



KSA - Edition Traveller 6

English Language

اللغة الإنجليزية

Secondary Stage

المرحلة الثانوية

Credits System

نظام المقررات

Annual System

النظام السنوي

Elective Program

البرنامج الاختياري

Third Secondary Grade

الصف الثالث الثانوي

Level Six

المستوى السادس

Second Semester

الفصل الدراسي الثاني

كتاب المعلم

Teacher's Manual



الانشطة والتمارين غير المقررة على مدارس تحفيظ القران الكريم

The omitted activities and exercises for the Quran Memorization Schools:

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كتاب الطالب

Student's Book

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كتاب المعلم

Teacher's Manual

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| | | | |
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1

Get the message

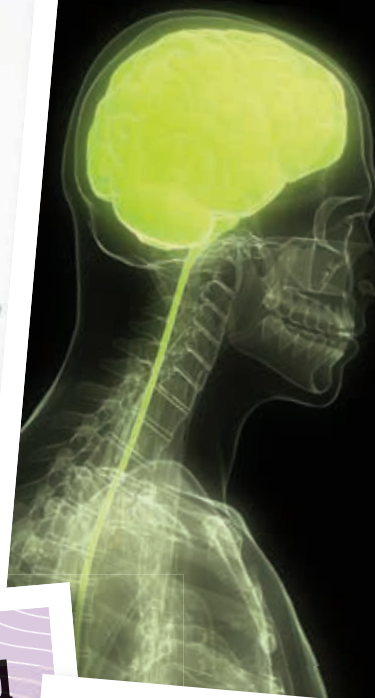
unit 1 Education unit 2 Communication



2

Body and mind

unit 3 The mind unit 4 The body



3

Getting Ahead

unit 5 Success unit 6 Work and money



4

Around the Globe

unit 7 Travel unit 8 Culture





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 needed for study at a college or university in the United States. We encourage students to reach this goal as quickly as possible. Teachers in the IEP are qualified to teach English as a second language and have taught in the United States and abroad.

REQUIREMENTS FOR ADMISSION

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. 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 going on all year round. *9b* 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

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

lastly at last at least last but not least

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

celebration ceremony festival

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

academic intellectual studious

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

campus dorm premises

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

authentic accurate factual

- Rania didn't get a good mark for her essay as it had quite a few factual errors.
- All the experts concluded that the painting wasn't a(n) authentic Picasso.
- 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.

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

- start doing
- continue
- suffer
- examine
- match
- explode

3. NOUNS ENDING IN -ANT AND -ENT

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

students **study** inhabitants **inhabit**

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

- He works as a consultant **CONSULT** for a large computer firm.
- Do you know how many contestants will take part in the competition? **CONTEST**
- The project requires a lot of work, so you definitely need to find an assistant. **ASSIST**
- We have to interview over 300 applicants for this job! **APPLY**
- There were thousands of immigrants who came to the US through Ellis Island. **IMMIGRATE**
- He has worked as a political correspondent for BBC for many years. **CORRESPOND**
- Jared was a loyal servant to the company for all the years he worked there. **SERVE**
- 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 & grammar

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 walls*
 - 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.

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

OPTION 1



OPTION 2



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 Martin,

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. 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.

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 |
| △: 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.

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

Grammar Reference p. 107

2. PRACTICE

Rewrite the sentences starting with the words given.

1. Even though Bill was tired, he knew he had to keep running to win the race.
Despite being tired / the fact that he was tired, Bill 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



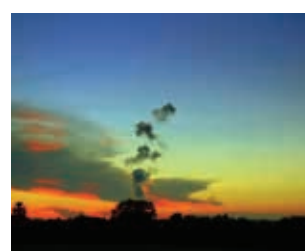
Sumerian Cuneiform



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.

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

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

GRAMMAR

CAUSATIVE FORM

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

1. *I had my tooth taken out yesterday.*
2. *I took the passport out of my pocket and gave it to the police officer.*
3. *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?



landline outdated advanced convenient
economical reliable expensive health hazard

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?



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!

- a. In spite **b. Although** c. Even d. However
- a. nationals **b. natives** c. speakers d. immigrants
- a. drove b. took c. brought **d. picked**
- a. such b. enough **c. so** d. too
- a. into b. round **c. up** d. about
- a. leg** b. hand c. foot d. head
- a. remarked b. observed c. watched **d. noticed**
- a. All in all b. Approximately **c. Obviously** d. Consequently
- a. attitude b. position c. gesture **d. embarrassment**
- a. into b. round **c. up against** d. up with
- a. assume** b. determine c. reflect d. regard
- 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 | <u>moreover</u> , in addition, furthermore, <u>apart from that</u> , besides, <u>what is more</u> , not only... but also |
| Emphasising | in fact, as a matter of fact, actually, no matter how, however + adjective |
| Giving examples | <u>for instance</u> , for example, such as, like |
| Expressing result or consequence | <u>As a result (of)</u> , so, therefore, consequently, for this reason |
| Expressing contrast | <u>although</u> , on the other hand but, however, nevertheless, in contrast, despite, in spite of |
| Summarising | <u>In short</u> , 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 **COMBINE** of body language (particularly the shape, position and (3) movement **MOVE** of the hands) as well as lip patterns and facial (4) expression(s) **EXPRESS**. It is said that systems of communicating by signs may be even older than (5) speech **SPEAK**.

The (6) development **DEVELOP** of sign 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 **POPULATE** is deaf as in the case of Martha's Vineyard Sign Language in the USA.

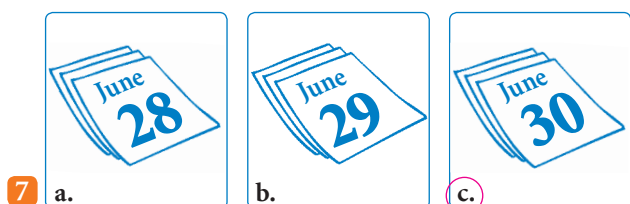
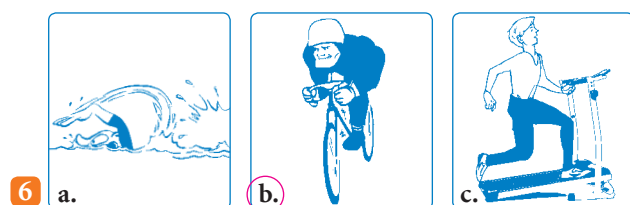
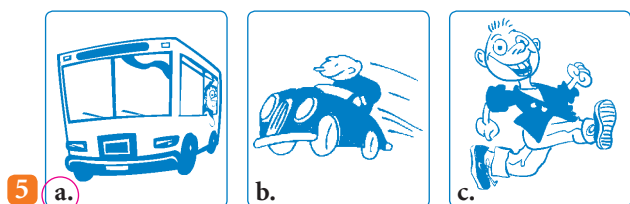
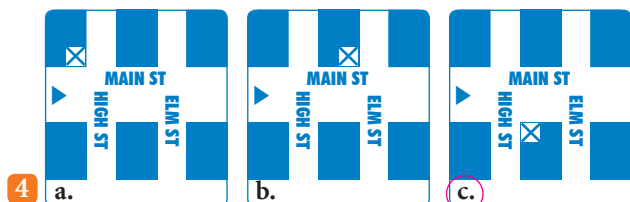
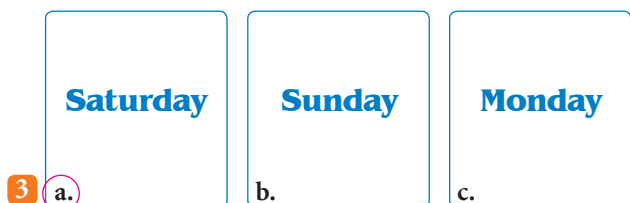
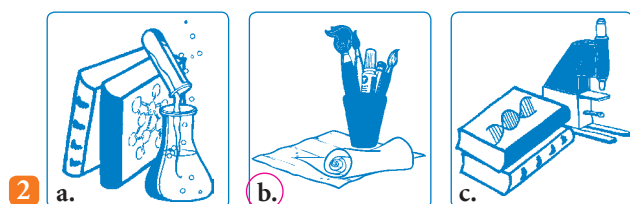
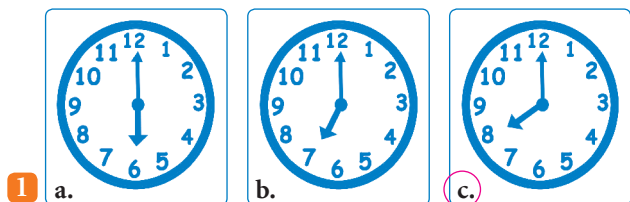
Sign languages are not connected to spoken languages and many different ones are used in countries throughout the world. Although it may seem (9) unbelievable **BELIEVE**, the British and American sign languages have no (10) similarities / similarity **SIMILAR** to each other, even though the same oral 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.



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"/> |

Body and mind

unit 3 The mind unit 4 The body



Discuss:

- ▶ What does the saying 'healthy body, healthy mind' mean? Do you agree?
- ▶ 'If you can believe it, the mind can achieve it.' Do you agree?
- ▶ In your opinion, what should people do to be fit and healthy?

Flick through the module and find...

- ▶ a short text about how athletes can overcome the problem of heat during events *p.49*
- ▶ a letter of application *p.40*
- ▶ an article about the secret of happiness *p.33*
- ▶ short texts about various ways people can keep in shape *pp.42-43*
- ▶ a report on a summer camp *p.50*
- ▶ a short text about 'well-being' classes *p.39*

In this module you will...

