the right side with your left, and researchers remain puzzled as to why.

Now, one of the greatest myths surrounding the brain is that 90% of it is inactive – in other words, that we only use 10% of it. In reality, every part of the brain performs a role. The brain is believed to have as many as 100 billion neurons, which are a special type of nerve cell capable of sending signals not only between the different parts of the brain, but from the brain to different parts of the body as well. That's how our brain tells our body what to do. Interestingly, research suggests that as we learn new things, our neurons form brand-new connections, changing the brain on a physical level. So, consider this: as you sit here expanding your knowledge on the brain, the structure of your brain may actually be changing right now... if you're actually listening. Pretty remarkable, huh?

#### 2b

- A: Bloomwell Admissions office.
- **B:** Good morning, my name is Alexander Hawkins - that's H-A-W-K-I-N-S. I'm calling to ask whether it's possible to transfer degrees at this point.
- **A:** Could you give me your student ID number please?
- **B:** Er, sure. That's the number at the bottom of my ID card, right?
- A: That's the one.
- **B:** OK, give me a second to find it ... here we are. It's 984028025.
- A: OK, thanks. I'll just bring you up on the system. Right. So, what are you currently studying?
- **B:** At the moment I'm doing a degree in mathematics and physics.
- A: I see ... and what did you want to transfer to?
- B: Well, I -
- A: Is it another programme within the Mathematics Department? If you're not changing departments, it should be a simple matter of talking to your personal tutor.
- **B:** Actually, I was hoping to switch to a programme from another department.

- A: Ah, I see.
- **B:** My tutor told me that I should call your office.
- A: Yes, changing departments is a matter for Admissions.

  This is an undergraduate degree you're doing, right?
- B: Yes. I'm in the first year.
- A: OK. Well, your place at this university was given to you by the Mathematics Department, so I have to tell you that you're not automatically entitled to a place with another department. You will have to apply again one second ... I see here on your fee status that you are with the Mathematics department on a full scholarship. You do realise that, if you transfer to another programme, you will lose this?
- **B:** Yes, I know. But I'd rather that than spend the next three years studying a subject that just isn't right for me.
- A: OK. Well usually, for degree transfers, students are able to carry over credits from units on their previous programme and put them towards their new degree. In your case, however, since we're only two weeks into the term and you haven't completed any yet, your credits will remain at zero —
- B: Of course.
- **A:** and, if a transfer is approved, it cannot be reversed.
- **B:** That's fine. I've made up my mind.
- **A:** Very well. So what did you want to transfer to?
- **B:** Well, the truth is that I'm finding mathematics rather too theoretical for my taste. I've realised that my interests lie in practical application; I'd like to transfer to a degree in civil engineering.
- A: I see. Well, the application procedure is quite simple. However, I can't say for certain whether or not your transfer will be approved, especially considering that the department you're asking to move to the Engineering department is one of the most oversubscribed departments in the university.
- **B:** Of course, I understand that. If my transfer is turned down, can I reapply next year?
- A: Yes, you can always do that. I assume you're applying for another undergraduate

- programme, right? It's not a foundation degree or anything like that?
- B: No, no, it's undergraduate.
- A: OK. I also have to inform you that, if your transfer is accepted, your fee status will change to 'home fee rate' which means that you will be obliged to pay the full tuition fee for each term.
- **B:** Is there any chance I can apply for a full engineering scholarship instead?
- A: Not for this year, I'm afraid; they've already been allotted. However, you will be entitled to apply next year, along with all the other students. Then it will depend on your performance in the end-of-year exams.
- B: Ah OK. I'll keep that in mind.
- A: OK then, the department will review your request against its own acceptance criteria so they will want to see your academic record, which you should briefly summarise on your transfer form, although we should also have it in the system ... for some reason we don't seem to have a record of your A-levels here what subjects did you take?
- B: Maths, physics and economics.
- A: ... Economics. OK, that's updated.
  I will also need to notify the
  Mathematics Department of your
  request. Who is your personal
  tutor?
- **B:** That's Dr Coghlan.
- A: Can you spell that for me please?
- B: Yes, it's C-O-G-H-L-A-N.
- **A:** OK then. I'll contact you as soon as your transfer application has been processed... (fade out)

#### **Activity B**

Well, the application procedure is quite simple. However, I can't say for certain whether or not your transfer will be approved, especially considering that the department you're asking to move to — the Engineering Department — is one of the most oversubscribed departments in the university.

#### Task: Modules 1 & 2

A: Hey, look! I found a site with statistics about foreign-language learning. Interesting. These are the percentages of students learning at least two foreign languages for a period of six years in France, Spain and Sweden.

- **B:** Well, it seems that more students in France and Sweden learn two foreign languages. Just look at 2012, for example. 94.5% of French students were learning two foreign languages, whereas in Spain that same year it was just 24.6%.
- A: You're right. I guess students in France are more interested in learning foreign languages. Since 2007, it has kept rising from 90%. I wonder which languages they learn. It's a shame this site doesn't mention the languages.
- **B:** I'm guessing English and German, but it's hard to say. Do you think students in Sweden learn the same foreign languages?
- A: It's possible that they do, but they might also choose other languages like French, Spanish, or maybe even Russian. You know, it doesn't say whether all the students that took part in the survey were learning the same foreign languages.
- **B:** I guess that wasn't the main point of the survey. Take a look at Sweden. If we leave out the year 2008, when there was a slight decrease of 0.3%, did you notice that the percentage of Swedish students learning two or more languages kept rising until 2012, when there was a sudden drop?
- **A:** Yeah, it's amazing. It decreased to 80.1%. I wonder what happened.
- **B:** Well, maybe more students decided that they could put off learning a second foreign language until after secondary school. That's what I did, at least. I started learning Chinese when I was 24 years old.
- A: Sure. I agree it's never too late.
  This might also explain why so
  few students in Spain take on
  two foreign languages while still
  in secondary school. They might
  want to leave the choice of a
  second foreign language till later
  on when they are at university.
- **B:** Yes. Another thing that is fascinating... (fade out)

# Module 3

# 3a

#### Speaker 1

My colleagues and I often find ourselves in dangerous situations but, like all police officers, we've been trained to handle them. To be honest, I never feel fear when I'm on the job. I focus on the person who's in trouble ~

trouble, and on doing the best that I can for them. Sometimes though, once we've dealt with a situation and I'm back in my car or at the police station, I breathe a sigh of relief that everyone around me is safe and well. I don't like to talk about work much with my friends, either. Unless they also work in the emergency services, they can't understand how stressful it can be.

