

Suggested Pacing Charts for Traveller 6

Five sessions per week

The weekly pacing chart on pages 161-167 has been created for a sixteen-week semester, in which the students have five sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be seventy-seven.

So, 16 weeks X 5 sessions per week = 80 sessions
minus 3 sessions for holidays = 77 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have two sessions rather than five.

19 teaching sessions are required for each module to be completed. Specifically, the teaching sessions are as follows:

- 1 session (cover page and test correction)
- 1 session (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary)
- 1 session (vocabulary and grammar)
- 1 session (speaking and examination practice)
- 1 session (writing)
- 1 session (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary)
- 1 session (vocabulary and grammar)
- 1 session (speaking and examination practice)
- 1 session (writing)
- 3 sessions (round-up + self-assessment)
- 1 session (test)

One session is left over for revision.

Four sessions per week

The weekly pacing chart on pages 168-174 has been created for a sixteen-week semester, in which the students have four sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be sixty-one.

So, 16 weeks X 4 sessions per week = 64 sessions
minus 3 sessions for holidays = 61 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have one session rather than four.

15 teaching sessions are required for each module to be completed. Specifically, the teaching sessions are as follows:

- 1 session (cover page and reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary & grammar)
- 1 session (speaking and examination practice)
- 1 session (writing)
- 1 session (reading)
- 1 session (vocabulary)
- 1 session (grammar)
- 1 session (listening and vocabulary & grammar)
- 1 session (speaking and examination practice)
- 1 session (writing)
- 2 sessions (round-up + self-assessment)
- 1 session (test)

One session is left over for revision.

Abbreviations used in pacing charts

SB = Student's Book

Ss = Students

p. = page

pp. = pages

Recommended homework:

It is suggested that the Ss are asked to study the active vocabulary of each lesson.

Five sessions per week

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Get to know each other. Introduce the books to the Ss. Have them flick through the modules. Module 1 Get the message, cover page p.7. Discuss cover page. 	
Session 2	<ul style="list-style-type: none"> Unit 1 Education, reading pp.8-9. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 1 Education p.4. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Unit 1 Education, reading p.9. Check homework and do post-reading. Unit 1 Education, vocabulary & grammar p.10. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 1 Education p.5. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 1 Education, vocabulary & grammar p.11. Do grammar in class. 	<ul style="list-style-type: none"> Unit 1 Education pp.5-6. Assign exercises C, D, E and F for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 1 Education, listening p.12, vocabulary & grammar p.13. Do listening and vocabulary 1 in class. 	<ul style="list-style-type: none"> Unit 1 Education, p.7. Assign exercise A for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 1 Education, vocabulary & grammar p.13. Do vocabulary 2 and grammar in class. 	<ul style="list-style-type: none"> Unit 1 Education p.7. Assign exercises B and C for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 1 Education, speaking, examination practice pp.14-15. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 1 Education p.8. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 1 Education, writing pp. 16-17. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 1 Education p.9. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 2 Communication, reading pp.18-19. Do pre-reading, reading for gist, reading for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 2 Communication p.10. Assign exercises A, B and C for homework.
Session 5	<ul style="list-style-type: none"> Unit 2 Communication, reading p.19. Check homework and do post-reading. Unit 2 Communication, vocabulary p.20. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 2 Communication p.11. Assign exercises A and B for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 2 Communication, Grammar p.21. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 2 Communication pp.11-12. Assign exercises C, D and E for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 2 Communication, listening p.22. Do listening in class. Vocabulary p.23. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 2 Communication p.13. Assign exercise A for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 2 Communication, vocabulary & grammar p.23. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 2 Communication p.13. Assign exercises B and C for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 2 Communication, speaking and examination practice pp.24-25. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 2 Communication p.14. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 2 Communication, writing pp.26-27. Do writing 1-5 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 2 Communication p.15. Assign exercises A and B for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. Module 1, round-up p.28. Do exercises A and B in class. 	<ul style="list-style-type: none"> • Module 1, round-up pp.16-17. Assign exercise A for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Module 1, round-up p.29. Do activities C and D in class. 	<ul style="list-style-type: none"> • Module 1, round-up p.17. Assign exercise B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. Module 1, round-up p.30. Do listening and self-assessment. Tell Ss to revise for the test on Module 1. 	
Session 4	Test on Module 1.	
Session 5	<ul style="list-style-type: none"> • Test correction. Module 2 Body and mind, cover page p.31. Discuss cover page. 	

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 3 The mind, reading pp.32-33. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words, in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 3 The mind p.18. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Unit 3 The mind, reading p. 33. Check homework and do post-reading. Unit 3 The mind, vocabulary p.34. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 3 The mind p.19. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 3 The mind, grammar p.35. Do grammar in class. 	<ul style="list-style-type: none"> Unit 3 The mind pp.19-20. Assign exercises D, E and F for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 3 The mind, listening p.36, vocabulary & grammar p.37. Do listening and vocabulary A in class. Assign vocabulary B for homework. 	<ul style="list-style-type: none"> Unit 3 The mind p.21. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 3 The mind, vocabulary & grammar p.37. Do grammar in class. 	<ul style="list-style-type: none"> Unit 3 The mind p.21. Assign exercise C for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 3 The mind, speaking and examination practice pp.38-39. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 3 The mind p.22. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 3 The mind, writing pp.40-41. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 3 The mind p.23. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 4 The body, reading pp.42-43. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 4 The body p.24. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> Unit 4 The body, reading p. 43. Check homework and do post-reading. Unit 4 Adventure, vocabulary p.44. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 4 The body p.25. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> Check homework. Unit 4 The body, grammar p.45. Do grammar in class. 	<ul style="list-style-type: none"> Unit 4 The body pp.25-26. Assign exercises C, D and E for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 4 The body, listening p.46. Do pre-listening and listening for details in class. • Unit 4 The body, vocabulary and grammar p.47. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 4 The body p.27. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 4 The body, vocabulary & grammar p.47. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 4 The body p.27. Assign exercises C and D for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 4 The body, speaking and examination practice pp.48-49. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 4 The body p.28. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 4 The body, writing pp.50-51. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 4 The body p.29. Assign exercises A and B for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. Module 2 round-up p.52. Do exercises A, B and C in class. 	<ul style="list-style-type: none"> • Module 2 round-up pp.30-31. Assign exercise A for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Module 2 round-up p.53. Do activities D, E and F in class. 	<ul style="list-style-type: none"> • Module 2 round-up p.31. Assign exercises B and C for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Module 2 round-up p.54. Do listening and self-assessment. Tell Ss to revise for the test on Module 2. 	
Session 3	Test on Module 2.	
Session 4	<ul style="list-style-type: none"> • Test correction. • Module 3 Getting ahead, cover page p.55. Discuss cover page. 	
Session 5	<ul style="list-style-type: none"> • Unit 5 Success, reading pp.56-57. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 5 Success p.32. Assign exercises A and B for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Unit 5 Success, reading p.57. Check homework and do post-reading. • Unit 5 Success, vocabulary p.58. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 5 Success p.33. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 5 Success, grammar p.59. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 5 Success p.33. Assign exercise C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework • Unit 5 Success, listening p.60. Do listening in class. • Unit 5 Success, vocabulary & grammar p.61. Do vocabulary A and B in class. Assign vocabulary C for homework. 	<ul style="list-style-type: none"> • Unit 5 Success p.34. Assign exercise A for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 5 Success, vocabulary & grammar p.61. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 5 Success p.34. Assign exercise B for homework.
Session 5	<ul style="list-style-type: none"> • Check homework • Unit 5 Success, speaking and examination practice pp.62-63. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 5 Success p.35. Assign exercises A and B for homework.

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 5 Success, writing pp.64-65. Do writing 1-5 in class and assign the writing task (5D) for homework. 	<ul style="list-style-type: none"> • Unit 5 Success p.36. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 6 Work and money, reading pp.66-67. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 6 Work and money p.37. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Unit 6 Work and money, reading p.66. Check homework and do post-reading. • Unit 6 Work and money, vocabulary p.68. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 6 Work and money p.38. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 6 Work and money, grammar p.69. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 6 Work and money p.38. Assign exercise C for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 6 Work and money, listening p.70. Do listening in class. • Unit 6 Work and money, vocabulary & grammar p.71. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 6 Work and money p.39. Assign exercise A for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 6 Work and money, vocabulary & grammar p.71. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 6 Work and money p.39. Assign exercise B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 6 Work and money, speaking and examination practice pp.72-73. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 6 Work and money p.40. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 6 Work and money, writing pp.74-75. Do writing 1-6 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 6 Work and money p.41. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. Module 3, round-up p. 76. Do exercises A and B in class. 	<ul style="list-style-type: none"> • Module 3 round-up pp.42-43. Assign exercise A for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Module 3, round-up p.77. Do exercises C and D in class. 	<ul style="list-style-type: none"> • Module 3 round-up p.43. Assign exercise B for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Module 3, round-up p.78. Do listening and self-assessment. Tell Ss to revise for the test on Module 3. 	
Session 2	Test on Module 3	
Session 3	<ul style="list-style-type: none"> • Test correction • Module 4 Around the globe, cover page p. 79. Discuss cover page. 	
Session 4	<ul style="list-style-type: none"> • Unit 7 Travel, reading pp.80-81. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 7 Travel p.44. Assign exercises A, B and C for homework.
Session 5	<ul style="list-style-type: none"> • Unit 7 Travel, reading p.81. Check homework and do post-reading. • Unit 7 Travel, vocabulary p.82. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 7 Travel p.45. Assign exercises A and B for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 7 Travel, grammar p.83. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 7 Travel p.45. Assign exercise C for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 7 Travel, listening p.84, vocabulary p.85. Do listening and vocabulary in class. 	<ul style="list-style-type: none"> • Unit 7 Travel p.46. Assign exercise A for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 7 Travel, vocabulary & grammar p.85. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 7 Travel p.46. Assign exercise B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 7 Travel speaking and examination practice pp.86-87. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 7 Travel p.47. Assign exercises A, B and C for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 7 Travel, writing pp.88-89. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 7 Travel p.48. Assign exercises A and B for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 8 Culture, reading pp.90-91. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	Unit 8 Culture p.49. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> • Unit 8 Culture, reading p.91. Check homework and do post-reading. • Unit 8 Culture, vocabulary p.92. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 8 Culture p.50. Assign exercise A for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 8 Culture, vocabulary & grammar p.93. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 8 Culture p.50. Assign exercise B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 8 Culture, listening p.94, vocabulary & grammar p.95. Do listening and vocabulary in class. 	<ul style="list-style-type: none"> • Unit 8 Culture p.51. Assign exercise A for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Unit 8 Culture, vocabulary & grammar p.95. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 8 Culture p.51. Assign exercise B for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework • Unit 8 Culture, speaking and examination practice pp.96-97. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 8 Culture p.52. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 8 Culture, writing pp.98-99. Do writing 1-5 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 8 Culture p.53. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. Module 4 round-up, p.100. Do exercises A and B in class. 	<ul style="list-style-type: none"> • Module 4 round-up pp.54-55. Assign exercise A for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Module 4 round-up, pp.101. Do exercises C and D in class. 	<ul style="list-style-type: none"> • Module 4 round-up p.55. Assign exercise B for homework.
Session 5	<ul style="list-style-type: none"> • Check homework. • Module 4 round-up, p.102. Do listening and self-assessment. Tell Ss to revise for the test on Module 4. 	

Week 16*

Sessions	Student's Book	Workbook
Session 1	Test on Module 4	
Session 2	Revision	

* There are three sessions missing from the week above which correspond to the sessions not done due to holidays.

