



وزارة التربية والتعليم  
MINISTRY OF EDUCATION

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المملكة العربية السعودية  
وزارة التربية والتعليم  
وكالة التخطيط والتطوير

# Traveller 5

KSA - Edition  
English Language

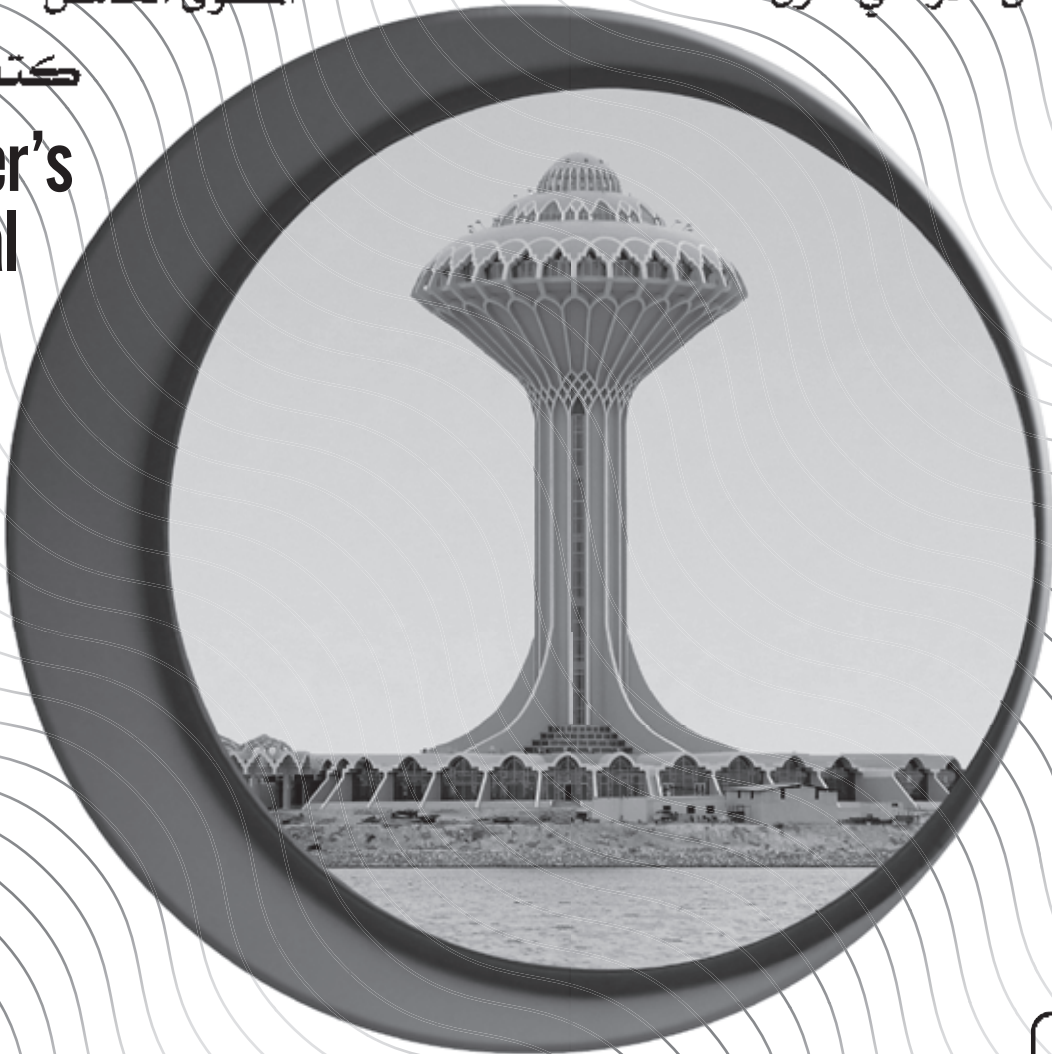
اللغة الإنجليزية

التعليم الثانوي - نظام المقررات  
البرنامج التخصصي  
المستوى الخامس

المرحلة الثانوية  
الصف الثالث الثانوي  
الفصل الدراسي الأول

كتاب المعلم

Teacher's  
Manual



ELDP  
ENGLISH LANGUAGE  
DEVELOPMENT PROJECT  
مشروع تطوير اللغة الإنجليزية

النسخة التجريبية ١٤٣٢ / ١٤٣٣ هـ

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# Introduction

## OUTLINE OF THE COURSE

### Objectives

*Traveller* is an exciting and easy-to-use course in English, which smoothly takes learners from Beginners to Advanced level. The main concern of the writers of this course has been to explicitly demonstrate how English is used in real-life situations, thus, enabling learners to use it in meaningful contexts. *Traveller* has been meticulously designed to build the learners' ability to communicate their ideas fluently, accurately and confidently.

### Goals

*Traveller* follows the requirements of the Common European Framework of Reference for Languages (CEF). It aims at achieving the following goals:

- **Communicative** - to help students establish relations, exchange information, express ideas, attitudes and feelings.
- **Socio-cultural** - to help students grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Learning how to learn** - to help students plan their work over a time span and set themselves realistic objectives.
- **Language and cultural awareness** - to help students acquire an understanding of the language and culture.
- **Effective preparation for all exams** (Cambridge FCE, Michigan ECCE, etc.).
- **Intercultural awareness**
- **Learner autonomy** - to help students set objectives and assess themselves through self-evaluation sections.

### Syllabus

*Traveller* follows the modular approach, which enables students to deal with topics in depth and over a longer period of time. Moreover, the course uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organised, user-friendly syllabus combining functions, structures, vocabulary, pronunciation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised enabling students to acquire the language naturally and use it in meaningful contexts. Communicative

language teaching is viewed as a practical activity rather than a theoretical notion.