#### Speaker 2

When I was young, my father and grandfather would go out every summer during the fire season to work as volunteer firefighters. I knew that, when I was older, I wanted to get involved too. We live very close to a large national forest, and protecting it from wildfire is incredibly important. I started helping out because I wanted to be a part of taking care of our natural environment and ensuring the safety of our community, but I found that I also really enjoy working with the rest of the team. It's so rewarding seeing that other people - who normally work as teachers or sales assistants or in so many other jobs are also committed to helping their community by protecting the environment, even when this means sacrificing their free time and, sometimes, even risking their lives.

#### Speaker 3

I've lost count of how many times I've been called to the scene of an accident. My job as a paramedic is to provide first aid to people who are injured or need urgent medical help, and then get them to the nearest hospital as soon as possible. The nature of my job requires me to deal not only with the actual people in need but also their families and loved ones. This can be very stressful, especially when you know that there isn't much you can do to help. I try to put it all out of my mind when I'm home with my family, but it often comes back at night in the form of sleeping problems and bad dreams. I don't think people realise that, very often, helping others means sacrificing your own peace of mind.

#### Speaker 4

I work as an emergency dispatcher. This means it's my job to receive calls from people who need help and send out the right emergency services. The hardest part is staying calm and composed all the time, because the people who call are often hurt in some way, so they're highly emotional. I can't let it affect me though, because it's important that I can assess the situation with a clear mind and send them the help they need. It's incredibly stressful having such a huge responsibility - but I can't help the other person if I'm acting worried and upset as well! Still, it's very emotionally tiring. When I go home at the end of the day, I can barely keep my eyes open. I sometimes think about changing careers, but then I think about all the people I've helped over the years, and I know that I'm in the right job.

#### Speaker 5

Being part of a search and rescue team is incredibly physically demanding... you have to be fit enough to move easily through the hazardous mountain landscape, and tough enough to cope with being out there for hours, often well into the night. Sometimes it can take days to find a missing person, especially if they've injured themselves. Any time of the day or night, the phone could ring and I will have to drop everything and head out. This can really disrupt family life... imagine being at the cinema with your kids or in the middle of family dinner when you get a call that someone has gone missing and you have to be there immediately to help look for them. I'm lucky that my family are so understanding. They know that we need to look out for one another in our community, and my job is part of that.

#### 3b

A warm welcome to all of our guests. I hope you're enjoying the wonderful hospitality of the Royal Oak Hotel. For almost ten years now, they have provided us with the perfect venue for our annual gala event. But let us not forget, we are here today to celebrate the work done by Never Alone, the country's leading children's charity. I have been working for Never Alone for fifteen years now, and I have witnessed how much this organisation has grown something that has been made possible thanks to your help. Your generous donations have played a huge part in improving the lives of hundreds of thousands of children all over the world.

The main reasons why children around the world are so vulnerable remain the same. Top of the list is the effect disease has on communities. Major outbreaks in developing countries are devastating and often lead to increasing numbers of children left with nobody to look after them and therefore in need of care. In many cases, extended families are unable to help, and this is where we step in.

One of our main aims is to be able to build new facilities, so that more children can have a roof over their heads. We not only want to provide a place of safety where children can live in a loving and caring environment, but we also want to take their future into consideration. We believe that it is essential for these troubled children to acquire the skills they need to rebuild their lives. We want to provide them with the necessary support to enable them to achieve their full potential.

Last year, we introduced a new sponsorship scheme, which has really taken off. Our website has been flooded with requests to sponsor children. This shows how personal contact with people in need and knowing exactly where your donation is going is something that donors really appreciate. For more on our sponsorship scheme, I will pass you on to Ken Worthington from our Madison branch...

# **Module 4**

#### **4**a

Whenever we talk about holidaying in the future, words that come to mind are 'space tourism' or 'underwater hotels', but there's a little more than that to consider. In about ten years from now, our whole experience of holidays will have completely changed. How so?

First of all, there will be no more searching through brochures. We will have 'virtual agents' that will do all the searching and planning for us. These will be applications that will suggest trips made to fit our preferences and suit our needs. So, are you into adventurous holidays? Your virtual agent will tell you to head for Kenya on a safari. Or, if you enjoy the sun and the beach, you will end up relaxing at a luxurious resort in Hawaii. Your smartphone use and social media activity will be used to monitor your behaviour and preferences. Whatever your tastes, the virtual agent will be sure to find the best choice for you.

I'm sure you've heard about virtual travelling. Just by putting on a special headset or virtual reality glasses, you will 'travel' to the other side of the world without leaving the comfort of your home. You might be wondering, 'Who would want to replace the real thing with a simple virtual tour?' Well, the way I see it, this will just be a way to try out a holiday and will probably never replace the real thing. Through the special virtual environment, you will be strolling down the streets of New York City one minute and then sunbathing on a sandy beach in Phuket the next, at no cost at all, just to get an idea of what it's like.