- ▶ talk about psychology, fitness, health and well-being
- ▶ learn how to report statements, questions, commands and requests
- ▶ learn how to make wishes and express regret
- ▶ learn how to use inversion for emphasis
- ▶ expand your vocabulary by learning adjectives + prepositions, expressions with *come*, *get* and *put*, words easily confused, phrasal verbs, idioms and collocations
- ▶ learn how to write a letter of application and a report
- ▶ acquire skills and strategies that will help you in exams

Unit 3 reading

1. PRE-READING

Discuss.

- What are some of the things that make you happy?
- Do you think that happiness is a relative state?

2. READING FOR GIST

Read the text on page 33 and answer the question that follows.

Where might this text come from?

- a. a psychology textbook
- b. a scientific journal
- c. a magazine
- d. a brochure

3. READING FOR DETAILS

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

1. What was true of people forty years ago?
 - a. They were richer.
 - b. They were generally happier.
 - c. They had a reasonable amount of material possessions.
 - d. They were generally less happy.
2. What does the writer find surprising?
 - a. that disabled people are not generally unhappy
 - b. that people who do not have much of a social life are not happy
 - c. that people with busy social lives are happy
 - d. that sick people are unhappy
3. What happens when people discover something bad is about to happen?
 - a. They feel miserable.
 - b. They feel like they have been leading meaningless lives up to that point.
 - c. They feel like their previously unbearable lives weren't that bad after all.
 - d. They feel that their lives could not be any worse than they already are.
4. What happened each time the rat pressed the handle?
 - a. its appetite disappeared
 - b. it fell into a trap
 - c. it ate and drank
 - d. it felt very good

5. According to the writer, what do we need to do to be happy?
 - a. live without negative feelings
 - b. make sure that nothing goes wrong
 - c. learn to accept that life is sometimes difficult
 - d. keep our lives free of bad things
6. How does one achieve the *flow* (line 38)?
 - a. by doing something one really likes
 - b. by being pushed beyond one's ability
 - c. by doing something that will be rewarded
 - d. by doing things that are really dangerous
7. What does *it* in line 40 refer to?
 - a. the flow
 - b. your ability
 - c. the limit of your ability
 - d. something that completely absorbs you

4. GUESSING THE MEANING OF UNKNOWN WORDS

Look at the words highlighted in the text and guess what they mean. Choose *a, b* or *c*.

1. reasonable
 - a. correct
 - b. fairly large
 - c. too big
2. bliss
 - a. happiness
 - b. emptiness
 - c. truth
3. stimulate
 - a. activate
 - b. prevent
 - c. remove
4. naive
 - a. firm
 - b. well-based
 - c. unrealistic
5. strenuous
 - a. easy
 - b. common
 - c. demanding

5. POST-READING

Discuss.

- Do you believe that it is really hard for humans to be happy?
- After reading the text, would you make any changes to your everyday life? Why/Why not?

Are you happy?

Everyone wants to be happy, but it seems that not many people can achieve happiness. There are some clues, however, as to what makes us happy. We know, for example, that it is necessary to have a **reasonable** amount of material possessions, but more than that doesn't make much difference. On average, people in America and Europe are twice as wealthy as they were forty years ago, yet surveys show that they are not as happy. In fact, in many cases they are less so. 05

It's not surprising that people who have a large circle of friends are usually happier than those who do not have much of a social life, and that healthy people are happier than sick people. What's surprising to most of us is that disabled people have the same possibility for happiness as the rest of us do. Even people who have been seriously injured in an accident describe themselves as happy three weeks afterwards. 10

The truth is that happiness is a relative state. If you discover that something absolutely awful is going to happen, then the life you had been leading up to that point can seem like absolute bliss, although you probably thought it was miserable while you were living it. 15

It seems, however, that those of us who are lucky enough to achieve happiness are going to mess it up anyway. Unfortunately, many of the things that make us happy are also the things that we can become addicted to. In order to prove this, scientists carried out an experiment. They attached electrodes to a rat's brain and connected them to a handle in the animal's cage so that it could directly stimulate its pleasure centres by pressing the handle. The result was that the rat kept on pressing the handle instead of eating or drinking. Humans are different from rats because they are a bit more complicated, but research has shown that they, too, can fall into this trap. 20

One of the reasons we have such a problem with happiness is that we confuse it with a life untouched by negative feelings such as anxiety, rage, doubt or sadness. We have a **naive** belief that happiness means that nothing ever goes wrong. In order to be happy, we need to come to terms with a few truths. We must learn how to live contentedly with the negative elements of life rather than attempting to live a life where nothing bad ever happens. 25

A professor at the University of Chicago, Mihaly Csikszentmihalyi, has spent a great deal of time researching 'happiness' and has provided us with some food for thought. He believes that the key to happiness is something he calls *the flow*. The flow is the state you are in when you are doing something that completely absorbs you. It comes when you are pushed right up to the limit of your ability, but not beyond it. People can get a feeling of flow from dangerous sports like mountain climbing or driving fast, but it can also come from less **strenuous** pursuits, like painting or reading a great book. The point is that people do these things because they want to and not because they are looking for some kind of reward. 30

The really curious thing is that despite the fact that we are familiar with what makes us feel good, we still do not do those things very much. For example, a study showed that while playing sport, people have a flow of 35% whereas when they are watching television, they have no flow at all. Yet, they watch TV for ten times as long as they spend playing sport! 35

A good measuring stick for those of us who are desperately seeking happiness is asking ourselves, 'Is what I am doing today contributing to the things that are most important in my life?' If not, why are you doing it? 40



Unit 3 vocabulary & grammar

VOCABULARY

1. ADJECTIVES + PREPOSITIONS

A. Complete the sentences below with the missing prepositions. If you are not sure, look back at the text on page 33.

Humans are different **from** rats because they are a bit more complicated...

...despite the fact that we are familiar **with** what makes us feel good...

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

with of about

- Margaret is really proud **of** her son because he won the school championship.
- I'm really nervous **about** my interview tomorrow.
- When his little sister was born, Brad was very jealous **of** all the attention that was given to her.
- I'm not familiar **with** this procedure; could you please explain it to me?
- Albert was very pleased **with** his exam results.
- Are you angry **with** me for some reason? You haven't spoken to me all day.
- I'm ashamed **of** myself for spending so much money on a dress.
- I didn't think Paul was capable **of** looking after the children on his own, but he was able to manage without me.
- Omar is very conscious **of** the scar he has on his face.
- Young children are curious **about** everything. They are constantly asking questions.
- You have to be patient **with** people when you are teaching them a foreign language.
- Many people are upset **about** how the manager handled the situation.
- Faten is very popular **with** her classmates.
- Are you serious **about** moving to New Zealand?

2. EXPRESSIONS WITH 'COME'

A. Look at the extract from the text on page 33. What's the meaning of the expression in bold?

...we need to **come to terms with** a few truths. *to accept something*

B. Match the expressions in bold with the meanings given.

- It later **came to light** that she had cheated in her Maths test. e
- It took Mark several months to realise that his dream had finally **come true**. a
- I turned seventeen the year the president **came into power**. c
- This torch will **come in handy** when we go camping. d
- The new anti-smoking law is to **come into effect** next January. b

- a. actually happen
- b. to begin to apply
- c. to take a position of leadership or control
- d. to be useful
- e. to be made known

3. IDIOMS

A. Look at the extract from the text on page 33. What's the meaning of the idiom in bold?

...and has provided us with some **food for thought**.

something that makes you think carefully

B. Match the idioms in bold with their meanings.

- John is **having second thoughts** about moving to Australia; he is not sure if it's the right decision for him and his family. e
- You're very quiet; **a penny for your thoughts**. b
- You've interrupted my **train of thought** with all that noise. c
- That installation art show **has to be seen to be believed**. It has the most amazing exhibits. a
- Don't be frightened, Sally; the story your brother told you was just **make-believe**. d

- a. to be unusual but true
- b. something you say to ask someone what they are thinking about
- c. a series of thoughts that are connected in some way
- d. not real
- e. to change your opinion or have doubts about something

GRAMMAR

1. REPORTED SPEECH (STATEMENTS)

A. Read the following examples. What were the speakers' exact words?

1. *The scientist announced that they were planning to carry out more experiments with rats.*

The scientist said: 'We are planning to carry out more experiments with rats.'

2. *A participant claimed that he was able to control the level of his happiness.*

A participant said: 'I am able to control the level of my happiness.'

3. *The man told the psychologist that he realised he had made lots of mistakes in his life.*

The man said to the psychologist: 'I realise that I have made lots of mistakes in my life.'

4. *The teacher told the boys that they would feel better after doing some sport.*

The teacher said to the boys: 'You will feel better after doing some sport.'

5. *The researcher added that he couldn't understand why the rats had behaved like that.*

The researcher added: 'I can't understand why the rats behaved like that.'

B. Look at the examples above again and answer the following questions.

- What's the difference in the way we use *say* and *tell* in examples 3 and 4? *say + to + object, tell + object*
- What other verbs are used to introduce reported statements? *announce, claim, add, etc.*
- How do the verb forms change from Direct to Reported Speech? Complete the table below.

| Direct Speech | Reported Speech |
|-----------------------------|----------------------------|
| Present Simple | <i>Past Simple</i> |
| <i>Present Progressive</i> | Past Progressive |
| <i>Past Simple</i> | Past Perfect Simple |
| Present Perfect Simple | <i>Past Perfect Simple</i> |
| Present Perfect Progressive | Past Perfect Progressive |
| will | <i>would</i> |
| can | <i>could</i> |
| must | had to |

2. REPORTED COMMANDS AND REQUESTS

Read the example below. What were the professor's exact words? How do we report commands and requests?