### Organisation and length of the course

*Traveller 5* is designed for upper-intermediate level students (CEF B2). It is the ideal course to prepare them for the Cambridge FCE and Michigan ECCE examinations, as well as other exams at B2 level. However, the primary and most significant focus of the *Traveller* series is for learners to acquire the English language and use it in real-life situations.

The book is organised in four modules, each of which is divided into two units. The modules are well-organised within a steady framework. Throughout the module, students are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, students will have systematically covered the vocabulary and grammatical structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been provided with adequate practice throughout the book. The precise time needed to complete the course will vary according to factors such as school organisation, class size, learner ability and motivation.

### Key features

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

- **Motivating and contemporary topics** related to the interests of teenagers and young adults
- An integrated approach to all **four skills**
- Emphasis on **vocabulary building**
- **Grammar** presented and practised **in context**
- Systematic development of **reading and listening skills and subskills**
- A variety of communicative **exam-oriented tasks**
- A **step-by-step approach to writing**
- Gradual familiarisation with **examination type tasks**
- **Practical tips** leading to the development of exam skills and strategies
- A **round-up section** in each module providing regular revision and consolidation
- A **grammar reference** section
- **Cross-curricular and cultural information**
- **Personalisation activities**
- Opportunities for promoting **learner autonomy** with learning tips, self-assessment (*Now I can*)

sections, and learning objectives on the cover pages.

- An inductive approach to present grammar and vocabulary is employed, new information is related to prior knowledge with warm-up activities, Ss are asked open-ended questions and provided with problem-solving activities.

The language used in *Traveller 5* is mainly British English. However, it has been taken into consideration that English is spoken as a first, second or foreign language throughout the world and that students prepare for various examinations administered by British and American examination bodies. Therefore, in certain sections, American English is used in written and spoken texts. These sections are clearly highlighted with the use of the symbol ★ in the contents pages of the Teacher's Manual.

To avoid confusion, British English spelling conventions are used throughout the book.