Four sessions per week

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Module 1 Get the message, cover page p. 7. Discuss cover page. • Unit 1 Education, reading pp. 8-9. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 1 Education p. 4. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> • Unit 1 Education, reading p. 9. Check homework and do post-reading. • Unit 1 Education, vocabulary & grammar p. 10. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 1 Education p. 5. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 1 Education, vocabulary & grammar p. 11. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 1 Education pp. 5-6. Assign exercises C, D, E and F for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 1 Education, listening, vocabulary & grammar pp. 12-13. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 1 Education p. 7. Assign exercises A, B and C for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 1 Education speaking, examination practice pp. 14-15. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 1 Education p. 8. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 1 Education, writing pp. 16-17. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 1 Education p. 9. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 2 Communication, reading pp. 18-19. Do pre-reading, reading for gist, reading for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 2 Communication p. 10. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> • Unit 2 Communication, reading p. 19. Check homework and do post-reading. • Unit 2 Communication, vocabulary & grammar p. 20. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 2 Communication p. 11. Assign exercises A and B for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 2 Communication, vocabulary & grammar p. 21. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 2 Communication pp. 11-12. Assign exercises C, D and E for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 2 Communication, listening, vocabulary & grammar pp. 22-23. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 2 Communication p. 13. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 2 Communication, speaking, examination practice pp. 24-25. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 2 Communication p. 14. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 2 Communication, writing pp. 26-27. Do writing 1-5 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 2 Communication p. 15. Assign exercises A and B for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Module 1 round-up pp. 28-29. • Do exercises A, B, C and D in class. 	<ul style="list-style-type: none"> • Module 1 round-up pp. 16-17. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Module 1 round-up p. 30. Do listening and self-assessment in class. • Tell Ss to revise for the test on Module 1. 	
Session 3	Test on Module 1	
Session 4	<ul style="list-style-type: none"> • Module 2 Body and mind, cover page p. 31. Discuss cover page. • Unit 3 The mind, reading pp. 32-33. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 3 The mind p. 18. Assign exercises A and B for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 3 The mind, reading p. 33. Check homework and do post-reading. Unit 3 The mind, vocabulary & grammar p. 34. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 3 The mind, p. 19. Assign exercises A, B and C for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 3 The mind, vocabulary & grammar p. 35. Do grammar in class. 	<ul style="list-style-type: none"> Unit 3 The mind pp. 19-20. Assign exercises D, E and F for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 3 The mind, listening, vocabulary & grammar pp. 36-37. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 3 The mind p. 21. Assign exercises A, B and C for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 3 The mind, speaking, examination practice pp. 38-39. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 3 The mind p. 22. Assign exercises A and B for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 3 The mind, writing pp. 40-41. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 3 The mind p. 23. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 4 The body, reading pp. 42-43. Do pre-reading, reading for gist, scanning for specific information, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> Unit 4 The body p. 24. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> Unit 4 The body, reading p. 43. Check homework and do post-reading. Unit 4 The body, vocabulary & grammar p. 44. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 4 The body p. 25. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 4 The body, vocabulary & grammar p. 45. Do grammar in class. 	<ul style="list-style-type: none"> Unit 4 The body pp. 25-26. Assign exercises C, D and E for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 4 The body, listening, vocabulary & grammar pp. 46-47. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 4 The body p. 27. Assign exercises A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 4 The body, speaking, examination practice pp. 48-49. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 4 The body p. 28. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 4 The body, writing pp. 50-51. Do writing 1-4 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 4 The body p. 29. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Module 2 round-up pp. 52-53. Do exercises A, B, C and D in class. Assign exercises E and F for homework. 	<ul style="list-style-type: none"> • Module 2 round-up pp. 30-31. Assign exercises A, B and C for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Module 2 round-up p. 54. Do listening and self-assessment in class. • Tell Ss to revise for the test on Module 2. 	
Session 2	Test on Module 2	
Session 3	<ul style="list-style-type: none"> • Module 3 Getting ahead, cover page p. 55. Discuss cover page. • Unit 5 Success, reading pp. 56-57. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 5 Success p. 32. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Unit 5 Success, reading p. 57. Check homework and do post-reading. • Unit 5 Success, vocabulary & grammar p. 58. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 5 Success p. 33. Assign exercises A and B for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 5 Success, vocabulary & grammar p. 59. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 5 Success p. 33. Assign exercise C for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 5 Success, listening, vocabulary & grammar pp. 60-61. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 5 Success p. 34. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 5 Success, speaking, examination practice pp. 62-63. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 5 Success p. 35. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 5 Success, writing pp. 64-65. Do writing 1-5 in class. Assign the writing task (5D) for homework. 	<ul style="list-style-type: none"> • Unit 5 Success p. 36. Assign exercises A and B for homework.

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 6 Work and money, reading pp. 66-67. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 6 Work and money p. 37. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Unit 6 Work and money, reading p. 66. Check homework and do post-reading. • Unit 6 Work and money, vocabulary & grammar p. 68. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 6 Work and money p. 38. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 6 Work and money, vocabulary & grammar p. 69. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 6 Work and money p. 38. Assign exercise C for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 6 Work and money, listening, vocabulary & grammar pp. 70-71. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 6 Work and money p. 39. Assign exercises A and B for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 6 Work and money, speaking, examination practice pp. 72-73. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 6 Work and money p. 40. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 6 Work and money, writing pp. 74-75. Do writing 1-6 in class and assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 6 Work and money p. 41. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Module 3 round-up pp. 76-77. Do exercises A, B, C and D in class. 	<ul style="list-style-type: none"> • Module 3 round-up pp. 42-43. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Module 3 round-up p. 78. Do listening and self-assessment in class. • Tell Ss to revise for the test on Module 3. 	

Week 12

Sessions	Student's Book	Workbook
Session 1	Test on Module 3	
Session 2	<ul style="list-style-type: none"> • Module 4 Around the globe, cover page p. 79. Discuss cover page. • Unit 7 Travel, reading pp. 80-81. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 7 Travel p. 44. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Unit 7 Travel, reading, p. 81. Check homework and do post-reading. • Unit 7 Travel, vocabulary & grammar p. 82. Do vocabulary in class. 	<ul style="list-style-type: none"> • Unit 7 Travel p. 45. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 7 Travel, vocabulary & grammar p. 83. Do grammar in class. 	<ul style="list-style-type: none"> • Unit 7 Travel p. 45. Assign exercise C for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • Check homework. • Unit 7 Travel, listening, vocabulary & grammar pp. 84-85. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> • Unit 7 Travel p. 46. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> • Check homework. • Unit 7 Travel, speaking, examination practice pp. 86-87. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> • Unit 7 Travel, p. 47. Assign exercises A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • Check homework. • Unit 7 Travel, writing, pp. 88-89. Do writing 1-4 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> • Unit 7 Travel p. 48. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> • Check homework. • Unit 8 Culture, reading pp. 90-91. Do pre-reading, reading for gist, reading for details, guessing the meaning of unknown words in class. Ask Ss to read the text at home again. 	<ul style="list-style-type: none"> • Unit 8 Culture p. 49. Assign exercises A, B and C for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Unit 8 Culture, reading p. 91. Check homework and do post-reading. Unit 8 Culture, vocabulary & grammar p. 92. Do vocabulary in class. 	<ul style="list-style-type: none"> Unit 8 Culture p. 50. Assign exercise A for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Unit 8 Culture, vocabulary & grammar p. 93. Do grammar in class. 	<ul style="list-style-type: none"> Unit 8 Culture p. 50. Assign exercise B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Unit 8 Culture, listening, vocabulary & grammar pp. 94-95. Do listening and vocabulary & grammar in class. 	<ul style="list-style-type: none"> Unit 8 Culture p. 51. Assign exercises A and B for homework.
Session 4	<ul style="list-style-type: none"> Check homework. Unit 8 Culture, speaking, examination practice pp. 96-97. Do speaking and examination practice in class. 	<ul style="list-style-type: none"> Unit 8 Culture p. 52. Assign exercises A and B for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Check homework. Unit 8 Culture, writing pp. 98-99. Do writing 1-5 in class. Assign the writing task for homework. 	<ul style="list-style-type: none"> Unit 8 Culture p. 53. Assign exercises A and B for homework.
Session 2	<ul style="list-style-type: none"> Check homework. Module 4 round-up pp. 100-101. Do exercises A, B, C and D in class. 	<ul style="list-style-type: none"> Module 4 round-up pp. 54-55. Assign exercises A and B for homework.
Session 3	<ul style="list-style-type: none"> Check homework. Module 4 round-up p. 102. Do listening and self-assessment in class. Tell Ss to revise for the test on Module 4. 	
Session 4	Test on Module 4	

Week 16*

Sessions	Student's Book	Workbook
Session 1	Revision	

*There are three sessions missing from week 16 which correspond to the sessions not done due to holidays.

MODULE 1

UNIT 1 READING

p. 8

1. PRE-READING

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

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

5. POST-READING

- **Does the idea of attending the Intensive English Program at Indiana University appeal to you? Why? / Why not?**

Yes, it does. It sounds like an excellent programme and Bloomington, Indiana sounds like a nice place to live for a while. The fact that there are also extracurricular activities makes it all the more attractive.

VOCABULARY & GRAMMAR

p. 10

1. WORDS EASILY CONFUSED

excellence – very high quality

quality – a characteristic indicating that something is good

perfection – quality or state that cannot possibly be better

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

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

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

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

celebration – a special gathering where people enjoy a special occasion

ceremony – a formal event

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

academic – related to studies in schools and universities

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

studious – fond of studying

campus – university area containing buildings and facilities

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

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

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

authentic – genuine, real, not fake

accurate – correct and exact

factual – having to do with facts

LISTENING

p. 12

1. PRE-LISTENING

- **Would you like to be an elementary school teacher? Why? / Why not?**

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

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

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

SPEAKING

p. 14

1. WARM-UP

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

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

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

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

2. CHOOSING BETWEEN OPTIONS

- **What are the options?**

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

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

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

can be held in the future. Nevertheless, the sports competition is outdoors, so if the weather is bad, the event will have to be cancelled. Lastly, I think that both events are popular with students. The art exhibition will appeal to students who are into art and the sports competition will appeal to students who are into sports.

• **Which activity have you chosen? Why?**

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

3. FURTHER DISCUSSION

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

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

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

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

WRITING

p. 16

1. DISCUSS

• **What kind of events does your school/university organise?**

My school organises events on special occasions. For example when students graduate, there is a special graduation ceremony. My school also organises various competitions, for example writing competitions.

• **Which is your favourite? Why?**

Although I haven't graduated yet, I think the graduation ceremony is my favourite. Everyone is very happy when they graduate; students feel like they have achieved one of their goals in life and look forward to future accomplishments. At the same time, students are also sad to be leaving friends and teachers behind. After the ceremony students celebrate with their friends and family and everyone enjoys themselves.

UNIT 2

READING

p. 18

1. PRE-READING

• **Is it possible that there is life on other planets?**

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

5. POST-READING

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

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

VOCABULARY & GRAMMAR

p. 20

1. WORDS EASILY CONFUSED

peak – the point of highest intensity, value or achievement

height – the measurement of how tall sb/sth is

top – the highest point of sth

notice – to observe sth

remark – to say or write sth and comment on it

observe – to watch sth/sb carefully

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

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

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

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

location – the place where sth happens or exists

position – a place where sb/sth is.

site – a place used for sth or where sth has happened

spot – a specific place or location

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

transmit – to send a signal from one place to another

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

3. PREPOSITIONAL PHRASES

on account of – because of

in addition to – besides, apart from

on behalf of – as the representative of sb

in comparison to – comparing two things or people

in contact with – in touch with

with the exception of – except for

in favour for – supporting and agreeing with sb/sth

be in need of – needing or requiring sth

with regard to – regarding, concerning

in relation to – concerning

in reply to – as an answer to sb/sth

as a result of – because of

LISTENING

p. 22

1. PRE-LISTENING

• **How would you define 'body language'?**

Body language is how your position and movements show people how you feel or what you think.

• **In your opinion, can body language indicate a person's real feelings? Can you think of any examples?**

Yes, body language sometimes indicates a person's real feelings when that person's words are actually saying something different. For example, when people are lying, even though their words may be saying one thing, the fact that that person can't look you in the eyes when he/she is speaking to you indicates that he/she is not truthful.

3. PRE-LISTENING

• **What do you know about the systems of communication below which were used by different civilisations?**

(Students' individual answers will vary.)

Background information

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

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

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

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

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

SPEAKING

p. 24

1. WARM-UP

• **Do you speak on the phone a lot? Who to? What do you usually talk about?**

I don't really speak on the phone a lot. I speak on the phone to my friends or members of my family in order to make arrangements about where to go, where to meet and things like that.

• **Do you like seeing advertisements on billboards in the street, on TV, in magazines, etc.? Why? / Why not?**

Well, I think that advertisements on billboards in the street are dangerous; it's a fact that they attract the attention of drivers and cause accidents. I don't mind advertisements on TV or in magazines because they are a good way of finding out about new products.

2. FOCUS ON PICTURES

A.

SA: Both landline phones and mobile phones have advantages. For example, a landline phone doesn't have a battery that needs to be recharged like a mobile phone. Also, you don't have to worry about having good reception. It is more reliable and less likely to be cut off. Some people believe that it is outdated, yet it is a convenient and economical means of communicating with others.

On the other hand, a mobile phone bypasses the local telephone infrastructure, and may still work when landlines are not working. In my opinion, it is an advanced means of communication. The main advantage is that it is portable, which is very useful in emergencies, e.g. accidents. Other things you can do with a mobile phone are sending text messages, taking photos and accessing the Internet. Nevertheless, there are reports that link heavy use of mobile phones with certain types of cancer, thus posing a health hazard.

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

B.