So, you've decided on your destination, but before you set off, the next step is to find accommodation. If you travel a lot, you know that choosing the right place to stay is essential for a pleasant holiday. Wouldn't it be nice if you no longer had to spend long hours searching online for hotel reviews? What if you could 'walk' through a hotel in real time instead of just viewing a few photos on a website? You would know exactly what to expect. No more unpleasant surprises like dreadful hotels and cramped, dirty rooms to ruin your holiday before it even begins. When you make your decision, your virtual agent will take care of all the arrangements and financial transactions. Hotel reservations, plane and train tickets, car hire and tour guide bookings will all be handled for you.

When it comes to transport, planes will be highly advanced, with enough space for passengers to walk around comfortably, and will have full views of the surroundings and the ground below. Obviously, comfort and speed will be number one priorities. What amazes me most is talk of the speed we can expect flights to reach; London to New York could take only one hour!

Upon reaching your destination, even the whole holiday experience will be different. Technology will have advanced, making everyday interactions easier. For example, many times when travelling I've asked myself, 'Why didn't I learn some everyday phrases before coming here?' In the future, we'll wear devices that will instantly translate for us. say, what an Argentinian taxi driver is saying as we ride through the bustling streets of Buenos Aires, or what the Polish menu says in a small restaurant in Krakow. These same devices will display facts about places and sights as we walk down the street of a foreign city.

Another interesting aspect... (fade out)

#### 4b

1.

OK, can everyone hear me? Good. We have stopped here because, in this corner of the park, there is a rare monument. This is a statue of the scientist Stewart Hamilton, who once lived in the house on the other side of the street. Hamilton died back in 1831. He was a fascinating man, a very popular figure at that time, and he gave a lot to the city. Unfortunately, today not many people know who he was. You can see people walking past here on a daily basis, not realising the influence this man had on our city. OK, if we walk a bit further along here, we can see the place where...

2.

Attention all passengers. We are sorry to announce that the 10.05 Northern Express service to Newcastle has been cancelled due to extreme weather conditions. As a result of the heavy snowstorm, there will be many changes in today's timetable, and more cancellations and delays are expected throughout the day. The 10.25 Northern Express service to Hull will be delayed by approximately 30 minutes. Please listen for announcements or check the electronic boards for further information. Northern Express is sorry for the inconvenience and wishes you a safe journey.

3.

- **A:** It's not that expensive considering it's a hotel with a four-star rating.
- **B:** I suppose not. And it looks pretty good in the photos, to be honest. I just hope it doesn't end up being completely different from what we are expecting. Remember last time?
- **A:** I wouldn't worry about that. If you go through the reviews, you'll see that most people were satisfied with the service provided.
- **B:** Good, because I don't want to stay in another room with no air conditioning and a view of the car park.
- **A:** You won't. I've done a lot of research. Now, will you pass me my credit card, please?

4.

Barcelona is a modern and cosmopolitan city that has come to be one of the top destinations in Spain, as it combines traditional aspects with more modern ones.

Now, even if you can't visit these places for yourself, you can still experience their delights with our new technology. With our 3D augmented reality headset, any of you who are fascinated by architecture and art can walk through Park Güell and admire the unique and extraordinary architectural style of Gaudí. In a few short hours, you can view - in detail - all of the city's not-to-be-missed sights, such as the Picasso Museum, the Camp Nou Stadium, the FC Barcelona Museum, the Aquarium of Barcelona, and many others. But it doesn't stop there...

5

- A: How was your camping trip?
- **B:** Amazing. You know how much I enjoy the wilderness.
- **A:** I used to go camping when I was a teenager, but it just doesn't seem like a holiday anymore. It's too stressful.
- **B:** What do you mean? It's a great way to relax in a peaceful location. You can go hiking in the woods, sleep under the stars at night...
- **A:** ... risk getting bitten by a snake, or burnt while making a campfire.
- **B:** Oh, that's not very realistic. Camping is perfectly safe. I'm sure you enjoyed it when you were younger. All kids love it, and they learn practical skills - like how to build a cooking fire.
- A: I wouldn't call that useful nowadays! But I guess they do get some valuable experiences out of it.

6.

- **A:** Ah! This is the life. Sun, sea, sand... What more do you need?
- **B:** It's an amazing spot, I have to agree.
- **A:** I'm pretty sure this will be the best holiday ever.
- **B:** I wouldn't be so sure.
- **A:** Here we go again. What's bothering you?
- **B:** Well, I know the hotel has organised lots of guided tours, but do you really think we'll get to see everything they say?
- A: Why not?
- **B:** Well, I'd love to visit all those places; I just can't see how it's possible.
- **A:** We'll just have to wait and see, right?
- B: I suppose so.

# HEIERING HARVESHIPIS



#### Speaker 1

My family has run a bakery in our town for generations and, once I finished secondary school, I took my place in the family business. However, my dream had never involved bread and buns: I wanted to become a camera operator and work on film sets around the world. My family advised me to think realistically but, when they saw how unhappy I was, they changed their mind. They helped me find the money for a degree in media production and photography, and I'm graduating next year. It's a competitive field, so I've already started applying for camera operator jobs.

#### Speaker 2

I grew up fascinated by success stories; brilliant ideas that earned the people that came up with them not only enormous wealth but also a place in history books. I knew that I, too, would be satisfied with nothing less. I had a great idea, and I used all my money, time and energy to turn it into a business. I was enthusiastic, but I had no idea how to run a company: within months everything went wrong and I had to close down the business. Just recently I was offered a job as a financial assistant for a retail supplier. If nothing else, it'll give me experience of the business world. One day, I will have another great idea, and this time I will be ready for success.

#### Speaker 3

After two years as a junior sales assistant, when I heard that the manager of one of the outlets was leaving, I thought about applying for the position. My colleagues laughed at me and told me I was too young and inexperienced for that kind of responsibility. I couldn't help thinking that maybe they were right... maybe I had set my goal too high. Still, I went ahead anyway. I did my research, and used the first-hand knowledge I had gained on the job to present a detailed business plan. Well, as you can see, I got the job. The company said that I brought fresh, original ideas to the table and they asked me if I could start at once.