The professor asked the students to pay attention. He told them not to interrupt him.

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

See Grammar Reference

3. SPECIAL INTRODUCTORY VERBS

Read the example below. What would the speaker's exact words be?

The writer advised the readers to do things that are most important in their life.

'You should do things that are most important in your life.'

We use the verbs below to report the speaker's message rather than his/her exact words:

- agree, offer, refuse, threaten, etc. + **full infinitive**
- advise, allow, beg, encourage, forbid, invite, order, permit, remind, warn, etc. + **object + full infinitive**
- accuse of, apologise for, admit (to), complain about, deny, insist on, suggest, etc. + **-ing form**
- explain, claim, exclaim, etc. + **that clause**

Grammar Reference p. 108.

4. PRACTICE

Rewrite the following sentences in Reported Speech.

- 'All the blue shoes are on sale,' said the shop assistant.
The shop assistant said that all the blue shoes were on sale.
- 'Steve, I really regret shouting at you yesterday,' said Alan.
Alan apologised for shouting/having shouted at Steve the previous day/the day before.
- 'I just got in from the gym,' Josh told Ed.
Josh told Ed that he had just got in from the gym.
- 'Don't go out until you clean up the mess in the kitchen!' Mum said to me.
Mum told me not to go out until I cleaned up the mess in the kitchen.
- 'Yes, I will talk to the headmaster,' said Joe.
Joe agreed to talk to the headmaster.
- 'If you help me finish the project, I'll buy you lunch tomorrow,' Craig said to Tim.
Craig told Tim that he would buy him lunch the next/following day if he helped him finish the project.
- 'Please, Gareth, drive me home,' Lee said.
Lee asked Gareth to drive him home.
- 'Don't forget to bring your boots for football training,' said Micky to Roy.
Micky reminded Roy to bring his boots for football training.
- 'Let's try pony riding next weekend,' said Razak.
Razak suggested trying pony riding the following weekend.
- 'I want to tell you that I broke the window in the schoolyard,' said Paul.
Paul admitted to breaking/having broken the window in the schoolyard.

Unit 3 listening

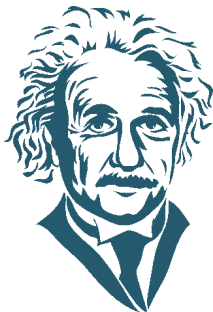
1. PRE-LISTENING

Discuss.

- What do you know about the following people? What do they have in common?



Leonardo da Vinci



Albert Einstein

- In your opinion, what features or qualities characterise a genius?

2. LISTENING FOR SPECIFIC INFORMATION

You will hear part of a radio programme in which an educational psychologist is interviewed about what characterises a genius. For questions 1-9, complete the sentences.

1. Besides intelligence, other characteristics of a genius are strong individualism, imagination and creativity.
2. Leonardo da Vinci believed that curiosity about the surrounding world is one of the secrets of being a genius.
3. Leonardo da Vinci believed you need sharp senses so you can understand the nature of things.
4. He also believed that it is important to lead a healthy lifestyle as this increases mental power.
5. Albert Einstein was considered to be a genius in mathematics and physics.
6. The pocket compass Albert Einstein received from his father had a strong influence on him.
7. As a child, Einstein hated the way maths was taught in schools.
8. If parents want their children to become more creative, it is a good idea to switch off the TV.
9. Exceptionally intelligent children tend to write down ideas, ask questions and be extremely imaginative.

3. LISTENING FOR GIST AND DETAILS

You will hear people talking in eight different situations. For questions 1-8, choose the best answer a, b or c.

1. You overhear a conversation.
What is the girl's mother trying to do?
a. criticise
b. offer help
c. give a warning
2. You will hear a school counsellor talking about the problem of homesickness.
What advice does he give?
a. visit your family more often
b. see a doctor
c. change your habits
3. You overhear a conversation between a father and a son.
What does the father think about what the son says?
a. It is a lie.
b. It is based on personal experience.
c. It is unconvincing.
4. You hear part of a radio programme.
Who is speaking?
a. a doctor
b. a research scientist
c. a philosopher
5. You hear a man talking. What *hasn't* the man tried yet?
a. reducing caffeine
b. taking up acupuncture
c. using medication
6. You overhear a conversation between a husband and a wife. What activity does the woman like?
a. doing crossword puzzles
b. doing logic puzzles
c. reading
7. You hear a broadcaster talking about an illness. Why are doctors optimistic?
a. Kevin is certain to recover.
b. The illness is treatable.
c. The illness affects only a few people.
8. You hear the following conversation between two friends. What is their reaction to the advertisement?
a. They are unconvinced.
b. They are sceptical.
c. They are confused.

VOCABULARY

COLLOCATIONS (ADJECTIVES + NOUNS)

A. Match the adjectives 1-8 with the nouns a-h to form common collocations. Some adjectives collocate with more than one noun.

- | | |
|----------------|----------|
| 1. common | f |
| 2. mental | g |
| 3. strong | h |
| 4. vivid | b |
| 5. lasting | a |
| 6. stimulating | e |
| 7. wide | d |
| 8. burning | c |

- a. impression
- b. imagination
- c. desire
- d. range
- e. environment
- f. sense
- g. power
- h. influence

B. Complete the sentences with collocations from the previous exercise.

1. My first teacher made a lasting impression on me.
2. Our facilities offer a wide range of activities from hiking to swimming with sharks.
3. Mustafa has a burning desire to succeed as a writer.
4. Many people believe that certain colours can create a stimulating environment in a room.
5. Some years ago, people used to rely on IQ tests to estimate their mental power.
6. Teachers usually have a strong influence on their students.
7. Dylan has such a vivid imagination that sometimes I wonder where he gets his ideas from!
8. It's only common sense that you don't leave the lights on when you're not at home.

GRAMMAR

REPORTED QUESTIONS

A. Read the examples below reporting some of the interviewer's questions in the radio programme that you heard in the listening section. What were the interviewer's actual questions?

The interviewer asked how Leonardo da Vinci had enriched himself to develop greater intelligence.

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

The interviewer asked if/whether Einstein's genius had shown itself in early childhood.

Did Einstein's genius show itself in early childhood?

B. Look at the examples above again and answer the following questions.

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

Grammar Reference p. 109.

C. Rewrite the questions in Reported Speech.

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

Unit 3 speaking

1. WARM-UP

- What career path do you want to follow? Why?
- Which school subjects appeal to you? Why?

2. HELP SOLVE A PROBLEM

Work in pairs. Student A, read the situation, look at the pictures and ask the questions. Student B, go to page 104, read the information and answer Student A's questions.

Situation:

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

First:

You should look at the pictures below and ask:

- Who is this person?
- What is the problem?
- What are the possible solutions?

Then:

When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the solutions or create your own solution to the problem. Remember to use the information you learn from asking questions to explain your ideas.

Finally:

After you have shared your decision, the examiner will ask you more questions about the topic.



(im)mature
decision
dead-end job
(un)employed
job security
(im)practical
hobby



3. FURTHER DISCUSSION

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

- What do you think the best age to start thinking about one's future career is ?
- Do schools in your country provide career counselling? Do you think that career counselling helps students decide on a career? Why / Why not?
- Do you think schools/colleges provide students with the skills required in the job market?
- What facilities should schools/colleges provide for students?

teens during high school inform
fields of study options
job opportunities academic subjects
practical skills general education
library labs computers
sports facilities

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

Teaching kids to be

There is an (1) exciting new experiment taking place in British schools; children are being taught how to be happy. The 'well-being' classes will provide students with (2) critical life skills and enable them to cope with future problems. In a recent survey focusing on life (3) satisfaction, British children scored the lowest out of 21 other countries. In addition, research has shown that the number of children in the UK with (4) emotional problems has increased dramatically in the last 25 years. As a result, the government is trying to introduce the study of (5) happiness in state schools. The classes will initially be taught to 4,000 pupils in the UK, ages ranging from 11 to 16 over the next three years. The idea of being taught how to deal with our feelings sounds very (6) helpful. However, some academics have criticised these classes as they believe they make children focus too much on themselves and how they feel, and this could lead to (7) depression. Although the results of this experiment are yet to be seen, children can benefit from (8) guidance on how to cope with the difficulties they may face in later life. Nonetheless, the (9) importance of teaching students how to think for themselves should not be overlooked. Students should be taught how to focus on living a life full of (10) goodness rather than searching for ways to be happy.

EXCITE

CRITIC

SATISFY

EMOTION

HAPPY

HELP

DEPRESS

GUIDE

IMPORTANT

GOOD

happy



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

- 'Are you working today, Peter?' he asked. whether
He wanted to know whether Peter was working that day.
- 'Don't smoke in the shop,' the shop owner said to Mark. forbade
The shop owner forbade Mark to smoke in the shop.
- 'I rang you last night, John,' said Brian. rung
Brian explained to John that he had rung him the previous night.
- 'Why don't we go to the library to study?' he asked me. should
He suggested that we should go to the library to study.
- 'You'd better not swim too far from the shore,' the lifeguard said to us. advised
The lifeguard advised us not to swim too far from the shore.
- 'I have been standing in this queue for two hours!' said the man. complained
The man complained about standing in that queue for two hours.
- 'I'm sorry that I woke you up this morning, Harry,' said Tom. him
Tom apologised to Harry for waking / having woken him up that morning.
- 'Henry broke the window,' said Steve. breaking
Steve accused Henry of breaking the window.