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

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

3. FURTHER DISCUSSION

• **If you had the choice of only one of the two, landline or mobile phone, which would you choose and why?**

I think that I would definitely choose a mobile phone because it depends on wireless network technologies, which are extensive in most of the civilised world, and

most of all it is portable and I can use it at home and elsewhere.

- **What additional features of mobile phones do you find most useful/attractive?**

I think I mostly like texting and sending MMS. I also think it's great to have a camera installed on my mobile phone. I also think an Internet connection is quite useful because you can check your e-mails while waiting for the bus!

- **Does advertising influence your choice of items when you shop? How?**

I think that the power of advertising is immense, mostly because it functions at two levels, a conscious one and a subconscious one. Even if images and products fail to make an impression at the first level, they manage to enter the subconscious and influence our choices in ways that we can't control.

- **Is advertising necessary in order for a product to become popular?**

Product advertisement and placement is necessary in order for a product to become popular. This can occur in various ways different from traditional forms of advertisements. One of the most effective and popular nowadays is using celebrities; e.g. if David Beckham wears a certain brand of shoes, these instantly become popular.

- **In your opinion, which form of advertising is most powerful? Why?**

I think that the most powerful form of advertising is TV commercials because they combine image, sound and moving picture.

WRITING

p. 26

DISCUSS

- **Do you use the Internet on a daily basis?**

Yes, I do. I use it to check my e-mail, to read online editions of newspapers and to find information when I need it.

- **In your opinion what are the advantages of using the Internet? Are there any disadvantages?**

The advantages of the Internet are many. You can communicate with people easily either by e-mail, instant messaging services, Skype, etc. In addition, you can quickly find information on almost any subject you want. You can shop and make travel arrangements, etc. over the Internet too. A few of the disadvantages are that it is easy for people to hide their identity on the Internet, it is not always safe as hackers can access your personal information and use your identity, credit card, etc. and finally, the information you find is not always reliable.



1

Get the message

unit 1 Education unit 2 Communication

Discuss:

- ▶ What means of communication do you find most effective? Why?
- ▶ What is the importance of having a good education nowadays?

Flick through the module and find...

- ▶ a brochure about a university *p.9*
- ▶ informal letters describing school events *pp.16-17*
- ▶ an article about scientists' attempts to communicate with extraterrestrials *p.19*
- ▶ a short text about schools in the Australian outback *p.11*
- ▶ an essay about using the Internet *p.26*
- ▶ a short text about an ancient philosopher and mathematician *p.15*
- ▶ a short text about a communication breakdown *p.25*

In this module you will...

- ▶ talk about education and various ways of communicating and conveying messages
- ▶ learn how to emphasise an action rather than the doer of the action using the Passive Voice
- ▶ express purpose, result and contrast using appropriate clauses
- ▶ learn how to use the causative form
- ▶ expand your vocabulary by learning words easily confused, phrasal verbs, idioms, compound nouns and prepositional phrases
- ▶ learn how to write an informal letter describing an event and an essay expressing your opinion
- ▶ acquire skills and strategies that will help you in exams

Unit 1 reading

1. PRE-READING

Discuss.

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

2. READING FOR GIST

Read the brochure on the opposite page and compare the kind of information provided with your answers in the previous activity.

3. SCANNING FOR SPECIFIC INFORMATION

Read the brochure again and answer the questions 1-12. Choose *a, b, c* or *d*.

1. What is said about Indiana University?
 - a. It is the oldest university in the US.
 - b. It is the largest university in the mid-western US.
 - c. It has more than 65,000 students.
 - d.** It is situated in a beautiful spot.
2. Apparently, in order to get on-campus accommodation...
 - a.** students must fill out a campus housing application form.
 - b. students must be married.
 - c. students should come to Bloomington first.
 - d. students must share a room with other students.
3. Students interested in finding off-campus accommodation...
 - a. can start looking in newspapers.
 - b.** can start looking for apartments on the Internet.
 - c. can contact the IU Halls of Residence.
 - d. must arrive in the US first.
4. According to the passage, students staying on campus...
 - a.** can also take the bus to class.
 - b. can only walk to class.
 - c. needn't go through the IU Halls of Residence.
 - d. have better rooms than those staying off campus.
5. What does the writer say about the university's teaching staff?
 - a. They are non-native English speakers.
 - b. They have only taught in non-English speaking countries.
 - c. They encourage non-native English speakers to attend the program.
 - d.** They help students improve their English.
6. Apparently, the IEP is meant for somebody who...
 - a. speaks English fluently.
 - b. is already studying at an American university.
 - c.** comes from a non-English speaking country.
 - d. plans to live in the US permanently.
7. In Level Seven, students...
 - a. take a writing course.
 - b.** can choose from a number of courses offered.
 - c. learn how American universities are organised.
 - d. have more hours per week than in Level Six.
8. According to the passage, after completing the IEP...
 - a. students get a degree in English.
 - b. students have successful careers.
 - c.** students have the necessary background to attend a university/college in the US.
 - d. students can begin working for a university.
9. Students on the IEP...
 - a. have to study at least 24 hours per week.
 - b.** have access to lots of entertainment.
 - c. move on to do a course at Indiana University.
 - d. usually stay up late at night.
10. To be admitted to the IEP, students...
 - a. must be sponsored by someone.
 - b. must have attended an American high school.
 - c.** must have completed their secondary education.
 - d. must first pay all their living expenses.
11. Courses in computer skills and the World Wide Web are available...
 - a. for students at all levels.
 - b. only for beginners.
 - c.** only for students at the last two levels.
 - d. only for students who live on-campus.
12. Information on living expenses and tuition fees...
 - a.** is available to students on application.
 - b. is available on the Internet.
 - c. is available only to qualified students.
 - d. is available to students after they arrive in Indiana.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Look at the following words highlighted in the text and choose the correct meaning *a, b* or *c*.

1. founded
a. discovered **b.** established c. known
2. admitted
a. agreed b. promoted **c.** allowed to join
3. adjust to
a. get used to b. change c. cater to
4. browsing
a. searching b. putting c. choosing
5. readily
a. willingly **b.** easily c. frequently

5. POST-READING

Discuss.

- Does the idea of attending the Intensive English Program at Indiana University appeal to you? Why/Why not?

INDIANA UNIVERSITY INTENSIVE ENGLISH PROGRAM

THE UNIVERSITY

Indiana University was **founded** in 1820 and is one of the oldest and largest state-sponsored universities in the United States. It is internationally known for the excellence and variety of its programmes. The University has over 100 academic departments and a full-time faculty of over 1,500, including members of many academic societies.

It is located in Bloomington, the cultural and recreational centre of southern Indiana in the mid-western US. Bloomington, a dynamic, safe and culturally-sophisticated town, has a population of 65,000 inhabitants (not including university students).

1d It is surrounded by hills, green woodlands and lovely lakes.

IEP

The goal of the Indiana University Intensive English Program (IEP) is to increase the English language skills of non-native English speakers to the level

6c needed for study at a college or university in the

8c United States. We encourage students to reach this goal as quickly as possible. Teachers in the IEP are

5d qualified to teach English as a second language and have taught in the United States and abroad.

REQUIREMENTS FOR ADMISSION

10c All students **admitted** to the programme must have earned at least a high school diploma and must show that they or their sponsors are able to pay for their living expenses and tuition while in the United States.

12a Our application materials will tell you how much money is needed for each session.

CURRICULUM

There are seven levels in the IEP. All levels meet for 20-24 classroom hours each week. Levels One through Five use audio-visual materials, as well as campus computer and language laboratory resources. These levels concentrate on listening, speaking, writing and grammar.

Level Six is a high intermediate academic reading and writing class, which focuses mainly on writing. After completing Level Six, most students are ready to begin academic work at a college or university. However, some additional English may be recommended to help them **adjust to** their new environment.

7b In Level Seven students focus on written analysis of authentic texts. This gives them a clear idea of the kind of work which is required by American universities. At levels Six and Seven, students also select from a variety of courses in advanced grammar, advanced pronunciation, business, computer skills, *11c* communication, literature, test preparation and the World Wide Web to meet their particular needs and interests.



COLLEGE AND UNIVERSITY PLACEMENT

Graduates of the Center for English Language Training have gone on to pursue careers in such areas as physics, art, chemistry, business, education and even teaching English as a foreign language. We offer careers guidance to qualified students who want to apply either to Indiana University or to other colleges or universities in the United States. Admission, however, to the Intensive English Program does not guarantee admission to specific academic programmes at Indiana University.

HOUSING

There is a wide variety of housing available in Bloomington for both married and single students: on-campus housing is arranged through the IU Halls of Residence. After receiving your application form, we will send you a campus housing application. *2a, 12a* Campus apartments are all within walking distance of classes and are on the University bus routes. *4a* Many off-campus apartments are located near campus or near city bus routes. Off-campus housing is best arranged after your arrival in Bloomington, but you can begin by **browsing** the electronic classified ads in the Bloomington Herald Times. *3b*

EXTRACURRICULAR ACTIVITIES

Bloomington and Indiana University offer a large variety of recreational activities and social events *9b* going on all year round. To begin with, soccer, swimming, boating, tennis, racquetball, skiing and many other forms of exercise and relaxation are **readily** available. We have also combined education and enjoyment with trips to nearby zoos, art festivals, museums and nature centres.

Unit 1 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

excellence quality perfection

1. This supermarket provides quality at very reasonable prices.
2. Doctor James works at a hospital which is considered a centre of excellence in medical research.
3. Hala cooked the casserole to perfection.

lastly at last at least last but not least

4. And last but not least, I'd like to thank my parents for always helping me out when I needed it.
5. I know we've run out of milk, but at least we have some yoghurt.
6. At last, it's time to go home!
7. I switched off the lights, closed the windows and lastly I locked the front door and left.

celebration ceremony festival

8. Do you know what time the sports awards ceremony is tomorrow?
9. This weekend, there is going to be an art festival; we should go.
10. The whole family is gathering at my grandparents' house for the celebration.

academic intellectual studious

11. He's a(n) studious young man, so he should do well at High School.
12. The school usually has a celebration at the end of the academic year.
13. The room was full of professors, scientists, teachers and other intellectual people.

campus dorm premises

14. He doesn't have to travel far to get to lectures because he lives on campus.
15. The police arrived quickly and escorted the man off the premises.
16. If you have problems with that Maths problem, come to my dorm and we can study together.

authentic accurate factual

17. Rania didn't get a good mark for her essay as it had quite a few factual errors.
18. All the experts concluded that the painting wasn't a(n) authentic Picasso.
19. My watch wasn't as accurate as I thought and I ended up being fifteen minutes late.

2. PHRASAL VERBS (GO)

A. Look at the extract from the text on page 9. What does the phrasal verb in bold mean? *happen*

*Bloomington and Indiana University offer a large variety of recreational activities and social events **going on** all year round.*

B. Match the phrasal verbs in bold with their meanings.

1. I'm so tired, I don't think I can **go on** with this race. **b**
2. I like the curtains, but does the colour **go with** the furniture? **e**
3. We only have about two minutes until the bomb **goes off**! **f**
4. I don't understand how anyone could **go through** that sort of tragedy alone. **c**
5. The boss approved our design, so we're going to **go ahead with** the construction. **a**
6. If you want to **go over** your notes one last time before we start the test, you may do so now. **d**

- a. start doing
- b. continue
- c. suffer
- d. examine
- e. match
- f. explode

3. NOUNS ENDING IN -ANT AND -ENT

A. Look at the following nouns. Which words do they derive from?

students inhabitants
study *inhabit*

B. Complete the sentences with the correct form of the words in capitals.

1. He works as a consultant for a large computer firm. **CONSULT**
2. Do you know how many contestants will take part in the competition? **CONTEST**
3. The project requires a lot of work, so you definitely need to find an assistant. **ASSIST**
4. We have to interview over 300 applicants for this job! **APPLY**
5. There were thousands of immigrants who came to the US through Ellis Island. **IMMIGRATE**
6. He has worked as a political correspondent for BBC for many years. **CORRESPOND**
7. Jared was a loyal servant to the company for all the years he worked there. **SERVE**
8. Only residents are allowed to park their cars in the city centre. **RESIDE**

GRAMMAR

1. PASSIVE VOICE I

A. Read the extracts from the text on page 9 and then answer the questions that follow.

1. Indiana University **was founded** in 1820...
2. It **is** internationally **known** for the excellence and variety of its programmes.
3. The goal of the Indiana University Intensive English Program (IEP) **is to increase** the English language skills...
4. All students admitted to the programme **must have earned** at least a high school diploma...
5. However, some additional English **may be recommended** to help them adjust to their new environment.
6. Graduates of the Center for English Language Training **have gone on to pursue** careers in such areas as physics...
7. Many off-campus apartments **are located** near campus or near city bus routes.
8. We **have also combined** education and enjoyment with trips to nearby zoos, art festivals...