#### Speaker 4

Although it had always been my dream to work as a vet, after training and graduating, I soon became disappointed. I wanted to put the good of animals first instead of profit, but you need money to keep an animal clinic open, don't you? Medicines are expensive and I couldn't just hand them out for free. I soon realised that I could continue no longer - it wasn't for me. I stayed for a few years, gathering experience, and then I left. Now I work for an animal welfare charity, and I am much happier.

#### Speaker 5

I was never ambitious or interested in a high-powered career but, not knowing what to do, I gave in to pressure from friends and family, and applied to study law. Now, at university, I've discovered my natural talent for cooking. I've started keeping a food blog and I even work part-time as a kitchen assistant. Everybody keeps asking me whether I'll drop out of law school. No, I will get my law degree and probably become a lawyer. At the same time, I would like to find time to perhaps go to catering school, maybe write a cookbook. We'll see.

- A: Come in. Please have a seat.
- B: Thank you.
- A: So, you are...
- **B:** Harrington, John Harrington.
- A: Welcome, Mr Harrington. I'm Andy Jameson. I see you're here today for the position of art director in our advertising department. Please begin by telling me a few things about yourself.
- **B:** Well, to begin with, I have a great deal of experience in the field. As you can see from my CV, since graduating from university I have worked for a number of small advertising companies, and you will find examples of the work I did for them in my portfolio. I'm good at keeping up with new developments, and I regularly attend events to broaden my skills and keep them up to date - in fact, just last week, I was at a major advertising exhibition in San Francisco. You can see a full list of everything I've attended on my CV.
- A: Yes, I also see from your CV that you were at your last company for only four months. Why did you decide to leave after such a short

- B: That's a good question. Let's just say... there were a few disagreements. I didn't get on well with some of my colleagues.
- A: Would you say you have trouble working in a team, then?
- B: No, not really. I work well alone but, at the same time, I appreciate other colleagues' opinions and welcome suggestions. Working in a team wouldn't be a problem for
- A What would you say is your biggest weakness, Mr Harrington?
- B: Hmm, let me think. Well, I've had difficulties explaining my ideas in the past. I used to think that, if something was good in my mind, then that was good enough. I've been working on improving my ability to 'sell ideas' and convince others that they work - I know it's not enough to just expect them to trust you.
- A: So, why do you want to work for us, Mr Harrington?
- **B:** Why do I want to work for you? Well, firstly, I'm very ambitious. I like to make progress and challenge myself, and I've always been interested in working for a company like this one. You're serious, professional and have a great team. I wanted to work myself up through smaller companies and smaller projects to give me space to grow professionally, and I believe that I am now in a position to bring all this experience and skill to your company. I believe I have creative ideas, and I'm ready to put all my energy into this job.
- A: Right, I think what I've heard is enough.
- B: Great. By the way, I've arranged to be on holiday next week, but I'll be free to start any time after that.
- A: I see. Well, thank you for coming in, Mr Harrington. We'll be in touch to let you know what we've decided. Goodbye.

# Module 1

# la (Student's Book pp.7-9)

- A. 1. squeeze
- **2.** get
- 5. insight
- 3. checklist
- B. 1. c 2. d 3. a 4. b 5. c 6. a 7. b
- C. 1. editor
- 5. leaves
- 2. stereotype
- 6. spontaneous
- 3. coach
- 7. authenticity
- 4. elderly

# la (Student's Book pp.10-11)

- A. 1. c 2. a 3. c 4. b 5. b 6. d
- B. 1. memorable 5. traditional
- 2. confusing
- 6. advisable
- 3. effective
- 7. offensive
- 4. observant
- 8. suitable
- C. 1. Is... visiting
  - 2. leaves
  - 'm... looking
  - 4. is always borrowing
  - **5.** comes
  - 6. shoots... scores
  - 7. boils
  - 8. 'm... doing
  - 9. is increasing
  - **10.** finds
- D. 1. are you doing
  - 'm... looking
  - 're constantly using
  - 4. need
  - 5. 'm going
  - 6. 'm practising
  - 7. don't remember
  - 8. Do you know
  - aren't playing / 're not playing
  - 10. 're watching
  - 11. think
  - **12.** hear
- E. 1. is tasting
  - 6. see 7.
- 2. tastes
- has
- 3. 'm thinking
- is having
- 4.thinks
- feels
- 5. is seeing
- 10. is feeling

# la (Student's Book pp.12-13)

- **A. 1.** , / .
- **5.** ?
- 2.,/.
- **6.**:/.
- 3.:/.
- 7. . / : / .
- 4.;/,/.
- 8. ?
- B. 1. 0 2. C 3. M 4. O 5. M
  - 6. M 7. O 8. M 9. C 10. C
- **C. 1.** P ?
- 8. P -:
- 2.Sp hear
- 9. A an
- **3.** ^ a
- **4.**WW you're **11.** WO do you
- 10.WW next
- 5. Pr to
- 12. T 'm working
- 6.WF nicest
- 13. Pr for
- 7. Sp people

# 1b (Student's Book pp.14-15)

- A. 1. settle
  - 2. property
  - 3. secret
  - 4. posed
  - 5. blocks
- **B.** Across
  - 2. artificial
  - 6. construction
  - 7. disturb

#### Down

- 1. float
- 3. invaluable
- 4. shortage
- 5. concrete

# (Student's Book pp.16-17)

- **A. 1.** The
- **16**. a **17.** the
- 2. -3. -
- **18.** a
- **4.** the
- **19.** a **20.** The
- 5 -**6.** a
- **21.** the
- **7.** the
- **22.** the **23**. the
- **8.** a **9.** the
- **24.** the
- **10**.a
- **25.** the **26.** The
- **11.** the **12.** the
- **27.** the
- 13. the
- 28. an 29. -
- **14.**an **15.** a