Unit 3 writing

WRITING A LETTER OF APPLICATION

1. DISCUSS

- Have you ever written any kind of letter of application? What for?
- What kind of information do you think should be included in a letter of application for a scholarship?

2. FOCUS ON CONTENT, LAYOUT AND ORGANISATION

A. Read the announcement on the right and answer the questions.

1. What kind of qualifications should applicants for the scholarship have?
2. Who should applicants address their letters of application to?

B. Read the letter of application written in response to the *See Appendix I* announcement. What do you notice about the layout of the letter?

24 Regents Street
Rochdale
Lancashire
LK14 6DW

12th April 2010

Professor Albert Shaw
Head of Admissions,
Department of Engineering
University of Birmingham
Birmingham B153TU

Dear Professor Shaw,

I am writing with regard to the Excellence Scholarships which I saw announced on the university website. I am considering studying Mechanical Engineering at Birmingham University and I would like to apply for a scholarship.

I am eighteen years old and have just taken my A level examinations in Mathematics, Further Mathematics, Physics and Chemistry. I was awarded three As and a B.

I have been interested in studying Engineering since I was thirteen. I am particularly interested in Mechanical Engineering and last year I took part in a competition to design an engine for a miniature racing car and won first prize. I wish to work in the motor racing industry in the future and I believe this degree will prepare me for such a career. I also have a part-time job at a car manufacturing factory near my home. This work experience has provided me with organisational, teamwork and time management skills, all of which will help me in my university studies.

As I am hardworking and reliable and have the relevant skills and experience needed to succeed in this course, I hope that my application will be seriously considered. I would be grateful if you could inform me how I can get an application form and about any other requirements.

I look forward to hearing from you at your earliest convenience.

Yours sincerely,
Paul Allen
Paul Allen

EXCELLENCE SCHOLARSHIPS AVAILABLE

Interested in studying Mechanical Engineering?

Scholarships available at the University of Birmingham for first class students.

How much are the scholarships worth?

Scholarships cover tuition fees and a maintenance grant of £4500.

Who is eligible?

2A₁ Applicants must have (or be expecting) a minimum of 3 As at A level or equivalent. Two of the subjects taken should be Mathematics and Physics.

Closing date:

21 June

Contact:

2A₂ Professor Albert Shaw
Head of Admissions,
Department of Engineering
University of Birmingham
Birmingham B153TU

C. Each of the following sentences corresponds to one of the paragraphs in the letter. Write the numbers 1-4 in the boxes.

In this paragraph, the writer:

- a. explains why he believes he is a suitable candidate for the scholarship and requests additional information related to the scholarship. 4
- b. mentions his age and describes his academic qualifications. 2
- c. states why he is writing and where he saw the information about the scholarship. 1
- d. explains the reasons why he is interested in the scholarship and refers to career aims, experience, relevant skills and talents. 3

3. FOCUS ON LANGUAGE AND STYLE

A. Read the letter again and underline the more formal equivalents for the words and phrases below.

- a. got (para. 2) was awarded
b. very (para. 3) particularly
c. want (para. 3) wish
d. working there (para. 3) this work experience
e. given (para. 3) provided
f. appreciate (para. 4) be grateful
g. things that are necessary (para. 4) requirements
h. soon (para. 5) at your earliest convenience

B. Complete the sentences using the phrases in the box.

I am fluent in I look forward to
I believe I believe I am suitable for
I am a highly motivated person
I am presently attending
I am writing with regard to
I am available for an interview
I have a degree in I am enclosing

- I am writing with regard to the vacancy that was advertised on 12th June in *The Herald*.
- I have a degree in Business Studies.
- I am fluent in English, French and Arabic.
- I believe I am suitable for this position because I have the relevant skills and experience.
- I am a highly motivated person and I have excellent communication and teamwork skills.
- I am available for an interview at any time.
- I am enclosing a copy of my CV for your review.
- I look forward to hearing from you in the near future.
- I am presently attending Brown College where I am studying Biology, Chemistry and Maths at A Level.
- I believe that I can make a positive contribution to your organisation.

4. OUTLINE

When you are writing a letter of application, follow the outline below.

GREETING

- Use an appropriate greeting (formal).

OPENING PARAGRAPH

- Use set phrases to state what you are applying for.
- Say where you saw the relevant notice/advertisement.

MAIN PART

- Mention your age.
- Describe any relevant qualifications/qualities/experience.
- Give information about your present situation/work experience.
- State any relevant interests or hobbies.

CLOSING PARAGRAPH

- Explain why you think your application should be taken into consideration.
- Ask for any additional information you require.
- If relevant, mention that you enclose a CV/reference.

SIGNING OFF

- Use a formal signature ending. Sign underneath and print your full name below your signature.

5. WRITING TASK

You have seen this advertisement and have decided to apply as a volunteer. Write your letter of application (120-180 words).

VOLUNTEERS NEEDED!

- Do you have some free time during the summer?
- Would you like to help give something back to the community?

Volunteers are needed to work as assistants to instructors at the Wilton Community Centre.

Volunteers must:

- * like working with people and be able to work in a team.
- * be skilled in one of the following areas: art, sports, computer technology.
- * be at least 16 years old.

Send applications

to John White at
Wilton Community Centre,
43 Willow Lane,
Wilton

by 10 May

TIP

When you are writing a letter of application:

- begin and end your letter with appropriate expressions.
- use formal language and write in a confident manner.
- identify the qualities required for the job/scholarship, etc. (as stated in the advertisement) and explain why you consider yourself suitable for it.

For the layout of formal letters and expressions/phrases you can use, see Appendix I.

Unit 4 reading

1. PRE-READING

Discuss.

- How would you describe a physically fit person? How about a physically unfit person?
- List some of your favourite pastimes. Which ones do you think help you stay healthy and fit? Which ones do not?
- What are some things that prevent people from being in good shape?

2. READING FOR GIST

Read the texts A-D quickly and match them with the headings below. There is one extra heading which you do not need to use.

1. Not a real training programme D
2. Think hard before you choose a programme A
3. If lazy, you might need some discipline B
4. There's no perfect fitness programme
5. More people = More fun C

3. SCANNING FOR SPECIFIC INFORMATION

Read the texts A-D again and answer the questions 1-15. Write A, B, C or D in the boxes.

Which person:

1. talks about some of the risks associated with a fitness programme? C
2. says why peers may not be a good influence when it comes to getting in shape? B
3. refers to some of the benefits associated with making fitness a social activity? C
4. talks about how family members can set a good example? D
5. implies that some people may need a very structured programme to get in shape? B
6. gives information on what the ideal fitness programme should do for a person? A
7. talks about the benefits of having a trainer to help you with your programme? C
8. refers to taking up an activity to help stay fit for school sports? C
9. talks about a training programme inspired by the military? B
10. refers to a fitness option for someone who doesn't like traditional forms of exercise? D
11. mentions getting in shape for a programme beforehand? B
12. would like to be a good influence on friends? D
13. mentions a list of important factors to consider when creating a fitness programme? A
14. refers to the difficulty some people have in fitting exercise into their busy schedules? B
15. felt uncomfortable about doing the activity at first? D

A Karim



Karim, 23, is a personal trainer who offers advice to people who want to get in shape. 'Most of my clients are looking for the perfect personal fitness programme,' says Karim. 'One that would tone

- 6 their muscles, build strength and endurance and get rid of extra kilos, as well as being fun and fulfilling. With some thought and research, anyone can create such a programme. Unfortunately, most people are looking for a 'quick fix,' only to lose interest and quit before there is any change in their health. To avoid frustration, you should consider various factors before embarking on a fitness regime. ¹⁵ What activity best suits your schedule and lifestyle? Do you prefer structure or flexibility? How can you relate the activity to ¹³ your interests so that it is not a chore? Do you like to include ¹⁸ exercise in your social life or is it something you prefer to do alone? Finally, once you have chosen something, it is important to do some research and know how the activity will affect your body, so you do not end up injured.'

B Mark



- Mark, 18, faces some typical obstacles to getting in shape. 'I wish I could find time to exercise, but it's really hard,' he says. 'I'm in my final year of school, I ¹⁴ spend hours studying and I also work several hours a week. When I have free time, I usually surf the Internet. I bought a treadmill a few months ago, but I rarely use it. I have a lot of friends, and we often end up at somebody's house ² watching TV and eating crisps,' he says. 'I tend to take the easy way out and skip the exercising.' ¹²
- Nevertheless, Mark is determined to make some changes in his life. 'I'm a bit disappointed in myself. If I had set a goal and reached it, I would have felt better about myself. Anyway, this summer, I decided to join a fitness boot camp.' Fitness boot camps are based on the intense ⁹ physical training that new army recruits receive. However, they are for the average person who wants to lose weight or improve their endurance and strength. 'I'm going to do an eight-week programme. Training starts at six in the morning, and involves jumping jacks, squats, running laps, timed sprints, and push-ups – between 300 and 400 a session. We have to show up three days a week, and if we are late or miss a session, there are consequences – we might get dunked in the lake or have to run extra laps. I'm a bit anxious, but I'm already feeling more motivated,' says Mark. 'I'm worried about the first day at boot camp, so I'm ¹¹ making sure I get more active – walking more, riding my bike, cutting out the junk food. I want to feel prepared.'