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

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

- What is emphasised in the Passive Voice, the action itself or the doer of the action? *the action*
- How is the Passive Voice formed?
subject + verb be + past participle

B. Read the examples below and complete the rules that follow.

Active Voice	Passive Voice
We saw Peter drive away.	Peter was seen to drive away.
They heard Sally screaming.	Sally was heard screaming.
They made him tell the truth.	He was made to tell the truth.
I won't let you do it.	You won't be allowed to do it.

- Verbs of perception (*see, hear, watch, smell, feel, notice*) are followed by a bare infinitive or an -ing form in the *Active* Voice, but in the *Passive* Voice they are followed by a full infinitive or an -ing form.
- The verb *make* is followed by a bare infinitive in the *Active* Voice, but in the *Passive* Voice it is followed by a full infinitive.
- The verb *let* + bare infinitive changes to *be allowed* + *full infinitive* in the Passive Voice.

Grammar Reference p. 106.

2. PRACTICE

Read the text below and put the verbs in brackets in the correct form in the Active or the Passive Voice.



School of the Air is the name of a group of schools catering for primary and secondary education in the outback of Australia. There are vast distances between communities in the outback so the number of children is too small for conventional schools to operate. Therefore, for the past fifty years students (1) have been taught (teach) over great distances using wireless technology. Until 2003, classes (2) were/had been conducted (conduct) using shortwave radio, after which most schools (3) decided (decide) to switch to the Internet. Nowadays, each student (4) gets (get) a one-hour group or individual lesson from the teacher and the rest of the day (5) is spent (spend) working through the assigned material. In the past students (6) received (receive) their course materials and returned their written work using the Royal Flying doctor service. However, the Internet has meant students' homework can (7) be reviewed (review) more rapidly. As the children (8) are isolated (isolate), School of the Air is their first chance to socialise with other children outside their immediate family. Three to four gatherings (9) are held (held) every year where children (10) travel (travel) to the school to spend a week with their teacher and schoolmates. The Alice Springs School of the Air has 160 students spread over 1,300,000 square kilometres and (11) is known (know) as the 'World's Largest Classroom'. Tourists can visit the Alice Springs School and observe live classes or they may (12) be shown (show) recorded lessons.



Unit 1 listening

1. PRE-LISTENING

Discuss.

- Would you like to be an elementary school teacher? Why/Why not?
- Which of your teachers really inspired and motivated you? In what way?

2. LISTENING FOR SPECIFIC INFORMATION

You are going to hear a radio programme called *People Who Have Made a Difference*, in which you will hear someone talking about their career as a teacher. You will hear the programme in several parts. After each part, you will hear 2-4 questions. For each question choose the correct answer. First, listen to the introduction and note the example question below.

Example

- a. in the same neighbourhood he grew up in
 - b. in a neighbourhood far from where he grew up
 - c. in a neighbourhood close to where he grew up
- The correct answer is c.

- a. his parents
 - b. his father
 - c. his mother
- a. a place to live
 - b. money
 - c. an apartment with electricity
- a. reading
 - b. travelling
 - c. staying in his room

- a. a friend of Dan's
 - b. a colleague of Dan's
 - c. a professor
- a. He didn't really like him.
 - b. He liked him.
 - c. He was afraid of him.
- a. He was afraid.
 - b. He was insecure.
 - c. He was enthusiastic.

- a. I was made for this.
 - b. This is going to be challenging.
 - c. I will have a lot of trouble with these kids.
- a. 20
 - b. 15
 - c. 30
- a. football players
 - b. fifth graders
 - c. prisoners

- a. They don't know how to speak properly.
 - b. They don't know how to pronounce letters correctly.
 - c. They don't know what an alphabet is.
- a. to help kindergartners learn the alphabet
 - b. to practise the alphabet through a game
 - c. to embarrass those who don't know the alphabet

- a. posters on the walls
 - b. a bulletin board with students' drawings
 - c. a bookcase
- a. They said they liked it.
 - b. They didn't pay much attention to it.
 - c. They didn't approve of it.
- a. nobody
 - b. his uncle
 - c. the school
- a. He asked the students who did it.
 - b. He punished the whole class.
 - c. He refused to teach until the book was returned.

- a. to entertain students
 - b. to teach students about the past
 - c. to punish students who misbehaved
- a. a cupboard
 - b. a trunk
 - c. a refrigerator
- a. a telephone
 - b. a flashing red light
 - c. books

- a. one
 - b. two
 - c. three
- a. the quality of their work
 - b. the way they treat their students
 - c. the kind of questions they ask themselves

VOCABULARY

1. PHRASAL VERBS (TURN)

A. Look at the extract from the radio programme that you heard in the listening section. What does the phrasal verb in bold mean? *transform*

... with a bit of paint and imagination we **turned it into** a time machine.

B. Match the phrasal verbs in bold with their meanings.

- It's getting late. I think you should **turn in**.
- He **turned down** the job in London, because he didn't want to move.
- My aunt **turned up** unexpectedly yesterday.
- They **turned** the wallet **over** to the police.
- The kidnapper **turned out** to be a neighbour.

c

d

a

e

b

- a. arrive
- b. prove to be
- c. go to bed
- d. refuse an offer
- e. give something to the authorities

2. COMPOUND NOUNS

A. Look at the following word combinations which were mentioned in the radio programme that you heard in the listening section. What do they mean?

bookshelf time machine football player
alphabet museum history book

NOTE

A compound noun is a combination of two (or more) nouns that function as one word. The last noun is defined or described by the noun(s) appearing before it (e.g. a history book is a book related to history).

B. Combine the nouns in the box to form as many compound nouns as possible. See Teacher's Notes

paste bed bus school weather
tooth room water police tank table
kitchen motor sail bike ache
boat sun forecast girl station

C. Complete the sentences with compound nouns from exercise B.

- We had to go to the police station to report that our shop had been robbed.
- According to the weather forecast it will rain tomorrow.
- We just bought a new waterbed; you wouldn't believe how restful a sleep you get on it.
- The school bus is late again; we'll miss the first hour!
- I went to the dentist's yesterday because I had terrible toothache.

GRAMMAR

PASSIVE VOICE II

A. Look at the following examples and answer the questions that follow.

- Posters on the walls **are believed to make** classrooms look stimulating.
 - What makes classrooms look stimulating? *posters on the wall*
 - Who believes so? *people*
- Dan put a flashlight **attached** to a phone cord in the cupboard.
 - Which words have been omitted between *flashlight* and *attached*? *which was*
- A new standardised test **is being designed** and students **will be taking** it three years from now.
 - Which of the two verbs in bold is in the passive voice? *is being designed*

Grammar Reference p. 106.

B. Rewrite the following sentences in the Passive Voice starting with the words given.

- The detective is questioning the suspects at the moment.
The suspects are being questioned at the moment.
- Students believe that Professor Swan is very strict.
Professor Swan is believed to be very strict.
- They are building a shopping centre on the outskirts of the city.
A shopping centre is being built on the outskirts of the city.
- They say that the French founded this town in the 17th century.
It is said that this town was founded by the French in the 17th century.
This town is said to have been founded by the French in the 17th century.
- The cheesecakes which the participants made were delicious.
The cheesecakes (which were) made by the participants were delicious.

Unit 1 speaking

1. WARM-UP

- What kind of extra-curricular events does your school/college organise?
- Have you ever participated in any of them?

writing contests sports competitions
debating contests art exhibitions field trips

2. CHOOSING BETWEEN OPTIONS

Work in pairs. Student A, read the situation, look at the pictures and ask the questions. Student B, go to page 103, read the information and answer Student A's questions.

Situation:

I am the president of the Student Council. We have decided to organise an extra-curricular event that will bring the students together. However, first we want to hear from other students like you about which option you think would be best.

First:

You should look at the pictures on the right and ask:

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

Then:

When you have all the information you need, explain which activity you have chosen. Be ready to explain why you didn't choose the other option. Remember to use information you learn from asking questions to explain your final choice.

Finally:

After you have shared your decision, you will be asked more questions about the topic.

OPTION 1



OPTION 2



indoor outdoor submit raise money
weather conditions popular appeal to
(in)expensive refreshments

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words/phrases in the box.

- Do you think that extra-curricular activities are important? Why / Why not?
- In your opinion, which extra-curricular activities are most interesting? Why?

develop talent encourage creativity
cultivate cultural awareness expose to
broaden horizons acquire further knowledge

A. Read the text below and complete the gaps. Use only one word in each gap.

HOME SCHOOLING

Home schooling may (1) be many children's dream, but it's already true for a (2) great/large number of children around the world. Thousands of children aged six to sixteen in the UK (3) are educated at home (4) by their parents or someone more experienced, like a teacher.

Learning at home has its advantages. For example, children don't have a strict timetable and they can spend more time doing subjects that appeal (5) to their interests. Also, many kids feel that they have more free time to learn one more foreign language, take (6) up a sport and even go (7) over their homework (8) more often. However, learning at home is not always as easy (9) as you might think. Some children find it difficult (10) to concentrate at home, as there are so many other things going on. Others, miss being with other people their age and feel lonely.

In conclusion, home schooling may turn (11) out to be a great experience for a child or it may turn (12) into a nightmare. It really all depends on the student's personality and needs.

B. Read the text and complete the blanks with the correct form of the words in capitals.

Abdullah Muhammad Ibn Sinan al-Battani al-Harrani

Abdullah Muhammad Ibn Sinan al-Battani al-Harrani was an astronomer, astrologer and mathematician born around 858 C.E. in Harran. His father, Jabir Ibn San'an al-Battani, who was also a well-known (1) scientist, gave him his first education.

SCIENCE

Battani then moved to Raqqa, which is (2) located on the Euphrates River, to continue his education. He was a very (3) studious man and made the most of his observations and mathematical (4) investigations in Raqqa.

LOCATE
STUDY
INVESTIGATE

He is responsible for a number of important (5) discoveries in astronomy. One of his greatest achievements was determining with remarkable accuracy that the solar year is 365 days, 5 hours, 46 minutes and 24 seconds.

DISCOVER

In (6) addition, he determined the length of the seasons, accurately calculated several orbits of the moon and planets and also came up with an interesting theory to determine the conditions of visibility of the new moon.

ADD

His most important work is his zig, or set of astronomical tables which greatly influenced European astronomy.

Without doubt, his (7) contributions to astronomy and trigonometry forever changed the development of these two sciences. The practical (8) application of his theories has further enhanced our understanding of mathematics and astronomy.

CONTRIBUTE
APPLY

The modern world has honoured him by naming a region of the moon after him.

Unit 1 writing

WRITING AN INFORMAL LETTER DESCRIBING AN EVENT

1. DISCUSS

- What kind of events does your school/university organise?
- Which is your favourite? Why?

2. FOCUS ON CONTENT AND STYLE

A. Read the rubric below and underline the key words.

Here is a part of a letter you have received from a friend.

I am working on a project at school about various school events around the world. I was wondering if you could help me out by describing a popular school event in your country and saying why it's important to you.

Hope to hear from you soon.

Write your letter (120 -180 words).

B. Now read the letter written in response. What do you think of the event described?

Dear Martín,

I'm so happy to hear from you. We definitely have a lot of interesting school events, but I think the most important one is graduation day. Actually, it's very special for all students who are graduating from high school because it's the day we receive our diplomas.

On this day, students wear semi-formal clothes and on top they wear a gown. They also wear a graduation cap. The ceremony begins with the entrance of the graduating students to the school auditorium or a similar venue. Then the school principal welcomes everyone and gives a speech. More speeches are given by certain faculty members, as well as students. Then comes the part we are all waiting for, the distribution of diplomas. Each student is called and given their diploma. When the students are finally declared graduated, everyone throws their cap into the air!

I'm graduating in a few weeks and this day will be the last time that I'll be with all my classmates and teachers. Then it's off to college, and who knows when I'll see most of them again. So I'm feeling both excited and upset about it. After the ceremony, we've made plans to go to a restaurant and just hang out while talking about our past and future.

Anyway, I hope this will help you in your project. Would you like me to send you some pictures, too? It would be no problem.

Take care,
Mark



C. Tick the items that indicate that this is an informal letter.

The writer:

1. addresses the recipient and signs off using full names.
2. addresses the recipient and signs off using first names.
3. uses contractions (e.g. I'd, can't).
4. avoids using direct questions to address the recipient personally.
5. is polite but firm in his response.
6. is friendly and chatty in his response.
7. uses punctuation such as exclamation marks to make the letter more exciting.

3. EDITING YOUR WRITING

The letter that follows has not been divided into paragraphs, and it has a number of mistakes that have been marked using the correction code below. Read the letter, divide it into paragraphs and correct the mistakes.