**B. 1.** c

- **30.** a **3.** b **4.** a
- **2.** a **6.** b **7.** b **8.** a
- C. 1. an, a, the
- 4. The, the, -
- **2.**—, the
- **5.** –, the
- **3.** The, a, the, -, **6.** -, -

# 15 (Student's Book pp.18-19)

- A. 1. embassy
- 4. attend
- 2. spectacular
- 5. annually
- 3. record
- 6. sponsor
- **B. a.** 4 **b.** 8
- **c.** 1 **d.** 5
- e. 2 f. 7
- **q.** 6 **h.** 3

# 1 Review

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

  - 5. b 6. b 7. c 8. d
- **B. 1.** numerous
  - 5. considerable 2. meaningful 6. healthy
  - 3. satisfying
    - 7. natural
  - 4. delightful
- 8. enjoyable
- C. 1. are having dinner
  - 2. drop me a line
  - 3. is thinking of moving
  - 5. doesn't often come
- **D.** 1. F 2. A 3. G 4. D 5. H

4. is of no value / has no value

# Module 2

# 20 (Student's Book pp. 21-23)

- HORRISO STATE A. 1. d 2. b 3. c 4. a 5. b 6. d
- B. 1. excel
- 5. intimidated
- 2. maintaining
- 6. aspects

- 3. bound
- 7. bright
- 4. focused

8. woods

- Down:
- C. Across:
  - 4. remind 1. enrol
  - **6.** edible 2. poisonous
  - 7. aircraft 3. crucial

# 2a (Student's Book pp.24-25)

- **A. 1.** b **2.** a **3.** b **4.** d
  - **5.** d **6.** a **7.** c **8.** a
- **B. 1.** dropped out
- 6. public

5. shelter

- 2. term
- 7. higher 8. master's
- 3. distance 4. field

5. instruct

- 9. sign up 10. quitting
- **C. 1.** c **2.** b **3.** c 4. b 5. a 6. c
- D. 1. 've just sent off

  - 2. haven't sent 3. 've been thinking
  - 4. 've actually decided
  - 5. Have you considered
  - 6. 've been studying 7. 've arranged
  - 8. 've always wanted
  - 9. went
- 10. spent
- E. 1. have been learning Arabic for
  - 2. has been in London since 3. book Amanda has ever
  - 4. have you been taking

# 5. hasn't eaten sushi for 2a (Student's Book pp.26-27)

- A. 1. relay 2. biology
  - 3. conduct
  - 4. theory 5. draw

# 6. input 26 (Student's Book pp.28-29)

- A. 1. territories
  - 2. advances 3. found
  - 4. stresses 5. sparks
  - 6. omit 7. backgrounds
  - 8. translate
- B. 1. lasting
  - 2. historians **3.** inquiry 4. primarily
  - 5. literacy

# IIIIRHEIUH HEN

- 6. obligation
- 7. contributions
- 8. inclusivity
- C. 1. imports
- 2. attitude
- 3. medicine
- 4. thrive
- **5.** era
- 26 (Student's Book pp. 30-31)
- **A. 1.** on
- 6. from
- 2. of
- **7.** at
- **3.** on
- 8. from
- 4. on
- **9.** for **10.** with
- **5.** to B. 1. bigger than
  - 2. fewer, fewer
  - 3. the happiest
  - 4. as hard as
  - 5. healthier than
  - 6. the most irritating
  - 7. more difficult than
  - 8. the most interesting
  - 9. The harder, the better
  - 10. as competitive as
- C. 1. is the newest of
  - 2. not as enjoyable as
  - 3. is the worst driver
  - 4. are less popular than
  - 5. getting hotter and hotter
  - 6. more Rita studied, the easier
- 2b (Student's Book pp.32-33)
- **A.1.**a **2.**b **3.**d **4.**c **5.**b
- B. 1. What is more
  - 2. consequence
  - 3. The way I see it
  - 4. my view
  - 5. For this reason
  - 6. Firstly
- C. 1. It is my belief that
  - 2. To begin with
  - 3. This way/ As a result/ Therefore
  - 4. Moreover
  - 5. This way/ As a result/ Therefore
  - 6. Last but not least
  - 7. Summing up
  - 8. Therefore/ As a result
- 2 Review
- **A. 1.** d **2.** c **3.** b 4. h
  - **5.** b **6.** d **7.** d **8.** c
- **B. 1.** c **2.** d **3.** a **4**. c
  - **5.** b **6.** a **7.** d

- C. 1. been
  - 2. from
  - **3.** get
  - 4. have
  - **5.** up
  - **6.** any
  - 7. any/ much/ enough
  - **8.** in
- D. 1. d 2. c 3. a 4. b 5. a 6. a
- Module 3
- 3a (Student's Book pp.37-39)
- A. 1. b 2. a 3. d 4. b
- B. 1. d 2. a 3. c 4. b
  - **5.** b **6.** b **7.** a
- C. 1. beggars 5. calling
  - 2. flooding
- 6. clinic
- 3. stroke
- 7. coordinator
- 4. eventually 8. expand
- 3a (Student's Book pp. 40-41)
- A. 1. donate 5. fundraiser
  - 2. relief
- 6. contribution
- 3. volunteer
- 7. donors
- 4. gratitude
  - **8.** on
- **B. 1.** a **2.** c **3.** b **4.** b **5.** b **6.** c **7.** b **8.** a
- **C. 1.** was
  - 2. happened
  - **3.** made
  - 4. felt / was feeling
  - 5. decided
  - 6. was looking
  - 7. noticed
  - 8. found
  - 9. didn't say
  - **10.** came
  - **11.** took
  - 12. was bringing
  - 13. called
  - **14.** told
  - 15. walked
  - 16. informed
  - 17. walked / was walking
  - **18.** were
  - 19. were buying
  - 20.stood
  - 21. couldn't
- 3a (Student's Book pp.42-43)
- A. 1. brave
  - 2. volunteering
  - 3. stranger
  - 4. relief
  - 5. self-sacrificing
  - 6. patient
  - 7. committed
  - 8. courageous
  - 9. honest
- B. 1. on the line
  - 2. bully