## COURSE COMPONENTS

- Student's Book
- Workbook
- Teacher's Manual
- Test CD/CD-ROM
- Class CDs

### Student's Book

The Student's Book contains:

- A **table of contents** presenting the topics, grammar, vocabulary, reading, listening, speaking and writing activities practised in each module.
- **Four modules**, each 26 pages long, divided into two units and including a round-up section.
- A **speaking section** including pairwork activities.
- A **grammar reference** section with useful tables, examples and explanations of the structures dealt with in each module and a list of irregular verbs.
- An appendix containing **tips and guidance for the writing tasks**, information about the layout and set phrases students can use.
- An appendix with **differences between British and American English**.

### Workbook

The Workbook is divided into modules corresponding to the Student's Book (14-16 pages per module). It provides further practice of all the linguistic items and skills dealt with in the Student's Book and includes vocabulary, grammar, communication, reading and writing tasks. Students are thus able to reinforce and consolidate what they have learnt and also gain a sense of achievement. There are also exam-oriented tasks

to provide students with further practice and familiarise them with the examinations. The reading texts and tasks appearing at the end of each module are thematically linked to the topic of the module and offer further reading comprehension practice. It is recommended that some of the exercises in the Workbook should be done in class, but most of them should be assigned as homework.

### Teacher's Manual

The Teacher's Manual contains:

- A **table of contents** as it appears in the Student's Book.
- The **Student's Book** with the key to all exercises overprinted.
- An **introduction**.
- **Instructions** to teachers about how to approach teaching a module in *Traveller 5*.
- **Teacher's Notes** including suggested answers to the pre and post reading activities, pre-listening activities, speaking activities and the warm-up section in writing.
- The **transcripts** for all listening sections and the corresponding tracks in the class CDs.
- **Pacing Charts**

### Class CDs

The Class CDs include all the recorded material for the listening activities in the Student's Book.

### Test CD/CD-ROM

The Test CD/CD-ROM contains:

- 4 tests corresponding to the modules of the book
  - a final test
  - keys and transcripts
  - the recordings of the listening tasks of the tests
- The tests can be printed in their original form. However, the teacher also has the ability to add, omit or change the order of the items and/or exercises according to the needs of their classes.

## THE STRUCTURE OF THE MODULES/UNITS

### Modules 1-4 (an overview)

Each module is divided into two units. In both units, the target language (vocabulary, grammar, functions) is presented and practised extensively, while at the same time the four basic skills (reading, listening, speaking, writing) and micro-skills are developed. Lastly, the round-up pages at the end of each module thoroughly revise the grammar and vocabulary that have been taught in the module, provide additional practice with examination type tasks and offer a unique opportunity for self-evaluation.



## Cover page

The cover page is the first page of the module. Students are introduced to the topic of the module through a discussion. They also learn about what topics they will deal with in the module. The purpose of doing so is to activate students' background knowledge, motivate them and create a sense of anticipation. The third section of the cover page is a set of learning objectives. Students read about what they will learn in the module, which motivates them and helps them become autonomous learners.

## Units 1-8 (an overview)

The structure of each unit is as follows:

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

## Reading

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

### 1. PRE-READING

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

### 2. READING FOR GIST

This task requires students to read the text quickly and understand the main idea(s), the topic(s) discussed, the writer's purpose or attitude, etc. It is advisable that students be given sufficient but

not excessive time to carry out the task and that teachers point out to students that unknown words should not worry them at this stage.

### 3. READING FOR DETAIL

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

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

### 4. GUESSING THE MEANING OF UNKNOWN WORDS

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

### 5. POST-READING

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

## Vocabulary and Grammar

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

The lexical material presented is relevant to the topic of the module and is semantically grouped. Vocabulary is presented and practised in situational and linguistic context, which facilitates understanding. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the students' level, while it is borne in mind that vocabulary is not just words but also phrases or chunks of language, which have the same function that single words do. There are 2-3 subsections in each vocabulary section covering different lexical areas such as phrasal verbs, collocations, words easily confused, word building, lexical sets, words with prepositions, prepositional phrases, idioms, etc. It is worth mentioning that the text in the reading section always serves as a springboard for the vocabulary section. Students are asked to observe the lexical items as used in the text, infer their meaning or use and come up with more examples of their use.