Dear Martín,

Hi there! We have many important school events, but the one that I always look forward ^{Pr to} in is Earth Day. It is held ^{Pr on} at 22nd April and all the schools in my city participate in this important day. The point of ^{the} event is to learn about the city's environmental problems and do something to help. [§] During this day ^{Sp various} various activities take ^{WW place} part and our school usually does something different every year. ^{P.} For example, our school may organise a clean-up day and get together with another school to clean up an area in the city. This way everyone collects all the litter from the parks and lakes. Something else our school may do is plant trees in different places ^{WW where} that they are needed, so we can make our city greener. Apart from the main celebration on the 22nd, our teachers are ^{T include} including lessons about the environment in the curriculum throughout ^{A (-)} the April in an effort to make us more knowledgeable about it. [§] I like this day a lot. Anyone who has participated in Earth Day will tell you that it is a ^{Sp unique} unic experience. It gives you the chance to learn about the environment, as well as to do something to help it while having fun! [§] Well, I hope I ^{T have been} had been of some help to you. If ^{WO there is} is there anything else you need, just let me know.



Best wishes,
Ryan

CORRECTION CODE

- WW:** wrong word
- WO:** word order
- Pr:** preposition
- T:** tense
- P:** punctuation
- A:** article
- Sp:** spelling
- Δ:** something missing

§: new paragraph

4. OUTLINE

When you're writing an informal letter describing an event, follow the plan below.

GREETING

- Greet the person that you are writing to.

OPENING PARAGRAPH

- Use set phrases to begin your letter.
- Say why you're writing.
- Briefly refer to the event.

MAIN PART

- Describe the event (what happens, the atmosphere, special clothes, your personal involvement, etc.).
- Say why you like it.

CLOSING PARAGRAPH

- State anything you want to emphasise.
- Use set phrases to end your letter.

SIGNING OFF

- Use a signature ending and your first name below that.

5. WRITING TASK

Read the rubric in activity 2A again, and write a letter to your friend describing a school event in your country (120-180 words).



When you are writing an informal letter describing an event, use:

- informal language.
- short forms (e.g. *I'm, didn't*).
- exclamations (e.g. *It was great!*).
- direct questions (e.g. *What are you up to?*).
- expressions (e.g. *well, of course, anyway, actually, you know, you see*).
- lively colourful language (i.e. a variety of adjectives, adverbs and phrases).

For the layout of informal letters and set phrases you can use, see Appendix I.

Unit 2 reading

1. PRE-READING

Discuss.

- Is it possible that there is life on other planets?

2. READING FOR GIST

Read the article on page 19 quickly and answer the question that follows.

What is the writer's attitude towards the idea of communicating with extraterrestrials?

- a. He is a fanatical supporter of it.
- b. He is totally against it.
- c. He believes the disadvantages are more than the advantages.
- d.** He is neutral and doesn't take sides.

3. READING FOR SPECIFIC INFORMATION

Read the article again and answer the questions 1-7 below. Choose **a, b, c** or **d**.

1. What does the writer mean by the phrase 'our fascination with extraterrestrials reached a peak' in line 10?
 - a.** People were interested in aliens more than ever before.
 - b. Everyone was convinced that extraterrestrials existed.
 - c. The first science fiction books were written.
 - d. A fascinating discovery related to extraterrestrials was made.
2. Why did Charles Cros want to build an enormous mirror?
 - a. He wanted to receive sunlight from Mars.
 - b. He wanted to create life on Mars.
 - c.** He wanted to communicate with Martians.
 - d. He wanted to burn a city on Mars.
3. How long have people been sending messages to outer space in the hope of contacting extraterrestrials?
 - a. since the 19th century
 - b.** since the 1970s
 - c. for centuries
 - d. for the past decade
4. Pioneer 10
 - a. was made of gold.
 - b.** had no astronauts.
 - c. included interesting information about extraterrestrials.
 - d. was launched to locate the Earth's position in the solar system.

5. What will happen in about 40,000 years?
 - a. *Voyager 1* and *Voyager 2* will reach Jupiter and Saturn.
 - b. Aliens will receive the *Pioneer Plaque*.
 - c. Extraterrestrials will reply to us.
 - d.** *Voyager 1* and *Voyager 2* will get to Alpha Centauri.
6. Why isn't a reply to the *Arecibo Message* expected in the near future?
 - a. The message was sent in 1974.
 - b. The transmission of the message didn't take long enough.
 - c. The information included in the message is too complicated.
 - d.** The distance the message has to cover is extremely long.
7. By downloading SETI@home software, personal computer users can
 - a.** assist in the search for signals from alien life-forms.
 - b. send messages to extraterrestrials.
 - c. contact NASA.
 - d. analyse data received from extraterrestrials.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

1. rapid **f**
2. illuminated **g**
3. sophisticated **h**
4. representative **a**
5. cluster **c**
6. determine **d**

- a. typical
- b. wonder
- c. group
- d. decide
- e. light
- f. quick
- g. lit up
- h. advanced

5. POST-READING

Discuss.

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



Is there anybody out there?

Are we alone in the universe? Do aliens really exist? And if so, is there any way to contact them? Mankind has been asking these questions for centuries, but it is only in recent decades, with the benefit of **rapid** technological advancements, that scientists have been able to attempt to get some answers. Although the idea of communicating with extraterrestrials is a controversial one, it is worth exploring, if only to satisfy our curiosity about the mysterious universe in which we live.

Our fascination with extraterrestrials reached a peak in the nineteenth century, when a number of books and articles were published on the subject. Many scientists and astronomers of the time were convinced that alien life-forms existed; some even claimed that they had seen signs of life on other planets. French inventor, Charles Cros, for example, was convinced that the lights he'd observed on Mars (which were probably clouds **illuminated** by the sun) indicated the existence of a major city. Cros spent most of his life trying to persuade the French government to pay for the construction of an enormous mirror which would be used for sending signals to the Martians. His plan was to 'burn' messages into the sand on Mars by reflecting sunlight on to the surface of the planet. The French government, however, was not convinced that Cros's idea would work and did not give him the money to build the mirror.

^{3b} During the twentieth century, space travel became a reality and scientists' methods of 'communicating' with extraterrestrials became more **sophisticated**. In 1972, NASA (the National Aeronautics and Space Administration in the US) launched an unmanned spacecraft called Pioneer 10 into the solar system. The spacecraft carried with it a gold plaque, the *Pioneer Plaque*, which featured diagrams of the human body and of the Earth's position in the solar system. The purpose of the plaque was to communicate some basic information about humankind to any intelligent species that might come across the spacecraft.

In 1977, NASA launched two probes into the solar system, *Voyager 1* and *Voyager 2*, in order to gather more information

about Jupiter and Saturn. Attached to the probes was a gold record containing sounds and images **representative** of life on Earth. Like the *Pioneer Plaque*, the record was created with a view to communicating information about our world to alien life-forms. Both probes will take about 40,000 years to reach Alpha Centauri, the star nearest the sun, and it will probably take that long for extraterrestrials to receive the record, if they receive it at all.

Perhaps the most significant attempt at communication with extraterrestrials was the 1974 '*Arecibo Message*'. This was a radio message that was transmitted into space using the Arecibo radio telescope which is located in Puerto Rico. The message was composed of images which showed, among other things, the numbers one to ten, the structure of DNA, the figure of a man and the solar system. The message was directed at a star **cluster** called M13, and the transmission lasted about three minutes. Unfortunately, the M13 cluster of stars is so far away from Earth that it will take approximately 25,000 years for the message to reach its destination, so we won't be receiving a response any time soon!

Today, it is the SETI (Search for Extraterrestrial Intelligence) Institute in the US that continues the search for other life in the universe. Since it was founded in 1984, the SETI Institute has initiated a number of significant research projects, including SETI@home, which gives the general public the opportunity to become involved in the search for extraterrestrials. All you have to do is download the free software from the SETI@home website and, when your computer is not in use (but connected to the Internet), the software will collect data transmitted from a device located near the Arecibo telescope. The data will then be sent to members of the research team so that they can analyse it and **determine** whether a signal has been received from extraterrestrials.

In spite of our best efforts, we have yet to receive a communication from aliens, but, while the possibility of finding life on other planets exists, there will always be the motivation to continue to try to make contact.

Unit 2 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

peak height top

- It's impossible to get through on the phone at this time of day because it's the peak hour.
- It takes me only one minute to climb to the top floor of the building using the stairs.
- From this height, you can see the ocean.

notice remark observe

- I'm supposed to observe the surgeon so that I can see how the operation is done.
- Did you notice which way the red car went?
- John remarked that my room was a mess, which was actually quite rude of him.

signal sign symbol gesture

- I'm sorry, I didn't see the stop sign.
- Give me the signal when you're ready to leave.
- When you make this gesture in my country, it means that you're bored.
- The dove is a symbol of peace.

location position site spot

- My neck hurts today, so I must have slept in a strange position last night.
- The location of the submarine is top secret.
- The Valley of the Butterflies is a well-known beauty spot on the island and attracts many tourists.
- The archaeological site dates back to the Bronze Age.

transfer transmit transport

- They are very careful about hygiene, so as not to transmit diseases from one person to another.
- Will you please tell me how to transfer the money to my bank account?
- There is a bus that will transport you to the swimming pool, if you like.

2. PHRASAL VERBS WITH 'COME'

A. Look at the extract from the text on page 19. What does the phrasal verb in bold mean? *find by chance*

*The purpose of the plaque was to communicate some basic information about humankind to any intelligent species that might **come across** the spacecraft.*

B. Match the phrasal verbs in bold with their meanings.

- I don't understand how this fire could have **come about**. c
- He **came into** a lot of money when his wealthy uncle died. a
- Can you believe the crazy stories he **comes up with** sometimes? d
- The boy fainted, but, fortunately, he **came round** a few minutes later. e
- The organisation has **come up against** a lot of criticism for the way it spends its money. b

- a. inherit
b. face
c. happen
d. think of
e. regain consciousness

3. PREPOSITIONAL PHRASES

A. Look at the extract from the text on page 19 and note the phrase in bold. Can you think of any other phrases following the pattern *preposition + word(s) + preposition*?

*Like the Pioneer Plaque, the record was created **with a view to** communicating information about our world to alien life-forms.*

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

account addition behalf
comparison contact exception favour
need regard relation reply result

- I would like to welcome you to the company on behalf of the Managing Director.
- Do you think this is a better hotel in comparison to the one where we stayed last night?
- All the members of the council are in favour of a total ban on smoking.
- In addition to your salary, you will also get bonuses, free trips and a company car.
- David broke his leg as a result of a motorbike accident and had to stay in hospital for three weeks.
- This cottage is in bad condition and in need of some painting and redecorating.
- In reply to your request for further information, we are sending you a brochure.
- Everyone has arrived on time with the exception of John Williams.
- Are you still in contact with anyone from our old school?
- On account of the bad weather, the cruise was cancelled.
- I am afraid there is no news yet in relation to your application.
- Scotland Yard is continuing its inquiries with regard to the disappearance of Claire Thomas.

GRAMMAR

1. CLAUSES OF PURPOSE, RESULT AND CONCESSION

A. Look at the following examples from the text on page 19 and answer the questions that follow.

1. **Although the idea of communicating with extraterrestrials is a controversial one**, it is worth exploring.
2. In 1977, NASA launched two probes into the solar system, Voyager 1 and Voyager 2, **in order to gather more information about Jupiter and Saturn**.
3. Unfortunately, the M13 cluster of stars is so far away from Earth **that it will take approximately 25,000 years for the message to reach its destination**.
4. **In spite of our best efforts**, we have yet to receive a communication from aliens.

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

B. Complete the rules below with the missing words.

CLAUSES OF PURPOSE

to / in order to / so as to + base form

I went to the supermarket to buy some coffee.

for + -ing form

We use this knife for cutting bread only.

so that + subject + can/may/will + base form
(present or future time reference)

Take your umbrella so that you won't get wet.

so that + subject + could/might/would + base form
(past time reference)

We were quiet so that the baby wouldn't wake up.

in case + Present Simple or Past Simple

Take my telephone number in case you want to contact me.

CLAUSES OF RESULT

so + adjective or adverb + that clause

such + (a/an) + (adjective) + noun + that clause

It was such a boring book that I couldn't finish it.

too + adjective or adverb (+ for somebody) + full infinitive

(not) adjective or adverb + enough (+ for somebody) + full infinitive

This car is too expensive for me to buy.

CLAUSES OF CONCESSION

although / though / even though + subject + verb

in spite of / despite + noun / -ing form / the fact that

2. PRACTICE

Rewrite the sentences starting with the words given.