5 Overall comprehension of second paragraph

Greg

Indeed, it is important to be prepared for any new physical activity, especially if you aren't in very good shape. While **taking up** something new can be exciting, you can injure yourself if you don't train properly. Greg, 17, wanted an activity that would help him stay fit for school sports and decided to try running. 'I began by running alone. I trained hard, trying to get in



17] shape quickly, but then I developed a painful condition I called shin splints, which happens when the muscles in the calf become stronger than the shin muscles. Then I learnt about a beginner's running group that met twice a week. I decided to try it and quickly discovered that I much preferred running with a group rather than on my own. If I had known how much fun it would be, I would have joined right away. I've made a lot of friends in the group, and we **hang out** together even when we aren't running. We also **have a great coach** who shows us the best way to train for our fitness level so that we don't get injured.'

Paul

If you mention running to Paul, 17, all you will get is an eye roll. 'If by fitness you mean using a treadmill or doing laps, I have one word for you: boring! I can't do the same thing over and over.' Still, Paul thinks he is as fit as all his sporty friends, maybe even more so. How did he get there? 'My father **took a martial arts class** at a local gym last year,'



he says. 'At the time, I thought it was funny. I didn't think he'd **stick with** it. But every time he came home from his class, he had a big smile on his face and was in such a good mood.' Paul's father **convinced him to go to the gym's open house.** After trying a few different kinds of martial arts, Paul decided to take a Tae Bo class. 'At first I was self-conscious, but I loved the moves and soon I **was completely caught up** in the moment. Now I look forward to the class every week. It's different to exercising and it's more exciting. If only my friends had given it a try, too! Anyway, I hope that when they see how much I'm enjoying myself, they will be inspired to get out of their comfort zone and off the couch!'

4. GUESSING THE MEANING OF UNKNOWN WORDS

A. Look at the following words from the texts and choose the most suitable meaning a, b or c.

- | | |
|-----------------------------------|--------------------------------|
| 1. embarking on (Text A, line 15) | 3. skip (Text B, line 12) |
| a. starting | a. jump up and down |
| b. getting aboard | b. continue |
| c. stopping | c. miss out on |
| 2. chore (Text A, line 18) | 4. condition (Text C, line 17) |
| a. housework | a. requirement |
| b. unpleasant task | b. illness |
| c. sport | c. situation |

B. Match the highlighted phrasal verbs in the texts with the meanings a-g.

- | | | |
|-----------------|---|---|
| 1. end up | b | a. to start |
| 2. show up | d | b. to get into a state that was not planned |
| 3. cut out | g | c. to spend time |
| 4. take up | a | d. to appear |
| 5. hang out | c | e. to continue doing |
| 6. stick with | e | f. to be involved |
| 7. be caught up | f | g. to stop consuming |

5. POST-READING

Discuss.

- What's your opinion of the activities that Mark, Greg and Paul did to improve their fitness?
- Different people have given the following excuses about why they aren't in shape. What advice could you give them?

I don't exercise because I find it boring.

I don't like getting all sweaty - especially in public!

I would like to get in shape but it's too expensive.

I just don't have the time to exercise.

I have no coordination.

Unit 4 vocabulary & grammar

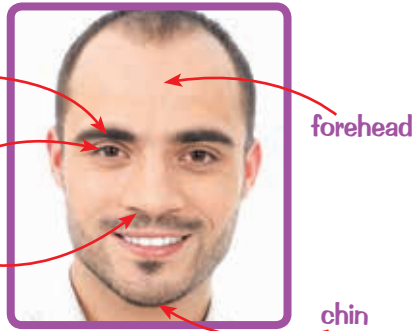
VOCABULARY

1. LEXICAL SET (THE BODY)

Look at the groups of words below. How many words can you add to each group?

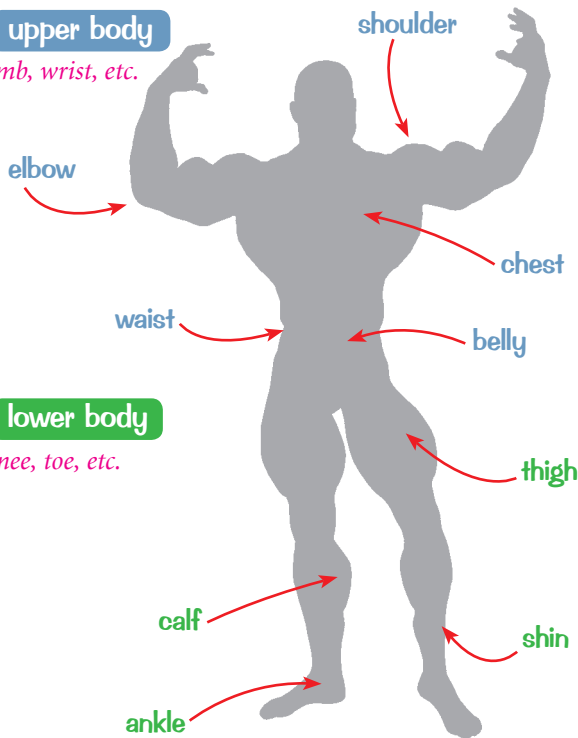
head

cheek, eyelid, etc.
eyebrow



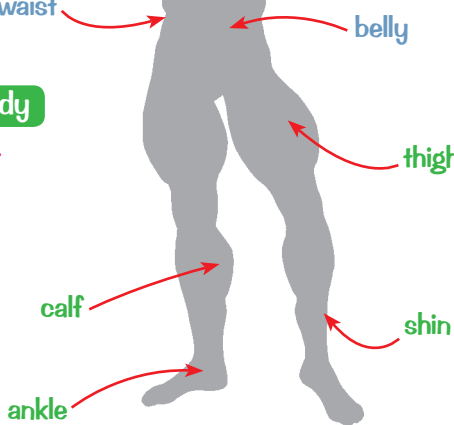
upper body

thumb, wrist, etc.



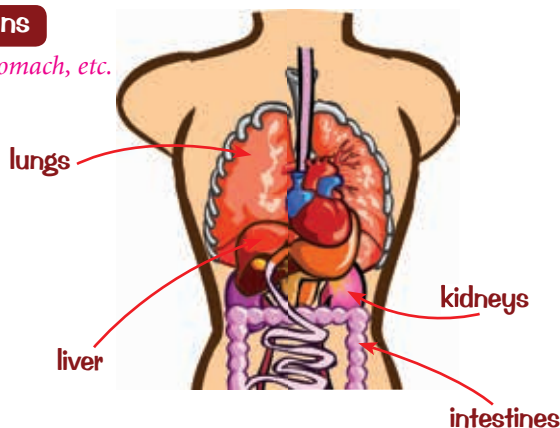
lower body

knee, toe, etc.



organs

heart, stomach, etc.



2. PHRASAL VERBS (TAKE)

Match the phrasal verbs in bold with their meanings.

- There is some bad weather, so the plane will **take off** two hours later. h
- I'm too busy right now to **take on** any new clients. d
- Ever since the new manager **took over**, sales have increased by 30%. g
- Everyone always tells us that Dylan **takes after** me when it comes to his looks and personality. b
- Luckily, I was able to **take down** the licence plate number of the person who hit us. c
- I love the new sofa, but I'm afraid it **takes up** the entire living room! e
- This is a lot of new information to **take in**. I don't know how I'll remember it all. a
- I **take back** what I said about David being selfish and self-centred. I didn't really mean it. f

- a. to understand
- b. to look or behave like someone else
- c. to write down
- d. to accept
- e. to occupy space
- f. to admit that what you said was wrong
- g. to take control
- h. to leave the ground

3. EXPRESSIONS WITH 'GET'

A. Look at the extract from text A on page 42. What does the phrase in bold mean?

One that would tone their muscles, build strength and endurance and **get rid of** extra kilos.... *remove / dispose of*

B. Match the expressions in bold with their meanings.

- It's so unfair that sometimes the wrong people seem to **get the sack**. c
- Their lack of manners really **gets on my nerves**. e
- Alright everyone, we don't have much time, so let's **get down to business**. a
- Mark my words, I'll **get even with** him for what he's done. b
- Don't worry, we won't let them **get the better of** us! f
- No matter what those kids do, they always end up **getting into trouble** when they're together. d

- a. to start work
- b. to take revenge
- c. to lose one's job
- d. to face problems or difficulties
- e. to annoy
- f. to defeat

GRAMMAR

1. UNREAL PAST

Look at the following extracts from texts B and D on pages 42-43 and answer the questions that follow.

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

- Does Mark find time to exercise? *No*
- How does he feel about it? *He is sad.*
- Does the sentence refer to the present or the past? *present*

wish / if only / would rather / as if / as though / it's (high/about) time + **Past Simple**

referring to the present or future

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

- Did Paul's friends give it a try? *No*
- How does he feel about it now? *He feels disappointed.*
- What tenses are used after *wish* and *if only*? Complete the table.

wish / if only / would rather / as if / as though +

Past Perfect

referring to the past

Grammar Reference p. 109.

2. PRACTICE

Read the following situations and decide what you would say in each of them. Start with the words given.