- 3. persevering
- 4. humble
- 5. altruistic
- 6. stand up for
- 7. lethal
- 8. deed
- 9. volunteer
- 10. receive
- **11.** hero
- 12. reward
- 36 (Student's Book pp.44-45)
- **A. 1.** b **2.** c **3.** b **4**. a
- **5.** b **6.** c **7.** c
- **B.** Across
  - **3.** opt
  - 5. compassionate
  - 6. surgery
  - 8. commuter

#### Down

- 1. overlook
- 2. encouragement
- 4. failure
- 7. reveal
- 36 (Student's Book pp.46-47)
- A. 1. had never considered / never considered
  - 2. was watering
  - 3. heard
  - 4. wasn't
  - 5. looked
  - **6.** saw
  - 7. wasn't moving
  - 8. hadn't noticed
  - 9. was approaching
  - 10. stopped / had stopped
  - 11. was doing
  - 12. ran / was running
  - 13. reached
  - 14. had come
  - 15. knocked 16. didn't seem
  - 17. opened
  - 18. grabbed
  - 19. pulled / had pulled
  - 20, crashed
  - 21. had been driving
  - 22. was / had been
  - 23. had put / was putting
  - **24.** were
  - 25. thanked
  - **26.** hadn't even thought / didn't even think
- **B. 1.** see eye to eye
  - 2. hold my tonque
  - 3. turned a blind eye to
  - 4. keep your head 5. sticking your nose into
  - 6. put your foot down 7. got cold feet
- C. 1. c 2. d 3. c,f 4. a 5. a,b 6. e

- 1. big-headed
- 2. bad-tempered
- 3. tight-fisted
- 4. open-handed
- 5. well-mannered
- 6. absent-minded
- **2.**c **3.**a **4.**d
- E. 1. read
  - 2. turned
  - had sent
  - 4. had meant / had been meaning
  - 5. had been

  - 7. had been asking
  - 8. decided / had decided
  - **9.** had been playing
  - 10. discovered
  - 11. worked / had worked
  - **12.** had joined

# 🚻 (Student's Book pp.48-49)

- A. 1. b 2. a 3. c 4. d
- B. 1. caught
  - 2. heart
  - 3. moved
  - 4. mind
  - takes
- C. 1. In the beginning
  - 2. after a while
  - 3. Just then
  - 4. Just as / As soon as
  - 5. while
  - 6. as soon as
- **D. 1.** The student has not begun the story with the given sentence.
  - 2. The student has only used one of the two ideas specified. He/ She has included a pleasant surprise, but not an unexpected visitor.

### 3 Review

- A. 1. goodness
  - 2. failure
  - 3. heroic
  - 4. encouragement
  - 5. commuters
  - 6. unconscious
  - 7. initially
- **B. 1.** c **2.** a **3.** d **4.** a
  - **5.** c **6.** a **7.** d **8.** b
- C. 1. been
- **5.** to
- 2. not 6. would
- 3. used / tended **7.** was
- 4. would
  - 8. going
- D. 1. we had been waiting
  - 2. turned a blind eye
  - 3. after inspecting /
    - after he had inspected

4. came to / reached the conclusion

5. got cold feet

- 6. were going to have
- E. 1. c 2. b 3. c 4. c
  - **5.** a **6.** b **7.** b

# Module 4

# 4a (Student's Book pp.51-53)

- **A. 1.** b **2.** a **3.** d **4**. c
  - **7.** d **5.** a **6.** b **8.** c
- **B. 1.** picturesque
  - 2. link
  - 3. uninhabitable
  - 4. lying around
  - 5. deteriorated
  - 6. transfer
  - 7. take action

C.

#### DOWN:

- 1. leaflet
- 2. recognise
- 3. severity
- 4. itinerary
- 6. gaze

#### **ACROSS:**

- 5. stunning
- 7. diverse
- 8. depart
- 9. occasionally

# 4a (Student's Book pp.54-55)

- **A. 1.** d **2.** b **3.** b **4.** c **5.** d **6.** a
- **B. 1.** will be swimming
  - 2. are you going to pack
  - will have packed
  - 'm not going
  - 5 will leave
  - 6. won't have
  - **7.** is coming
  - 8. arrives
  - 'm making
  - **10.** 'll be
- **C. 1.** c **2.** b **3.** a **4.** a
  - **5.** a **6.** c **7.** d **8.** a
- D. 1. will have been living
  - 2. are closing, leaves
  - 3. will you be, 'll be watching
  - 4. will call, arrives
  - 5.'Il be relaxing

# 4a (Student's Book pp.56-57)

- **A. 1.** site
  - 2. local

  - 3. destination
  - 4. efficiently 5. artefacts
  - 6. out of
  - **7**. into
  - 8. demonstrated
  - 9. sunset

# 4b (Student's Book pp. 58-59)

**A. 1.** d **2.** a **3.** b **4.** b **5.** c

# 4b (Student's Book pp.60-61)

- A. 1. called
  - 2. un
  - 3. turbulence
  - 4. make
  - 5. over
  - 6. life
  - 7. away board
  - 9. off
  - 10. fasten
- **2.** d **3.** b **4.** c
  - **5.** a **6.** c **7**. a
- C. 1. set off
  - 2. gentlemen
  - 3. connecting
  - 4.hospitality
  - 5. virtual
  - 6.put off
- **D. 1.** c 2.h 3.a 4.f
  - **5.** b **6.** e **7.** d **8.** g
- E. 1. happens / will happen
  - 2. call
  - 3. will/can help
  - 4. turn 5. promise
  - 6. take
  - 7. will wash
  - 8. will do **9.** pay
- F. 1. If you eat those biscuits, you won't be hungry for lunch. / You won't be hungry for lunch if you
  - eat those biscuits. 2. We'll finish by six o'clock providing we start now. / Providing we start now, we'll
  - have finished by six o'clock. 3. The car doesn't start when the temperature is very low. / When the temperature is very low, the car doesn't start.
  - 4. There's no way we can make a fire unless we have logs. / Unless we have logs, we can't make a fire.
  - 5. I'll bring my racket in case the hotel has tennis courts.