1. Even though Ben was tired, he knew he had to keep running to win the race.
Despite being tired / the fact that he was tired, Ben knew he had to keep running to win the race.
2. I use my microwave only for heating up food.
I use my microwave only to heat up food.
3. There were such strong winds that the bridge was closed for six hours.
The winds were so strong that the bridge was closed for six hours.
4. In spite of her serious illness, she never lost her courage.
Despite the fact that she was seriously ill, she never lost her courage.
5. John left because he didn't want to see Michael.
John left so that he wouldn't see Michael.
6. The food was so spicy that Nasir couldn't eat it.
The food was too spicy for Nasir to eat.
7. In spite of the stormy weather, Ian decided to go surfing.
Although the weather / it was stormy, Ian decided to go surfing.
8. The bank robber was disguised as a gorilla, so that he couldn't be recognised.
In order not to be recognised, the bank robber was disguised as a gorilla.
9. There was so much noise that I couldn't hear a word.
There was such a lot of noise that I couldn't hear a word.
10. Majed is a writer who is so talented that everyone wants to read his books.
Majed is such a talented writer that everyone wants to read his books.
11. You should take your mobile phone with you as you might need to call us later.
In case you need to call us later, take your mobile phone with you.

Unit 2 listening

1. PRE-LISTENING

Discuss.

- How would you define 'body language'?
- In your opinion, can body language indicate a person's real feelings? Can you think of any examples?



2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a talk in which an expert is talking about body language. Listen and complete the sentences 1-10.

1. Body language has to do with using our bodies, facial expressions and tone of voice to convey messages.
2. Facial expressions showing happiness, surprise and fear, are common to people from all cultural backgrounds.
3. The Japanese express embarrassment by laughter or giggling.
4. The speaker thinks that the expression 'The eyes are the window to the soul' is true.
5. To communicate successfully with someone, you should maintain eye contact for at least 60-70% of the conversation.
6. In some Asian and South American countries, prolonged eye contact can be regarded as being rude or hostile.
7. A person who feels guilty or embarrassed might choose to avoid or break eye contact.
8. People who are sad do not stand or sit upright when having a conversation.
9. Objects, for instance glasses or pens, are often used to communicate our feelings to others.
10. People sometimes use objects to make them feel more safe and secure.

3. PRE-LISTENING

- What do you know about the systems of communication below which were used by different civilisations?



Egyptian Hieroglyphics



Sumerian Cuneiform



Chinese Characters



Cave Paintings



Smoke Signals

4. MULTIPLE MATCHING

You will hear five different people talking about ways in which different civilisations communicate/communicated. Choose from the list A-F the statement that best describes each civilisation. Use the letters only once. There is one extra letter which you do not need to use.

- A. They developed two writing systems; one for official purposes and one for everyday use.
- B. Their writing system was developed for counting purposes and for business transactions.
- C. They used objects, such as stones, to spell out different words.
- D. They developed a system of communication that was not based on writing or art.
- E. They used pictures to communicate messages to others.
- F. Their writing system consists of thousands of symbols which must be memorised for successful communication.

- Speaker 1 **E**
 Speaker 2 **B**
 Speaker 3 **A**
 Speaker 4 **F**
 Speaker 5 **D**

VOCABULARY

IDIOMS WITH PARTS OF THE BODY

Read the sentences 1-12 and match the idioms in bold with the meanings a-l.

- A: Do you want to know what happened last night?
B: You bet I do. **I'm all ears.** i
- A: Did you go bungee jumping last weekend?
B: No, I didn't. **I got cold feet.** c
- Harry has been looking rather **down in the mouth** since he missed out on the promotion. d
- You shouldn't have done that but I'll **turn a blind eye to** it just this once. h
- Those designer sunglasses must have cost you **an arm and a leg.** a
- I'm **all fingers and thumbs** when it comes to anything mechanical. g
- A: See you later. I'm going to my maths exam.
B: **Break a leg!** j
- My dad has **put his foot down** and I must stay home on school nights. f
- Did Peter really **have the cheek to** turn up at Bob's house after their argument? l
- I can tell you I **had my heart in my mouth** when I first travelled abroad. k
- Though he's my own **flesh and blood**, I am not going to accept that kind of behaviour. b
- He never loses control. He **keeps his head** whatever the problem. e

- a large amount of money
- someone's own family
- become too nervous to take part in a difficult or dangerous situation
- unhappy
- to be calm in a difficult situation
- to insist on something happening
- unable to do something practical
- to take no notice of something which has happened
- to listen very closely to what is being said
- good luck
- excited, worried or frightened
- act in a shocking and rude way

GRAMMAR

CAUSATIVE FORM

A. Read the sentences below and answer the questions that follow.

- I had my tooth taken out yesterday.*
- I took the passport out of my pocket and gave it to the police officer.*
- I had my sister pack my suitcase.*

Which of the sentences means:

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

B. Study the rules below. Then, complete the dialogues using the causative form where necessary.

- The structure **subject + have/get + object + past participle** is used when we do not do something ourselves, but we arrange for someone else (usually an expert) to do it for us. It is also used to express an accident or misfortune that happened to us.
- The structure **have someone do something** means ask someone to do something, while the structure **get someone to do something** means persuade someone to do something.

Jamie: I'm sorry but I can't (1) fix the central heating problem (fix / the central heating problem) myself.

Fred: That's OK. We'll have to (2) have/get it fixed (fix / it) by a plumber.

Steve: Why did you come in by bus today?
(3) Are you having your car serviced (you / service / your car)?

Mark: No, I have to go to the city centre later, and it's difficult to find parking there, so I'm just going to take the underground.

Saif: I (4) was having/getting my hair cut (cut / my hair) at the barber's when a car crashed into the front window yesterday.

Ahmed: Wow, that is awful! Was anyone hurt?

Tom: What are you going to do about your computer?

Mike: I'm not going to (5) have/get it repaired by a technician (a technician / repair / it) again and pay an arm and a leg. I'll (6) buy a new one (buy / a new one).

Tracy: (7) Do the Jacksons have their house painted (the Jacksons / paint / their house) every year?

Jessica: Not exactly. They can't afford it, so they (8) paint it (paint / it) themselves.

Robert: Hey, Pete, when (9) did you get these cool sunglasses (you / get / these cool sunglasses)?

Pete: I bought them this morning. Someone sat on my old ones at the park yesterday and (10) broke them (break / them).

Unit 2 speaking

1. WARM-UP

- Do you speak on the phone a lot? Who to? What do you usually talk about?
- Do you like seeing advertisements on billboards in the street, on TV, in magazines, etc.? Why / Why not?

2. FOCUS ON PICTURES

Talk in pairs. Look at the photographs and answer the questions below. You can use some of the words and expressions in the boxes.

A

Student A: Photographs A1 and A2 show two people using different kinds of phones. Compare the photographs and say what the advantages of each kind of phone are.

Student B: Which kind of telephone do you use more often?

What are the advantages of each of these kinds of telephone?



B

Student B: Photographs B1 and B2 show different forms of advertising. Compare the photographs and say which one you think is more effective and why.

Student A: Do you find either of these forms of advertisement annoying? Why?

Which of these forms of advertisement is more effective? Why?



landline outdated advanced convenient
economical reliable expensive health hazard

flyer distribute circulate hand-out promote
influence litter waste obstruct horizon

I believe that... an advantage of... is... because... In my opinion... is more/less...
I think that... is more/less... As far as I am concerned,... is better because...

3. FURTHER DISCUSSION

Discuss the following questions. You can use some of the words and expressions in the box.

- If you had the choice of only one of the two, landline or mobile phone, which would you choose and why?
- What additional features of mobile phones do you find most useful / attractive?
- Does advertising influence your choice of items when you shop? How?
- Is advertising necessary in order for a product to become popular?
- In your opinion, which form of advertising is the most powerful? Why?

access to Internet send e-mails
inform subconscious competition
TV / radio commercial free sample

examination practice

A. Choose the word or phrase that produces a grammatically correct sentence.

- Rami has decided to _____ after by Cliff while he's on holiday.
a. look his house **b. have his house looked** c. have looked his house d. have his house looking
- Do you always have your clothes _____?
a. dry-cleaned b. dry-cleaning c. to dry-clean d. drying-cleaned
- It was _____ a hot day that everyone wanted to go to the beach.
a. too b. so c. very **d. such**
- In _____ of the fact that he was wearing a seat belt, Henry was injured in the accident.
a. case b. despite c. order **d. spite**
- I remember having my blood pressure _____.
a. taken b. have taken c. taking d. took
- Mr Rogers is said _____ a spy during World War II.
a. to be **b. to have been** c. he was d. he has been
- Jabir told him where we would be _____ he wanted to come.
a. so that b. as to c. in spite **d. in case**
- _____ he has plenty of money, he doesn't spend much.
a. However **b. Although** c. Even d. Despite
- Susan would like to _____ for her as she's an awful cook.
a. do the cooking b. having the cooking done **c. have the cooking done** d. have done the cooking
- Take this soup away. It's _____ cold to eat.
a. too b. so c. enough d. such

B. Read the text below and decide which answer a, b, c or d best fits each gap.

Same language, different meanings!

Last summer, I went to London on a business trip. (1) _____ it was my first time outside the US, I wasn't nervous because I knew I'd be speaking the same language as the (2) _____, so I didn't think I had much to worry about. When I arrived in London, an associate from our London office (3) _____ me up from the airport to take me to my hotel. He was (4) _____ nice that when he found out that I'm a huge football fan, he offered to take me to watch his favourite football team play the same evening.

When we entered the stadium, I saw that the field looked totally different. Actually, it looked like a soccer field and I'm not really a soccer fan. Of course, I didn't say anything so as not to be rude. Nevertheless, he must have understood that I wasn't having a great time because he said, 'You're awfully quiet for a huge football fan. This is a great match and you don't seem very interested.' I tried to come (5) _____ with a good excuse but in the end I just told him what football is in the US and he started laughing. He said, 'Don't worry, it's not like I paid an arm and a (6) _____ for the tickets. My brother gave them to me.' Anyway, during the half-time break, I asked if we could go and look for a restroom. I (7) _____ that my new friend had a confused look, but in the end he said 'Well, why don't you just sit here?' (8) _____, my friend had misunderstood, so I tried to clarify, saying 'I don't want to rest. I'd like to go to the bathroom. A place with a toilet, you know?' You can imagine my (9) _____. Again, my colleague laughed and said, 'Oh right, you mean the loo! Sure, right this way.' To be honest, I could never have imagined that the British use a word like that to refer to the bathroom.

That was only my first day in London. As you can imagine, I came (10) _____ many cases of language-related faux pas while I was there, which all make great stories now to my American friends. So, the point is, language can be a really tricky thing, so don't (11) _____ that just because you speak the same language as another person, you'll be able to understand each other! Without knowing it, you might be (12) _____ all the wrong messages!

- | | | | |
|----------------------|--------------------|----------------------|-------------------------|
| 1. a. In spite | b. Although | c. Even | d. However |
| 2. a. nationals | b. natives | c. speakers | d. immigrants |
| 3. a. drove | b. took | c. brought | d. picked |
| 4. a. such | b. enough | c. so | d. too |
| 5. a. into | b. round | c. up | d. about |
| 6. a. leg | b. hand | c. foot | d. head |
| 7. a. remarked | b. observed | c. watched | d. noticed |
| 8. a. All in all | b. Approximately | c. Obviously | d. Consequently |
| 9. a. attitude | b. position | c. gesture | d. embarrassment |
| 10. a. into | b. round | c. up against | d. up with |
| 11. a. assume | b. determine | c. reflect | d. regard |
| 12. a. transporting | b. receiving | c. conveying | d. transferring |

Unit 2 writing

WRITING AN OPINION ESSAY

1. DISCUSS

- Do you use the Internet on a daily basis?
- In your opinion, what are the advantages of using the Internet? Are there any disadvantages?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the rubric, the article and the sample essay. Do you agree with the opinions expressed by the writer of the essay? Why / Why not?

Young people today spend a lot of time using the Internet. However, it is believed that they must be careful when using it, because it can cause various health problems and it is not always as reliable and safe as one may think. Discuss your opinion, supporting it with examples.

THE EVENING POST

TEENS and the INTERNET



Yesterday, sociologist Dave Kirby announced the results of research he carried out relating to teenagers and the Internet. Approximately 10,000 teenagers in the city completed a questionnaire that asked them about the amount of time they spend on the Net as well as how they believe this affects them. The research findings make disturbing reading for us all.

The Internet may have become an important part of young people's everyday life but that does not mean that it has only advantages. Whether at home or in libraries, younger generations spend a great deal of time on the Internet. If it is not used wisely, it can do more harm than good.

First of all, surfing the Internet can sometimes be harmful to their health. This is because using a computer for too many hours can damage their eyes as well as cause backaches. **What is more**, young people can easily become addicted to the Internet and spend hours in front of a screen. **As a result**, they socialise less with people their age.