1. You want to buy a new surfboard but you can't afford one.
I wish *I could afford / buy a new surfboard* _____.
2. You've been working for two hours and need a break.
It's time *I had a break!* _____.
3. While you are in a hotel, the fire alarm in your room goes off. The police arrive and treat you like a criminal.
They treated me as if *I were a criminal* _____.
4. Your brother borrowed your camera without asking you.
I'd rather *my brother / he hadn't borrowed my camera without asking me* _____.
5. You didn't attend the school's end-of-year ceremony and now you regret it.
I wish *I had attended the school's end-of-year ceremony* _____.
6. We didn't arrive at the port on time so we missed the ferry.
If only *we had arrived at the port on time / we hadn't missed the ferry* _____.
7. It's eight o'clock in the evening and your brother hasn't done his homework yet.
It's about time *my brother / he did his homework* _____.
8. You'd love to buy the gadget but unfortunately you don't have your credit card with you.
If only *I had my credit card with me* _____.
9. You and your brother didn't eat lunch before going on a long walk and felt hungry later.
I'd rather *we had eaten lunch before going on a long walk* _____.
10. You would like to paint your bedroom black but your parents won't allow it.
I wish *my parents would allow me to paint my bedroom black* _____.

Unit 4 listening

1. PRE-LISTENING

Discuss.

- Are you familiar with the plants and spices below?
- What is aromatherapy?
- How do you think essential oils can help a person's health?



peppermint



basil



cinnamon



lavender



jasmine



rosemary

2. LISTENING FOR DETAILS

You will hear a radio interview with an expert on aromatherapy. For questions 1-7, choose the best answer a, b or c.

1. Why are essential oils used for health purposes?
 - a. they are natural
 - b. they have a pleasant smell
 - c. they contain useful substances
2. How long does Rick say aromatherapy has been in use?
 - a. since World War II
 - b. since 1930
 - c. since ancient times
3. How can athletes use essential oils?
 - a. as antiseptics
 - b. as nutritional supplements
 - c. by inhaling them
4. Why is smell the most sensitive sense?
 - a. The nose is the most sensitive organ.
 - b. The brain reacts faster to smells.
 - c. It is closely related to taste.
5. What effect did peppermint have on the athletes?
 - a. They performed better.
 - b. They felt happier than ever.
 - c. They won the race.
6. Which of the following essential oils can calm you physically and mentally?
 - a. lavender
 - b. cinnamon
 - c. jasmine
7. What does Rick say about using essential oils?
 - a. You should inhale a large amount to get an effect.
 - b. Using them the wrong way can cause bad side effects.
 - c. You can only use them with water.

VOCABULARY

1. PHRASAL VERBS (BRING)

A. Read the following extract from the interview that you heard in the listening section. What does the phrasal verb in bold mean? *lead to*

...if you suffer from asthma, it could **bring on** an attack.

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

- I was **brought up** in a very strict household. d
- With that attitude, he will **bring about** his own downfall. e
- He doesn't want to go to the market, but I'll **bring him round**. b
- Seeing that old swing **brought back** many fond memories of childhood. a
- Even though we both have two jobs each, neither of us **brings in** enough money to survive. c

- a. to cause to remember
- b. to convince someone to change their mind
- c. to earn
- d. to raise a child
- e. to cause something to happen

2. EXPRESSIONS WITH 'PUT'

A. Read the following extract from the interview that you heard in the listening section. Can you think of any other expressions with the verb put?

The peppermint **put** the athletes **in a good mood**...

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

blame effort stop
money pressure

- My father is putting pressure on me to go to night school.
- Someone has to put a(n) stop to all this needless waste!
- I hate it when people put the blame on others and don't take responsibility for their mistakes.
- You can really tell that he put a lot of effort into building that tree house.
- They've put so much money into their house that now it's worth twice as much as when they bought it.

GRAMMAR

INVERSION

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

- Never have I seen such a great variety of essential oils.*
 - Not only did the ancient Greeks know about aromatic oils but they also used them in medical treatment.*
- Are the examples statements or questions? *statements*
 - Are the verbs in the affirmative or in question form? *question form*
 - What is the purpose of this grammatical structure?
 - to place emphasis
 - to express criticism

When the following words and expressions are at the beginning of a sentence, the verb in the main clause is in question form. This is called **inversion** and is used for emphasis.

| | | |
|-------------------|----------------------|------------------------|
| Never (before) | Only | In no way |
| Rarely | Not only... but also | By no means |
| Seldom | Not until | On no account |
| Hardly... when | Not even | Nowhere |
| No sooner... than | Little | Under no circumstances |

Grammar Reference p. 109.

B. Rewrite the sentences using inversion and the words given.

- You should not use a mobile phone in the library. **account**
On no account should you use a mobile phone in the library.
- We can't leave the hall before the speaker has finished his lecture. **circumstances**
Under no circumstances can we leave the hall before the speaker has finished his lecture.
- You will understand the tragedy when you see the pain on the children's faces. **only**
Only when you see the pain on the children's faces, will you understand the tragedy.
- We had just started our picnic when it started raining heavily. **hardly**
Hardly had we started our picnic when it started raining heavily.
- I seldom write letters nowadays. **rarely**
Rarely do I write letters nowadays.
- It is not at all certain that we will win tomorrow's game. **means**
By no means is it certain that we will win tomorrow's game.
- Claire had just switched on her computer when there was a power cut. **sooner**
No sooner had Claire switched on her computer than there was a power cut.
- She didn't answer a single question in class during the whole term. **even**
Not even a single question did she answer in class during the whole term.

Unit 4 speaking

1. WARM-UP

- What do you do to relax when you've had a hard day?
- Have you ever been to a spa or a health resort? If not, would you like to go? Why / Why not?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Imagine that you and a friend are going to a health spa or resort. Below are some services that the place offers. First, talk to each other about how beneficial the different options would be. Then decide which two activities you would like to do.

- How beneficial would the different options be?
- Which two would you like to do?



mud mask (face/body/foot) massage
spa stones pilates exercising relaxing unwind
tension treadmill anxiety health drinks

I believe that... would be better/more beneficial because...
In my opinion, I think that we should/shouldn't...
We should definitely consider... because it would help/be better for...

3. FURTHER DISCUSSION

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

- What kinds of activities can people do to promote their health and well-being?
- Why is it important to exercise regularly?
- How important is a healthy diet in order to have good mental and physical health?
- Is the health of the mind as important as the health and well-being of the body?

exercise play sports reduce stress
keep in shape balanced diet vitamins
increase concentration/memory control weight
anxiety related illnesses mental/physical ability
well-balanced personality

examination practice

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

- Can't you be more responsible? If only you _____ a bit harder!
a. study b. were studying c. have studied **d. would study**
- I'd rather Daniel _____ to George like that the other day.
a. didn't speak b. doesn't speak c. wouldn't speak **d. hadn't spoken**
- I'd rather we _____ the boys to join us.
a. ask b. would ask **c. hadn't asked** d. will ask
- If only Brandon _____ me, I would have finished on time.
a. has helped b. helped c. hadn't helped **d. had helped**
- No sooner _____ him the news than everybody in the office knew it.
a. I had told b. have I told c. I have told **d. had I told**
- Under no circumstances _____ my proposal.
a. would he accept b. won't he accept c. he had accepted d. he will have accepted
- I wish Stan _____ in the office. It's unhealthy for all of us.
a. won't smoke b. hadn't smoked c. doesn't smoke **d. wouldn't smoke**
- After our argument, he acted as if nothing _____.
a. had happened b. happens c. didn't happen d. would happen
- I wish I _____ their address; I would have visited them.
a. will know b. would know c. have known **d. had known**
- Not only _____ the door but I secured the windows, too.
a. I locked b. I have locked c. was I locked **d. did I lock**

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

How **athletes** cope with **HOT climates**

In order to succeed as an Olympic athlete, you need discipline, strength and (1) _____. However, extreme weather conditions in countries where the games are held can negatively (2) _____ performance. For example, in the 2008 Beijing Olympics, extreme heat and humidity were extra (3) _____ that athletes from temperate climates such as Great Britain had to face. In order to help athletes (4) _____ with these conditions, British sports scientists put a lot of (5) _____ into developing innovative solutions. To begin with, (6) _____ humidity doesn't allow sweat to evaporate; therefore, athletes become (7) _____ but their bodies don't cool down. In order to help athletes keep physically fit in those conditions, scientists designed a special heat chamber. The chamber is a room filled with various exercise machines, and it is able to (8) _____ various weather conditions. In addition, electronic pills measured the athletes' body temperature while they were exercising in order to protect them from heat exhaustion, which is a serious (9) _____. Advanced isotonic drinks which contained (10) _____ that prevent dehydration were also provided. In addition, sprinters, throwers, cyclists and swimmers wore special clothes that supported their (11) _____ as they contracted and expanded during exercise. (12) _____, these incredible advances in the area of sports science ensure that athletes are well prepared for important sporting events which take place in extreme weather conditions.

- a. endurance** b. consideration c. tension d. anxiety
- a. ensure **b. influence** c. inspire d. bring in
- a. chores **b. obstacles** c. consequences d. side effects
- a. cope** b. combine c. fight d. survive
- a. pressure **b. effort** c. trouble d. pain
- a. intense** b. great c. powerful d. deep
- a. wet b. damp **c. sweaty** d. sticky
- a. simulate** b. pretend c. repeat d. imagine
- a. situation b. factor **c. condition** d. circumstance
- a. substances** b. materials c. features d. objects
- a. muscles** b. elbows c. kidneys d. intestines
- a. Overall** b. Nevertheless c. Therefore d. Meanwhile

Unit 4 writing

WRITING A REPORT

1. DISCUSS

- Would you enjoy spending a holiday at a summer camp? Why / Why not?
- If you were considering going to a summer camp, what kind of information would you like to have about it?