# 4b (Student's Book pp.62-63)

- A. 1. undeniably
  - 2. Whether
  - However
  - 4. Another
  - 5. especially 6. Nevertheless
  - 7. Secondly
  - 8. In conclusion

# 4 Review

**A.1.**b **2.**c **3.**d **4.**a **5.**c **6.**c

B. 1. hospitality

2. apply

3. schedule

4. gazed

5. expense

6. landmark

**C. 1.** b **2.** c **3.** c **4.** a **5.** d

**6.** b **7.** b **8.** a **9.** c **10.** d

D. 1. inconvenience

2. personalised

3. Basically

4. ensure

5. departure

6. charming

7. picturesque

E. 1. you going to invite Gary

2. can't make out

3. will be flying to Australia

4. can put you up

5. is about to start

6. never pay him a

# Module 5

# 5a (Student's Book pp.67-69)

A.

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

**5.**b **6.**a **7.**d **8.**b

В.

1. employees

2. workload

3. hire

4. carry out

5. salaries

6. fringe benefits

7. senior

8. satisfaction

9. intelligence

10. skills

C.

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

1. analytical

2. recognition

3. advanced

4. artificial

5. considerably

# 5a (Student's Book pp.70-71)

A.

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

**5.**d **6.**a **7.**a **8.**c

В.

1. that

2. following

3. would

4. had gone

**5.** of

**6.** for

7. comment

8. told

C.

**1.** ... (to) borrowing / having borrowed my jacket without asking

2. ... me to get some batteries on my way home

**3** ... to help me redecorate my living room

**4.** ... the children not to talk to strangers

**5.** ... that his back had been hurting a lot that day / ... to Frank about his back hurting a lot that day

**6.** ... that Terry might return from his trip the next/following day

**7.** ... the new student that he could show him around campus

D

**1.** Vanessa denied breaking / having broken the vase.

**2.** Dad forbade Louis to borrow the car that night.

Natalie suggested going out to dinner / that we (should) go out for dinner that Friday.

4. My supervisor insisted on us all dressing formally for the event. / My supervisor insisted that we all dress formally for the event.

**5.** Mrs Clark threatened to call the police if the neighbours didn't stop throwing rubbish into their garden.

**6.** The man demanded to speak to the owner.

**7.** Lisa invited Debbie (to go) to her wedding the following month.

**8.** Mr Wilson promised his wife that he would take her to the Bahamas if he got a promotion at work.

# 5a (Student's Book pp.72-73)

A.

1. postgraduate

2. bilingual

3. energetic

4. leadership

5. unrelated

**6.** pressure

**7.** demand

8. overcome

# 5b (Student's Book pp.74-75)

Α.

1. boast

2. possessed

3. beforehand

4. interviewer

**5.** define

6. straightforward

**7.** come

8. confessed

9. outside

10. bizarre

11. instance

12. visualise

**13.** fault

14. candidate

R

1. resourceful

2. take on

3. poor

4. brought out

5. punctual

6. stood out

7. common sense

8. On the contrary

# 5b (Student's Book pp.76-77)

Α.

1. corporation

2. personnel/staff

3. staff/personnel

4. firing

5. pay rises

**6.** employ

**7.** financial crisis

8. photocopies

9. disagreements

**10.** post

11. seminars

12. presentations

**13.** increase

14. firm

**15.** sacked

**16.** difficulty

B.

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

**6**. c **7**. a **8**. d **9**. b **10**. c

\_

1. ...where I would go on holiday

2. ...to post that package for her

**3.** ...to join the meeting once he had finished the project

4. ...how the printer turned off

**5.** ...if/whether I was thinking of moving house

- **6.** ...not to talk to strangers on their way home from school
- **7.** ...to show him the way to the manager's office
- **8.** ...if/whether he could borrow my motorbike

# 5b (Student's Book pp.78-79)

- A.
- 1. qualifications
- 2. objective
- 3. highlighted
- 4. acquire
- 5. consideration
- 6. nature
- 7. fluency
- В.
- paragraph 1: c
- paragraph 2: d
- paragraph 3: b
- paragraph 4: a
- I am keen to further my career in sales as it is an area of business that greatly interests me.
- I am enthusiastic and have great people skills, as I enjoy interacting with people, and remain confident, even in difficult situations with customers.
- **3.** I am presently working in management where I have acquired excellent organisational skills.
- **4.** I am fluent in both English and French.
- **5.** I have a BA in Business and Marketing...
- Furthermore, I worked as a sales representative for two years in my previous employment.
- C.
- **1.** I am interested in applying for the position
- 2. I am keen to
- 3. presently
- 4. previous employment
- 5. I possess
- **6.** I believe that I am suitable for this position
- **7.** therefore I hope you will consider my application
- 8. I look forward to your response
- D.

#### Suggested answers

- **1.** I am writing with regard to your advertisement in *The Daily News*.
- 2. At present I am working at the Pasta House.

- **3.** As I am experienced in working as a salesperson, I possess the necessary skills and can deal with difficult customers.
- **4.** I believe my skills meet the demands of the position.
- **5.** I hope my application will be taken into consideration.