Moreover, some websites may not be reliable or safe. **For instance**, because anyone can upload information on the Internet, information that is incorrect on purpose or due to lack of research may exist. **Apart from that**, when searching for information on the Internet, a virus from a site may accidentally be downloaded, which may cause serious problems to their computer.

In short, **although** the Internet is very useful, it should not be overused. Young people should learn how to use the Internet properly. This way they can avoid some of the dangers that come with using the Internet.

B. Read the essay again and answer the questions that follow.

1. What is the topic sentence of each paragraph? *See underlined sentences*
2. In which paragraph does the writer give an example that develops the idea in the topic sentence? *3rd*
3. In which paragraph does the writer develop the topic sentence by explaining the consequences of something? *2nd*

3. FOCUS ON LINKING WORDS/PHRASES

A. Place the highlighted linking words/phrases in the essay in the correct category below.

Adding more points	<i>moreover</i> , in addition, furthermore, <i>apart from that</i> , besides, <i>what is more</i> , not only... but also
Emphasising	in fact, as a matter of fact, actually, no matter how, however + adjective
Giving examples	<i>for instance</i> , for example, such as, like
Expressing result or consequence	<i>As a result (of)</i> , so, therefore, consequently, for this reason
Expressing contrast	<i>although</i> , on the other hand but, however, nevertheless, in contrast, despite, in spite of
Summarising	<i>In short</i> , to sum up, to summarise, all in all, on the whole, in summary

B. Circle the correct linking words in the essay.

THE IMPORTANCE OF COMMUNICATION SKILLS

A recent government report has shown that a large number of young children in the UK are suffering from communication problems. Education professionals suggest that a lot more emphasis has to be placed on the development of communication skills in primary schools. (1) **Therefore** / **In fact**, communication is the key life skill that children need in order to learn all other skills.

To begin with, the report showed that about 50,000 children starting school in the UK have significant speech difficulties and approximately 6,000 have serious communication difficulties. (2) **For this reason** / **In addition**, in some regions of England it was found that up to 50% of school children have communication problems. (3) **Although** / **For example** it is not clear what causes these problems, researchers believe that lifestyle plays an important role and factors (4) **such as** / **what is more** exposure to video games and television at an early age are partly responsible.

(5) **Besides** / **Consequently**, government researchers recommend that parents should spend more time with their children in order to improve their communication skills. (6) **Furthermore** / **For example**, families should eat meals together or do fun activities that require conversation. (7) **Furthermore** / **In contrast**, teachers and other education professionals should be better trained to help children with their communication needs.

(8) **Nevertheless** / **In summary**, parents and teachers should focus on helping children improve their communication skills. Young children need to spend more time interacting verbally with their family and teachers so that they will learn how to communicate effectively.

4. BRAINSTORMING

Read the article, the rubric and answer the questions that follow.

The government is considering banning the use of cell phones in public places. If passed, the new legislation will prohibit people from bringing cell phones to restaurants, cafés, etc. and any people found using one will have it confiscated. Some people don't agree because they claim that cell phones have become a necessity today.

Should people be allowed to use cell phones in public places? Explain your view. Give specific reasons and examples.

1. What issue are you required to express your opinion about? *whether cell phones should be used in public places or not*
2. What are the advantages and disadvantages of people using cell phones in public places?
3. What examples/reasons can you think of to illustrate the advantages and disadvantages?
4. Do you think that the advantages outweigh the disadvantages or not?
5. What is your overall opinion?

5. OUTLINE

Use your ideas from activity 4 to write an outline for the topic.

When writing an essay expressing your opinion, follow the outline below.

INTRODUCTION

- Introduce the subject of the essay.

MAIN PART (2 paragraphs)

- Choose two main aspects of the issue.
- Group related ideas in two paragraphs and support them with justification/examples.

CONCLUSION

- Summarise your points.
- State your overall opinion of the issue.

6. WRITING TASK

Write the essay based on the outline you have made.



When writing an essay expressing your opinion:

- underline the key words in the rubric to get a clear idea of what your essay should focus on.
- spend a couple of minutes to make a brief outline of what you plan to write.
- organise your writing in paragraphs, presenting major points in separate paragraphs.
- expand on your ideas by explaining them clearly and supporting them with reasons or examples.
- write in a formal style and do not use abbreviations or short forms.

For linking words and phrases you can use, see Appendix I.

Module 1 round-up

Units (1-2)

EXAMINATION PRACTICE

A. Read the text below and complete the gaps. Use only one word in each gap.

GREEN FINGERS

For most of my life I've had my garden tended to (1) by a gardener. I have a shed but I use it (2) for storing old bikes and other things, not gardening equipment. And anyway, gardening always seemed like (3) too much hard work for me. That all changed when I (4) was invited to go to the Chelsea Flower Show. It showed me just (5) how wonderful a garden can be and I signed up for a gardening course the very next day. For a few lessons we (6) were not allowed to get our hands dirty. We just studied some basic botany and learnt a lot of theories about gardening before we went outside. In the beginning, I was all (7) fingers and thumbs but in spite (8) of a few broken pots and dropped seedlings, it didn't take long for me to get the hang of it, and near the end of the course the teacher said I had improved more than any of the other students. (9) In fact, a new town garden is (10) being built in the town centre next month and my class (11) was/were asked to come up with some designs. Amazingly, I (12) had my design chosen and I'm very proud of that.



B. Read the text below and decide which answer a, b, c or d best fits each gap.

how BEEES communicate



When a honey bee comes (1) _____ a patch of flowers where nectar or pollen can (2) _____, she returns to the hive to share this information with the other (3) _____ of the hive. Here, in the middle of a cluster of her sisters, she performs (4) _____ movements in a figure-eight and shakes her body. As a (5) _____ of this, the other bees know the exact (6) _____ of the flowers. The angle in which she makes these (7) _____ is influenced by the sun and reveals the direction of the flowers. The distance from the flowers to the hive is (8) _____ by the duration of the movements. (9) _____ this, honey bees also perform movements which are more like a tremble. When a bee returns to the hive with the nectar she has gathered, a receiver bee assists her by (10) _____ the nectar and storing it in cells. If there are a lot of bees arriving with nectar, a receiver trembles (11) _____ to recruit more receiver bees to deal with the extra work. For honey bees, these movements are a (12) _____ of communication and they are very beneficial for the hive as a whole.

- a. into
 b. across
 c. about
 d. round
- a. find
 b. be finding
 c. be found
 d. been found
- a. inhabitants
 b. assistants
 c. habitats
 d. participants
- a. elaborate
 b. illuminated
 c. superficial
 d. advanced
- a. regard
 b. cause
 c. reason
 d. result
- a. position
 b. site
 c. destination
 d. location
- a. gestures
 b. goals
 c. signs
 d. symbols
- a. observed
 b. anticipated
 c. indicated
 d. proven
- a. Despite
 b. Apart from
 c. In addition
 d. According to
- a. transmitting
 b. circulating
 c. placing
 d. transporting
- a. in spite
 b. in order
 c. so that
 d. so
- a. practice
 b. habit
 c. means
 d. signal

C. 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.

- My full name is difficult to say, so my friends call me Jay for short. **called**
My full name is difficult to say, so I am called Jay by my friends for short.
- This coffee is too hot for me to drink. **so**
This coffee is so hot (that) I can't drink it.
- Saif bought a motorbike in order not to get stuck in traffic jams. **that**
Saif bought a motorbike so that he won't / wouldn't get stuck in traffic jams.
- In spite of trying really hard, we failed to win the competition. **even**
We failed to win the competition even though we tried really hard.
- This is the knife we use to cut onions. **for**
We use this knife for cutting onions.
- As it may get colder, I will give you my gloves. **case**
Take my gloves in case it gets colder.
- The police are investigating the theft of the valuable painting. **being**
The theft of the valuable painting is being investigated by the police.
- Alan goes to *Ricardo's* for a haircut every month. **cut**
Every month Alan has / gets his hair cut at *Ricardo's*.

D. Read the text and complete the blanks with the correct form of the words in capitals.

Sign language



A sign language is a means of

(1) communication / communicating

COMMUNICATE

that conveys meaning through a

(2) combination of body language

COMBINE

(particularly the shape, position

and (3) movement of the hands)

MOVE

as well as lip patterns and facial

(4) expression(s). It is said that

EXPRESS

systems of communicating by signs may be even older than

(5) speech.

SPEAK

The (6) development of sign

DEVELOP

languages is common (7) especially

SPECIAL

in deaf communities. These languages

are used not only by the deaf, but also

by their friends and families. There

are even examples of whole local

communities using a sign language

when a large proportion of the

(8) population is deaf as in

POPULATE

the case of Martha's Vineyard Sign

Language in the USA.

Sign languages are not connected to

spoken languages and many different

ones are used in countries throughout

the world. Although it may seem

(9) unbelievable, the British and

BELIEVE

American sign languages have no

(10) similarities / similarity to each

SIMILAR

other, even though the same oral

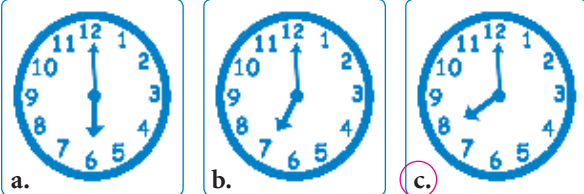
language is spoken in these countries.

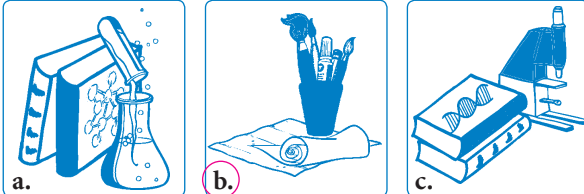
Module 1 round-up

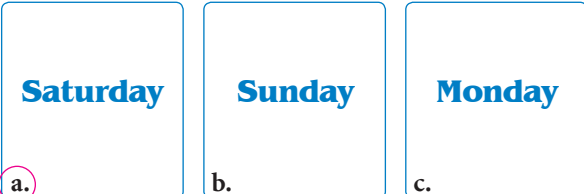
Units (1-2)

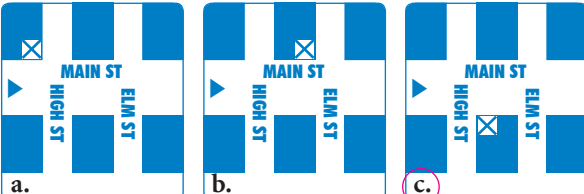
LISTENING


You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly.

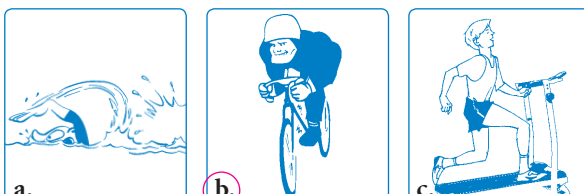
1 

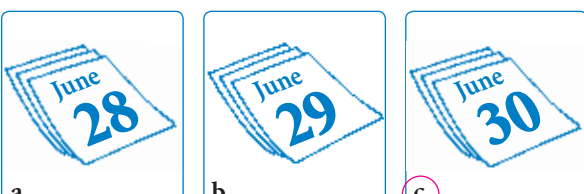
2 

3 

4 

5 

6 

7 

SELF-ASSESSMENT

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

Now I can...	
VOCABULARY	> distinguish the difference in meaning of words easily confused <input type="checkbox"/>
	> use phrasal verbs with <i>come</i> , <i>go</i> and <i>turn</i> <input type="checkbox"/>
	> form nouns ending in <i>-ant</i> and <i>-ent</i> <input type="checkbox"/>
	> use compound nouns <input type="checkbox"/>
	> use prepositional phrases following the pattern <i>preposition + word + preposition</i> <input type="checkbox"/>
	> use idioms with parts of the body <input type="checkbox"/>
GRAMMAR	> use the Passive Voice appropriately <input type="checkbox"/>
	> use clauses of purpose, result and concession <input type="checkbox"/>
	> use the causative form <input type="checkbox"/>
READING	> skim a text to identify the topics discussed and the writer's attitude <input type="checkbox"/>
	> scan a text to locate specific information <input type="checkbox"/>
	> understand details in a text <input type="checkbox"/>
LISTENING	> understand specific information mentioned by different speakers on a radio programme and answer multiple choice questions <input type="checkbox"/>
	> understand specific information in an interview and complete gapped sentences <input type="checkbox"/>
	> listen to short monologues and understand the main idea expressed by each speaker <input type="checkbox"/>
SPEAKING	> talk about education and various ways of communicating and conveying messages <input type="checkbox"/>
	> obtain information that I need, make a choice and justify it <input type="checkbox"/>
	> compare and discuss situations shown in photographs <input type="checkbox"/>
WRITING	> write an informal letter describing an event <input type="checkbox"/>
	> write an essay expressing my opinion <input type="checkbox"/>

Listening Transcripts

UNIT 1

Interviewer: Welcome to another edition of 'People Who Have Made a Difference'. With us, today, we have Dan Morris - an elementary school teacher. He has done more in two years than others have done in a lifetime. Welcome to the programme, Mr Morris.