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

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

## Listening

The listening section, the topic of which is always related to the general topic of the unit, consists of one or two parts. A variety of spoken text types and task formats have been employed, through which important listening micro-skills are developed. In most cases, there is a pre-listening activity which smoothly introduces the topic of the listening activity, activating students' background knowledge and preparing them for the task at hand. Quite often there is also a listening for gist activity requiring students to listen to the text once and check their predictions or understand the main idea(s), the topic(s) discussed, etc. The main listening task focuses on listening for gist and/or specific information. There are different task types, all of which are to be found in Cambridge FCE, Michigan ECCE and other exams (multiple-choice questions, multiple matching and gap filling).

It is a good idea to have students read through the questions/sentences or go through the pictures which they are required to use in order to complete the task first, and make predictions about what they will hear. It is also important to stress that students do not need to understand every word that they hear. After making sure that students have understood the instructions and the language included in the activity, play the CD. Elicit answers from students and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood.

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

## Speaking

In the speaking section, various tasks provide students with further practice of the vocabulary, structures and functions presented in the preceding sections. Students are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Students usually work in pairs and perform a variety of real-life tasks which follow the FCE or ECCE format. They discuss or exchange information, make suggestions, make decisions or express personal opinion in order to achieve a communicative goal. By working in pairs, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition, pairwork helps to lessen students' communicative stress. Verbal and/or visual prompts are always provided to facilitate the students' task. For most speaking activities, support is provided through boxes including words, phrases

and expressions related to the topic of the speaking activity in order to help students carry out the task successfully. In pairwork involving information exchange, each of the two students is provided with a different set of information found in a special section at the back of the book.

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

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

### Examination Practice

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

### Writing

Writing is perhaps one of the most difficult skills for students to master. The writer must take many things into consideration: purpose, audience, syntax, paragraphing, punctuation, spelling and handwriting. For this reason, the course has paid particular attention to this skill. Students build up their writing skills in an integrated manner as the writing activities are thematically linked to the unit. By the time students reach the writing section, which is the final section of each unit, they will have dealt with the necessary grammatical structures and vocabulary they need in order to complete the writing task. Most importantly, before they are required to do the writing task, students are provided with a model essay/article/e-mail, etc. so they are exposed to a sample of what they have to produce later. In addition, the course trains students to develop vital writing skills based on the analysis of texts and the systematic planning of their written work. There is a range of activities, focusing on planning, layout, brainstorming, style, register and text organisation, linking words/phrases, and cohesion/coherence. Students are

instructed to refer to Appendix I, which is a guide to writing including instructions concerning layout as well as set phrases and expressions that students can use depending on the writing task they are required to complete.

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

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

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

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

### Round-up

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

There is also a self-evaluation chart at the end of each round-up section, where students can check their progress. This chart gives students the opportunity to take responsibility for their learning, see what they can do with the language they have learnt and evaluate their own strengths and weaknesses. However, in order to evaluate students' performance, we must ask ourselves about the purpose of evaluation. What do we hope our students will learn? Since our purpose is to improve students' ability and not simply to judge it, we must try and provide them with feedback about their strengths and weaknesses. Here are some practical ideas on how we can go about doing this:

- Monitor and describe students' performance, on paper and verbally, so that they can overcome any difficulties. Try to get them to articulate what they can do.
- Determine whether students have understood the task.
- Judge a task not only for the end result but also reflect upon the stages and process students went through.
- In the final stage, it is a good idea to help students determine what has been achieved.

### **POINTS TO REMEMBER**

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do, by doing the first item.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. When necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- In the listening tasks, make sure that students have no unknown words before they do the tasks.
- In speaking activities, it is important to remind students that there are no right or wrong answers; the aim is to get them talking about the topic and ideally use some new vocabulary.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.