#### 5 Review

- Α
- 1.a 2.a 3.d 4.c 5.b
- В.
- **1.** b **2.** d **3.** b **4.** d **5.** c
- C.
- 1. me not to be late
- 2. accused Tom of stealing her
- 3. if/whether I knew how much
- **4.** for not telling her
- 5. know whether they were getting
- 6. to have it on my
- D.
- **1.**D **2.**C **3.**B **4.**A **5.**C
- **6.** B **7.** D **8.** A **9.** C **10.** B

# History of the state of the sta

#### 1review

#### Speaker 1

I spent two years in Italy, and when I first arrived, it was a big shock. Everything was in Italian, and I had a very difficult time communicating with people. But a year later, I was able to talk to my neighbours, do my shopping at the local markets, and I knew where to find all my favourite things. Looking back, it was one of the best times of my life and I learnt a lot. I'm always surprised at how easily the unfamiliar can become familiar. It was a very foreign place for me that eventually became my second home.

#### Speaker 2

I remember having a long argument with a foreign student at university. We both had very strong opinions and we clearly disagreed. It felt like we were going round in circles, which was pretty frustrating. Then I told him that he didn't understand my point of view, and there was no way we would agree on anything, so we should just stop. He just smiled and said, 'We don't have to agree. It's not about being right or wrong. As long as we are aware of and respectful of our differences, we are beginning to understand each other.' It really made me think and we became good friends after that.

#### Speaker 3

Last year, I was sent to Chile to make a documentary about the daily lives of people living in remote villages. Our cultures were completely different, so it was extremely difficult to communicate with the villagers, let alone get them to open up and express themselves to us. We were running out of ideas. Then one morning our cameraman, Jeff, and I were kicking a football around, and a group of kids gathered round. Without a word being spoken between anyone, they started playing with us. Within no time at all, the whole village was involved, and communication between us improved greatly. Football is truly a global language.

#### Speaker 4

A family from Sri Lanka moved in next to us and my wife invited them over for dinner so that we could get to know each other better. They didn't speak English very well, but we managed to get by, and ended up having a very nice time. However, as soon as they had finished their meal, they politely said goodbye and left. It was still early evening, and my wife and I were left wondering what we

had done wrong. Luckily, the next day, I found the courage to ask them if anything was wrong, and it became clear that, for them, it's impolite to hang around after a meal if you are a guest.

#### Speaker 5

I was walking down the high street with my sister last week and I ran into an old friend from Rwanda. She was really pleased to see me and with a beaming smile she said 'You look really fat.' You should have seen my sister's face; she knows how sensitive I am about my weight. I quickly explained to her that in my friend's culture, saying you've put on weight is actually a compliment. My sister struggled to understand how it could ever be a compliment, and to this day she still thinks that we were just joking.

#### 3review

- **A:** After last night's award ceremony, we invited Bridget Hawkins, winner of this year's community service award, to talk to us. Bridget, thanks for coming on the show.
- **B:** Thank you, Jenny.
- **A:** How does it feel to be honoured as a local hero?
- **B:** To be perfectly honest with you, Jenny, I'm not that comfortable with it. Yes, I worked hard for this, but this is not a personal success for me; I can see for myself what the organisation has accomplished in the community, and I don't need a pat on the back. I wouldn't normally agree to appear on the radio, but the appreciation and attention is welcome if it leads to more people supporting our cause.
- **A:** Tell us a little bit about your organisation then. As I understand, it is all about teaching reading in the community.
- **B:** That's a rather incomplete description of our work but yes, that is the basis of it. What we want to support though, is not simply the ability to read - there are very few people who are truly illiterate in our day and age. The 'modern-day illiteracy' that threatens us is more of a problem in reading, making sense of and dealing with large amounts of writing. You see, due, in part, to increased use of technology, many people reach adulthood with underdeveloped reading skills. Even in the workplace, literacy may seem to take second place to technology. Even if this is not the case, and young adults feel that they are lacking certain skills and that illiteracy is holding them back in their careers, they often feel embarrassed to go back to school. We help them deal with this; we not only teach them the literacy skills they need to succeed in life, we give them the tools they need to become well-informed and responsible citizens.

- **A:** As you said yourself, much of life focuses on technology now. Is reading really still an important skill?
- **B:** Definitely. What people don't realise is that the ability to read fluently is a skill which is necessary in many aspects of our lives. The danger of illiteracy is that it limits people's ability to express themselves properly. Inability to do this leads to frustration, anger and dissatisfaction and these lie at the heart of many problems in our society.
- **A:** Do you ever find giving up so much of your time for other people difficult?
- B: Not really. People come to us because they want to improve their skills and it's very rewarding to be able to help that become a reality. I could never refuse someone who wanted my help. We are fortunate that we have had the support of the community throughout our effort, including many generous donations. Spending my free time is not difficult, but the realisation that our help has such a decisive influence on people's future can weigh heavily sometimes. This feeling of responsibility can be difficult to deal with.
- **A:** So what was it that inspired you to become so involved in helping the community?
- B: Do you remember the hurricane that nearly destroyed this town? I was only a child back then, but I remember my mother giving up all of her free time to go out and help people who were left homeless or injured. Watching her was my inspiration. That experience showed me, though, that some things are just too big for individuals to manage on their own. I would watch people running to and fro doing seemingly small tasks that, overall and together, made a huge difference. My mother had no training yet she could make a contribution. When everyone contributes, the overall effort can only be a success.
- **A:** This award has attracted a lot of interest in your organisation. What's next for you?
- **B:** At the moment we are only a small group of volunteers. While, of course, I hope that this new publicity will encourage more people to volunteer their time for our cause, my dream is that the community in general will follow our example of working together and helping each other in every aspect of our lives. Then organisations like mine won't be needed any more.

### Portal to English 12A Teacher's Book

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- Resources for Teachers (Online)
- Interactive Whiteboard Material

CEFR	B1 Mid	<b>B1</b> High	B2 Low-Mid
Portal to English	10	11	12