Dan: Dan, please, and thank you for inviting me.

Interviewer: Dan, you teach in a public school in the neighbourhood you grew up in. Did you also go to the same school?

Dan: Actually, I grew up in a neighbourhood that's not too far from where I work. And no, I didn't attend the same school.

Example:

Where does Dan work?
The correct answer is c.

Interviewer: Sorry about that! So, Dan, could you tell our listeners what made you decide to become a teacher?

Dan: My love of books. I lived in a one-bedroom apartment in a poor neighbourhood with my little brother and my father. My mother died when I was four. We were always short of cash. There were times when we didn't have electricity because we couldn't pay the bills on time. But we had books and I soon found out that they could take me anywhere. I could see the world without having to leave my room. I could have exciting adventures and live dangerously without risking my life.

1. Who brought Dan up?
2. What didn't Dan and his family have?
3. What did Dan like doing as a child?

Interviewer: You certainly didn't have it easy!

Dan: No, I didn't. Of course, I wouldn't be here if it wasn't for Patrick Lynch. He wasn't only one of my professors at college; he was a great mentor and a wonderful person. Funnily enough, I didn't think much of him at first because he seemed so traditional. But, all that changed once I got to know him better. He was a harsh critic and reduced me to tears on many occasions. However, I learnt a lot from him and entered my profession with excitement and confidence instead of fear.

4. Who was Patrick Lynch?
5. What was Dan's first impression of Patrick?
6. How did Dan feel when he started teaching?

Interviewer: So, what was your first day like? How did it feel?

Dan: Out of this world! I remember looking at my students and thinking, 'This is my destiny, to have this group of children before me.' And a large group it was, I can tell you that. 30 kids! In some schools there will be 15 kids, 20 tops in a class. Anyway, I made up a story and gave them a funny speech about how strict I was and how I taught football players and prisoners, so a bunch of fifth-graders wasn't much of a challenge.

7. What went through Dan's head on his first day?
8. How many students did Dan have?
9. Who were Dan's first students?

Interviewer: Most of your students have trouble reading, isn't that right?

Dan: Yes, they have a poor grasp of phonetics. These children have a lot to deal with. Most of them come from broken homes. Some don't even have a roof over their head and are in and out of shelters. With a background like that, it's no wonder they have trouble reading. One of the first things I do is record samples of the children's reading. It's painful to see big kids struggling to guess the sound of each letter.

Interviewer: How do you help them?

Dan: I tell them we are going to make an alphabet museum - for the kindergartners. Each day I assign a letter and the following day students have to bring in interesting things beginning with that letter. That way they get the alphabet practice that they need without having to feel ashamed.

10. What problem do Dan's students have?
11. What's the purpose of the alphabet museum?

Interviewer: Do you think that classrooms can motivate students?

Dan: Definitely. I did what all other teachers do to brighten up their classrooms and make them look stimulating like hanging posters on the walls and putting students' projects up on the bulletin board. I also set up a classroom library for the kids to use. That's what makes my classroom unique. I remember when I finished setting up my classroom, the older teachers shook their heads and told me it looks over-stimulating, which to me meant they were jealous. My uncle made the bookcase and I bought the books myself since the school is on a tight budget and can barely afford the necessities. I had to work another job on Saturdays to make it all happen. That's why I was really angry when somebody stole a comic book

about Columbus from the class library. I told the kids, 'Whoever did it, just put it back on the shelf.' But, nobody did, so I locked all the books in the closet. The kids started complaining saying it's not fair to punish the whole class for something one student did. I told them what I had to go through so that they could read good literature and that I wasn't going to leave my personal possessions out if I couldn't trust the people I'm with. Couple of days later, I found the book on my desk.

12. What does Dan have in his classroom that others don't?
13. What was the other teachers' reaction to Dan's classroom?
14. Who helped Dan buy the books?
15. What did Dan do about the stolen book?

Interviewer: You use games in your class. How effective are they?

Dan: Very. They make learning fun. Last year I made a time machine with my students. The idea was time travel through books. At first I was thinking of using an old refrigerator or a trunk when it hit me. I had this cupboard at home which I wasn't using. So, I brought it in and with a bit of paint and imagination we turned it into a time machine. I put a flashing red police-car light on top and we glued various knobs and keyboards on it. Inside I put a bookshelf with history books, a comfortable pillow for sitting and a flashlight attached to a phone cord. Students take turns in the time machine. They go in, the doors close and off they go. The rest of the class reads silently. Half an hour later we retrieve the person. You'll be amazed by what they have to say and every student has a different story to tell.

16. What was the purpose of the time machine?
17. What did Dan use to make the time machine?
18. What was inside the time machine?

Interviewer: How do your students do in the standardised reading and math test?

Dan: They have the best scores in the school. At least a one-year jump in grade level for almost everyone and several kids jump two or three years.

Interviewer: I'm impressed. Most teachers aren't proud of their students' test scores.

Dan: Yes. You know I just remembered something that my mentor Patrick said: 'The difference between a teacher who just started teaching and an experienced one is that the former asks, 'How am I doing?' and the experienced teacher asks, 'How are the children doing?'

Interviewer: You are doing great, Dan! Keep up the good work and thank you for joining us today.

19. How many years in grade level do most of Dan's students jump?

20. What's the difference between experienced and inexperienced teachers?

UNIT 2

2.

It's important to realise that communication is not limited to verbal exchanges. When we speak to each other, we convey a number of messages using our bodies, facial expressions and tone of voice. Non-verbal communication, or body language, can give us an indication of what people are really thinking or feeling by either reinforcing or contradicting what is being said. But, body language can be misinterpreted, so I would urge listeners not to jump to conclusions when assessing other people's physical signals.

Probably the best way to convey to others what we are feeling is with our faces; often words aren't even needed when one look or facial expression will do the trick. For example, when we want to show happiness, we smile and our eyes sparkle; when we are surprised we widen our eyes and our jaws drop open; when we are afraid, our upper eyelids rise, making the whites of the eyes more visible, and our lips become tense. These facial expressions are common to people from all cultural backgrounds, but one should keep in mind the fact that some types of facial expressions differ from country to country. In North America, for example, people blush to show embarrassment; in Japan, embarrassment is shown by laughter or giggling.

I'm sure you've heard the expression 'the eyes are the window to the soul'. There is great truth to this because our eyes very clearly communicate what we are thinking and feeling. Eye contact is a particularly important element of face-to-face communication. If you want to form a bond with someone, it's vital that you maintain eye contact for at least 60 to 70 per cent of the conversation. According to some studies, when Westerners talk to each other, they make eye contact about 61 per cent of the time and the average gaze lasts about 2.95 seconds. Remember though, that in some Asian and South American countries, making eye contact for an extended period of time is frowned upon, because it can make the individual seem rude or hostile.

Sometimes, people avoid or break eye contact. There are many possible reasons for this: the person might be feeling embarrassed, ashamed or guilty. Or he might be feeling uncomfortable in the presence of the individual he is talking to; avoidance of eye contact might also be a sign that the person is feeling nervous and wants to avoid a confrontation.

Posture is another important indicator of a person's mood or attitude. For example, positive, happy people tend to carry themselves upright, while people who may be sad or bored will often slouch or 'collapse' into their bodies. Another interesting point is that people who are fond of each other often lean in towards each other when engaged in conversation.

Of course, it's not just our faces and bodies that communicate our feelings to other people. Very often, we use objects, such as glasses or pens, to send a non-verbal message. For example, people who have been pressured into making a decision and want to play for time, will take off their glasses, slowly wipe the lenses and then put their glasses back on. Sometimes people use sunglasses to hide their eyes and therefore their feelings and to create a distance between themselves and the person they are talking to. Objects can also be used to make us feel more safe and secure, and to relieve tension. When people feel nervous, they may click a pen or chew on a pencil. People who are anxious might play with their jewellery or fiddle with their clothing.

Body language is indeed a fascinating aspect of human communication; it gives us greater insight into other people's thoughts, feelings and attitudes, and ultimately makes the communication process richer and more rewarding.

4.

Speaker 1:

Cave paintings, made thousands of years ago by prehistoric man, were the first real attempts at visual communication. Early artists used four basic paint colours: black, white, red and yellow, to depict various scenes, the subjects of which were usually animals. Experts believe that cave paintings were intended to pass on information to other tribes about the hunting environment. Cave paintings and rock drawings were also used to warn others of potential danger; an example of this is a rock drawing that was found near a steep path in New Mexico. The picture shows a mountain goat standing up, while a man and a horse lie on the ground nearby. The drawing is intended to warn horse-riders that the path is too steep for horses.

Speaker 2:

The world's first writing system was invented by the Sumerians in Mesopotamia in order to keep accurate records of the number of agricultural and manufactured goods that they produced. The Sumerians drew pictures of these items on the surface of wet clay tablets. These pictures were usually of objects such as sheep, wheat or bread. Gradually, the images evolved into a system of symbols called cuneiform. This writing system, which consisted of about 600 symbols, was used by the Sumerians to create all sorts of documents from contracts and tax receipts to sales records.

Speaker 3:

In ancient Egypt, the written system of communication was called hieroglyphics. This form of writing consisted of picture symbols which represented ideas and sounds. The Egyptians used hieroglyphics for religious purposes and to keep a record of the activities of the royals. Only specially-trained individuals, called scribes, were allowed to use this writing system. At around the same time, the Egyptians developed hieratic writing, a system of writing which could be used for daily communication. This type of writing was a simplified version of hieroglyphics, and was used for letters and for keeping records and accounts.

Speaker 4:

Written Chinese has no alphabet and is made up of about 50,000 symbols or characters. According to legend, Chinese characters were invented by a man named Cangjie, who spent years studying nature and developing symbols that represented the individual characteristics of various plants and animals. The average Chinese person can recognise about 5000 frequently used characters, which is enough to be able to read a novel or a newspaper. To understand ancient Chinese documents, an individual would have to learn many more characters.

Speaker 5:

The many tribes that lived in North America hundreds of years ago, all spoke different languages. In order to communicate successfully with each other, the Native Americans developed a sign language system which consisted of numerous gestures and movements. They also used smoke signals to send messages to each other. This involved covering a fire with a blanket, and removing it quickly to allow a puff of smoke to rise up into the air. Senders were able to control the size, shape and timing of the smoke. The puffs of smoke were visible from a great distance, but the messages that were sent were usually very simple and therefore quite limited.

MODULE 1 - ROUND-UP

1:

Man 1: You are coming to dinner tonight, aren't you?

Man 2: Sure, can you remind me of the time? Is it at 7:00?

Man 1: No, it is at 8:00. Originally we had planned it for 6:00, but nobody could make it.

What time is the dinner?

2.

Boy 1: I dropped Chemistry this year.

Boy 2: Well, that makes two of us.

Boy 1: But we'll be in Biology together, right?

Boy 2: Actually, I changed my mind about Biology, too.

You are looking at the new student in your Art class. I've decided to get in touch with my creative side.

What subject are both boys taking?

3.

Man 1: Hey Nigel, are you coming to Tim's gallery opening next week?

Man 2: I'm not sure. Which day is it?

Man 1: Initially, he had planned it for Saturday, but his football team is playing that night, so he is having it on Sunday night.

Man 2: Oh, that's too bad. I don't think I can make it. I have to catch an early flight on Monday morning.

Which day would suit Nigel?

4.

Man 1: Here are the directions to John's house.

Man 2: I am not very good at reading maps. Can you help me?

Man 1: Sure, but it's really easy. You go east along Main Street towards Elm Street and it is on the south east corner of High Street and Main Street. But if you get to Elm Street, you have gone too far.

Man 2: Great, thank you! I will see you there.

Where is John's house?

5.

Boy 1: You were late for class today. Missed the bus again, Jake?

Boy 2: I didn't use public transportation this morning. I decided to drive for a change.

Boy 1: Got stuck in traffic, no doubt.

Boy 2: I wish. The car broke down and I had to walk. How does Jake usually go to college?

6.

Boy 1: All this studying has got me really stressed out!

Boy 2: You should take up an activity like swimming, for example. It'll take your mind off school for a while and help you relax.

Boy 1: You're right. You know, I used to cycle when I was younger but now I think I'd prefer to do something indoors like joining a gym.

What activity did the boy do in the past?

7.

Boy 1: I'm looking forward to the graduation.

Boy 2: So am I. It's on June 28th, right?

Boy 1: I think it's June 29th. Let me check my calendar.

Boy 2: Oh, you don't have to. Look at the bulletin board. It's on the last day of June.

When is the graduation?