2. FOCUS ON STYLE, CONTENT AND ORGANISATION

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

Michael's school organises holidays for students at a summer camp every year. The head teacher of his school has asked him to write a report on the suitability of a summer camp he has visited for his school's next summer camp holiday.

B. Circle the correct answer.

1. He is writing the report in order to
 - a. make suggestions about what can be done to improve the camp facilities.
 - b. discuss whether the camp would be a good choice for his school's summer camp.
2. He is writing the report for
 - a. a peer.
 - b. a superior.
3. The style of the report should be
 - a. formal.
 - b. informal.



C. Now read the report and choose the appropriate heading for each paragraph.

Organised activities

Conclusion

Staff

Introduction

Location

To: John Marshal, Head Teacher of Conrad High School
From: Michael Shaw
Subject: The New Frontiers Adventure Camp

Introduction

This report focuses on the main features of The New Frontiers Adventure Camp and the possibility of using it for our next summer camp.

Location

To begin with, the camp is based in the British Virgin Islands, an ideal spot for a marine summer camp, with its beautiful scenery and crystal clear waters. There are coral reefs, sea life and numerous exotic islands to explore. The fine weather and calm sea both offer a perfect setting for diving and sailing.

Staff

The instructors and camp supervisors are all qualified and experienced. Overall, I found everyone to be both friendly and helpful. Moreover, they ensured that high standards of safety were maintained at all times.

Organised activities

The camp offers a variety of daily programmes for campers. One programme that is particularly interesting is a two-week diving course which includes night diving, visiting shipwrecks, and underwater photography. This course offers the opportunity to explore coral reefs and see amazing sea life; this is an experience which is both enjoyable and educational. It is recommended, however, that daily activities should be carefully planned, as a very busy schedule can be exhausting.

Conclusion

Taking everything into consideration, I believe that the camp is an ideal choice for next year's summer camp. Through a well-planned daily programme, the students of our school will not only be able to have fun and relax, but also benefit from exciting new experiences.

D. Read the following statements and decide which of them are included in the report.

- The writer
- | | | | |
|---|-------------------------------------|---|-------------------------------------|
| a. mentions where the camp is | <input checked="" type="checkbox"/> | e. refers to activities available | <input checked="" type="checkbox"/> |
| b. refers to means of transport to the camp | <input type="checkbox"/> | f. mentions the cost of a two-week stay | <input type="checkbox"/> |
| c. refers to the people working at the camp | <input checked="" type="checkbox"/> | g. gives some advice | <input type="checkbox"/> |
| d. refers to safety standards | <input checked="" type="checkbox"/> | h. refers to comments made by campers | <input type="checkbox"/> |
| | | i. makes a recommendation | <input checked="" type="checkbox"/> |

E. Read the report again and identify the features that are characteristic of a formal style of writing.

- the use of formal language and Passive Voice
- contractions, direct speech, first person singular not used
- information presented in an impersonal way

3. PRACTICE

A. Read the rubric and the report that follows. The paragraphs in the report have been jumbled up. Number the paragraphs correctly and think of an appropriate heading for each one.

An international magazine is doing a feature on your region and wants to include information about popular beaches. You have been asked to write a report about one of the beaches in the region. Include the following information:

- where the beach is
- a description of the beach
- the facilities provided

To: World Magazine
From: Andrew Shields
Subject: Golden Beach

3 Detailed description - Features

The beach itself consists of two continuous kilometres of white sand. It is situated in a natural bay and is shaded by palm trees. It is not affected by windy weather and the water is always calm and turquoise blue in colour.

5 Conclusion

To sum up, its convenient location, its natural beauty and the existing facilities make Golden Beach one of the most popular beaches for both Blue Bay residents and tourists.

1 Introduction

I'm writing this report to tell you about Golden Beach. It's a really great beach near the town where I live and I think that it's fantastic that you've decided to include a feature about our area in your magazine. I'll do my best to make it sound as attractive as possible. I hope my report will make lots of people want to visit Golden Beach!

4 Facilities

The facilities are excellent. Changing rooms and showers as well as lockers for personal possessions are provided free of charge. For relaxing in the sun, there are umbrellas and sunloungers, and of course a kiosk selling refreshments. Lifeguards are on active duty from 8am to 8pm. A variety of water sports are also available.

2 Location

Golden Beach is only twelve kilometres east of the town of Blue Bay. It can be accessed easily by car, and there is a bus service running from the town centre to the beach and back every hour from 8am to 8pm.

B. One of the paragraphs has been written in an inappropriate style. Find it and rewrite it more suitably.

Paragraph 1: The purpose of this report is to give information about Golden Beach in order for it to be included in the magazine's feature on the Blue Bay region.

4. OUTLINE

When writing a report, follow the outline below.

INTRODUCTION

- State what the report is about.

MAIN PART (2-3 PARAGRAPHS)

- Give information and expand on the points you want to make.
- Make recommendations/suggestions.

CONCLUSION

- State your overall impression/opinion.

5. WRITING TASK

Read the rubric below and write your report (120-180 words).

An international magazine is doing a feature on your town and wants to include information about healthy places to eat. You have been asked to write a report about one of the restaurants in your town. Include the following information:

- where the restaurant is / the décor and atmosphere of the restaurant
- the variety and quality of the food
- the staff and the service in general



When writing a report:

- keep in mind who you are writing the report for and why so that you write in an appropriate style; formal if you are writing it for a superior or semi-formal if you are writing for peers.
- give your report a title or use the following layout:
To:
From:
Subject:
- select three or four of your ideas and organise them into separate paragraphs for every major point.
- use headings to indicate what topic each paragraph focuses on.

For set phrases you can use, see Appendix I.

EXAMINATION PRACTICE

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

Feeding the brain

It's no secret that a balanced diet can help us keep in shape, as well as feel better; but the relationship between nutrition and thinking has only recently (1) _____ to light. As it turns out, there really is such a thing as '(2) _____ for thought.'



Elliot is nine years old. A year ago, he didn't (3) _____ any effort into doing his schoolwork. His grades were poor, and he would (4) _____ watch TV than open any book when he got home from school. But the past year has (5) _____ a dramatic change in Elliot's life. His school performance has greatly improved and he has (6) _____ an enthusiastic reader.

Elliot (7) _____ in a scientific study which required 100 children to take nutritional (8) _____ of oils high in omega-3 fatty acids for six months. Omega-3 fatty acids are found naturally in oily fish (9) _____ as salmon and sardines. They are known to (10) _____ prevent heart disease and they can improve the condition of some patients with depression. Scientists are now saying that omega-3 fatty acids can also (11) _____ to improved brain function and enhance mental (12) _____ such as concentration and memory.

So if you want to become brainier, it might be a good idea to head to the fishmonger's more often!

- a. put
 b. come
 c. got
 d. appeared
- a. eating
 b. food
 c. meal
 d. snack
- a. bring
 b. take
 c. put
 d. set
- a. better
 b. rather
 c. want
 d. prefer
- a. got over
 b. come into
 c. brought about
 d. taken up
- a. developed
 b. become
 c. turned
 d. grown
- a. showed up
 b. took part
 c. hung out
 d. stuck with
- a. supplements
 b. vitamins
 c. refreshments
 d. extras
- a. such
 b. like
 c. alike
 d. so
- a. assist
 b. aid
 c. help
 d. cause
- a. create
 b. lead
 c. cause
 d. result
- a. facilities
 b. services
 c. abilities
 d. specialities

B. Choose the word or phrase that most appropriately completes the sentence.

- Pilates is good exercise if you want to _____ your body and improve your coordination.
 a. tone
 b. fix
 c. harmonise
 d. blend
- It is sometimes difficult for parents to _____ with the fact that their children don't want to follow in their footsteps.
 a. come into effect
 b. come to light
 c. come into power
 d. come to terms
- Many teenagers are victims of _____ pressure because they want to fit in and be popular.
 a. peer
 b. friend
 c. family
 d. classmate
- Mark feels very _____ about the scar on his arm so he always wears long-sleeved shirts to hide it.
 a. unconvinced
 b. disturbed
 c. self-conscious
 d. aware
- This painting was _____ by a trip I made to Italy earlier this year.
 a. inspired
 b. encouraged
 c. embarked on
 d. associated

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

- The nurse _____ me that I had to go for an X-ray.
 a. said
 b. agreed
 c. asked
 d. informed
- My brother told me that we _____ to get together to talk soon.
 a. would have
 b. were having
 c. are having
 d. must have
- I wish I _____ up watching TV until 2am last night.
 a. didn't stay
 b. haven't stayed
 c. hadn't stayed
 d. would have stayed
- If only Jack _____ a bit more interested in his studies!
 a. is
 b. were
 c. would have been
 d. could have been
- If I had seen my cousin, I _____ over to talk to him.
 a. would have gone
 b. went
 c. would go
 d. would have been going

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

Dr Kyle Forrester on... **JET LAG**

Seldom do patients of mine (1) who/that travel frequently by plane avoid getting jet lag. When you travel across a number of time zones, your body clock becomes out of sync. This can (2) bring about a wide range of symptoms (3) such as fatigue, insomnia, headaches and nausea, more commonly known as jet lag. It occurs more often after flights of four hours (4) or more and, surprisingly, it is more common (5) if/when travelling eastwards. One patient of mine complained to me (6) that his colleagues didn't experience jet lag as much as him. This is because the speed at which the body readjusts itself to new daylight hours (7) is individually determined. He also revealed to me that he doesn't drink a lot of fluids on planes and he can never sleep. I explained to him that if he slept on the plane, he (8) would be able to cope with jet lag (9) more easily. It also helps to get lots of sleep prior to your flight. As for dehydration, (10) this is very common while flying and can increase chances of jet lag so it's common sense that you (11) should drink water. Lastly, exercising by walking around the plane and stretching also reduce the symptoms of jet lag. Jet lag can ruin a trip, but (12) if/when you take a few precautions, you can stop it getting the better of you.

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

sound mind and body

Research has shown that exercise can increase one's sense of well-being. It builds up (1) endurance, **ENDURE** causes weight loss and is good for the heart and the circulatory system in general. It also (2) strengthens **STRENGTH** muscles and bones and increases (3) flexibility. **FLEXIBLE**

Today, there is a lot of emphasis on diet and exercise as well as looking good. Consequently, there is a wide (4) selection of classes one can choose from **SELECT** in order to keep fit, such as pilates. Many programmes also stress the (5) importance of not only **IMPORTANT** nurturing and restoring the body but soothing the mind as well.

This, however, is not a new philosophy at all; it is an ancient Greek one. In ancient Greece, it was believed that the human body was a temple (6) housing **HOUSE** the mind. Both physical and mental well-being were equally important. (7) Philosophers like Aristotle **PHILOSOPHY** and Socrates would go to the gymnasium to exercise and engage in debates.

The ancient Greeks built elaborate buildings for their physical (8) education, where students would **EDUCATE** take part in a (9) variety of activities. They **VARY** have been recorded in (10) illustrations that can be **ILLUSTRATE** seen on ancient clay pots.

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

- 'Will the interview take place tomorrow?' he asked. **would**
He wanted to know if/whether the interview would take place the following day.
- 'How far is it to the train station?' asked Martin. **was**
Martin asked how far it was to the train station.
- I didn't go to Jamaica and now I regret it. **had**
If only I had gone to Jamaica!
- 'I am on the way to the library,' Jack said. **was**
Jack said he was on the way to the library.
- 'It's great that you have been awarded a scholarship to Oxford,' my parents said. **congratulated**
My parents congratulated me on being awarded a scholarship to Oxford.
- We wanted to walk around the rose garden but we didn't have enough time. **had**
If only we had had enough time to walk around the rose garden.
- Ian can't afford that sports car, and he's sad about it. **wishes**
Ian wishes he could afford that sports car.
- 'I tried pilates last weekend,' said Kevin. **previous**
Kevin said that he had tried pilates the previous weekend.
- 'Will I ever lose weight?' Serena asked herself. **wondered**
Serena wondered if/whether she would ever lose weight.

Module 2 round-up

Units (3-4)

LISTENING

You will hear five different people talking about diets they or people they know have tried. Choose from the list A-F the statement that best describes each diet. Use the letters only once. There is one extra letter which you do not need to use.

- A. This diet could result in serious health problems.
- B. This diet consists of mostly liquid consumption.
- C. This is the only diet that was recommended by a doctor.
- D. This diet offers a 100% guarantee that you will lose 10 kilos.
- E. This diet has to do with how you eat your food.
- F. This diet suggests that you consume a product in various forms.

- Speaker 1 B
- Speaker 2 F
- Speaker 3 C
- Speaker 4 A
- Speaker 5 E



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 expressions with <i>come</i> , <i>get</i> and <i>put</i> <input type="checkbox"/> |
| | > use idioms with <i>thought</i> and <i>believe</i> <input type="checkbox"/> |
| | > use collocations (adjectives + nouns) <input type="checkbox"/> |
| | > use words related to the body <input type="checkbox"/> |
| | > use phrasal verbs with <i>take</i> and <i>bring</i> <input type="checkbox"/> |
| GRAMMAR | > report statements, questions, commands and requests <input type="checkbox"/> |
| | > use Conditional Sentences Type 3 <input type="checkbox"/> |
| | > use the Unreal Past to refer to the present and the past <input type="checkbox"/> |
| | > use inversion for emphasis <input type="checkbox"/> |
| READING | > skim a text to understand the gist <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 in an interview and complete gapped sentences or answer multiple choice questions <input type="checkbox"/> |
| | > understand the necessary information in a short spoken text <input type="checkbox"/> |
| SPEAKING | > talk about fitness, health and well-being <input type="checkbox"/> |
| | > help solve a problem and make a decision <input type="checkbox"/> |
| | > speculate on a topic and make a decision <input type="checkbox"/> |
| WRITING | > write a letter of application <input type="checkbox"/> |
| | > write a report <input type="checkbox"/> |

Discuss:

- ▶ Are you optimistic about your future?
Why / Why not?
- ▶ Do you think that financial success can lead to happiness?

Flick through the module and find...

- ▶ a quotation from a successful entrepreneur *p.74*
- ▶ a text about young people and their hopes *p.56*
- ▶ a letter written to a friend *p.64*
- ▶ a text with advice on how to deal with money *p.67*
- ▶ an essay on the topic of young people and unemployment *p.74*
- ▶ a newspaper extract about forensic scientists *p.70*

In this module you will...

- ▶ talk about issues relating to success, work and finances
- ▶ learn how to use appropriate tenses to talk about present time and link past time to present
- ▶ learn how to express ability and inability
- ▶ learn how to make different forms of comparison
- ▶ learn how to refer to possibilities and imaginary or unreal situations and their results
- ▶ expand your vocabulary by learning words/phrases relating to money, compound words starting with *back*, distinguishing among words with multiple meanings, distinguishing words easily confused, etc.
- ▶ learn how to write an informal letter and an expository essay
- ▶ acquire skills and strategies that will help you in exams

Unit 5 reading

1. PRE-READING

Discuss.

- Which of the following does success depend on and to what degree?

luck a good education timing financial support
character creativity foresight prudence

2. READING FOR GIST

Read the texts A and B quickly. Both of them are related to achieving goals. What is the main theme in each text?

See Teacher's Notes

3. READING FOR DETAILS

Read the texts A and B again and answer the questions 1-4. Choose a, b, c or d.



When you are presented with several short texts followed by multiple choice questions:

- read the rubric carefully in order to identify the theme of the texts.
- before reading the questions, read each text carefully and try to understand its general meaning and purpose.
- read the questions focusing on the stem (not the options); this will help you to identify the answers in the text.
- read the options carefully and check each one against the evidence in the text.
- don't choose an option just because it contains a word that is also in the text.
- Make sure that the option reflects the meaning of the text.

HOPE A

FOR THE FUTURE



Against the backdrop of this increasingly uncertain world, the hopes, dreams and ambitions of today's teens seem particularly fragile. What with financial crises and looming environmental catastrophes, young people could be forgiven for taking a rather **dim** view of the future. Thankfully, this isn't the case. Despite their differences and the unique challenges they may be facing, young people across the globe have one thing in common: hope. They are optimistic that the future holds great possibility, and it is this optimism that will help bring their dreams to **fruition** and ultimately make our world a better place. ¹

Most youngsters dream of success; whether it is on the sports field, in the business world or in the **realm** of science, young people are eager to make their mark. In fact, young people have made great strides in numerous fields: Blaise Pascal invented the first calculator at the age of sixteen; Igor Sikorsky designed the first working helicopter at nineteen, and, more recently, Bill Gates founded Microsoft at just twenty years of age. Whatever their goals, young people must be supported and encouraged. By providing young people with all the tools they require for success, we are not only securing their future ² but the future of generations to come.

B

The Cyberspace Learning Initiative

Technological advances have a way of dispelling previously held misconceptions. One such misconception about education is rooted in time-honoured conventions. For instance, acquiring an education has always involved us physically attending a particular educational institution, for a specific period of time, at a specific age. Advances ³ in technology, however, have generated revolutionary applications that could change the face of education as we know it today. Online learning, otherwise known as electronic learning, may not be new, but our perception of it is. Initially, overenthusiastic entrepreneurs rushed into a number of e-learning ventures, which failed to live up to their and our expectations. However, in view of recent developments in Internet and multimedia technologies, we have been reassessing the potential of online learning.

There is presently much talk about cyberspace institutions or online universities that may, in time, replace traditional educational establishments. Virtual classrooms will be multi-functional, acting **simultaneously** as learning platforms, forums and social networks. They will be geared towards promoting the acquisition of knowledge as a life-long **endeavour**, occurring through global collaboration. Cyberspace institutions will go a long way towards achieving this as they will liberate us from the limitations of time and space. **Flexibility** ⁴ of time and location makes e-learning a highly accessible, international resource. Prospective students will thus, regardless of age, background or origin, have unlimited access to both formal and informal learning opportunities. The pursuit of knowledge will consequently become an end in itself and not a means to an end.



- What is the writer's opinion of young people?
 - They shouldn't be pessimistic about the future.
 - They are lucky to have many things in common.
 - They have a positive attitude and are capable of achieving their goals.
 - They have few hopes of bringing about changes.
- Why does the writer feel that the dreams of young people should be encouraged?
 - Because they are capable of making important breakthroughs which could benefit them financially.
 - Because their ideas and innovations will greatly benefit future generations.
 - Because they are eager to succeed.
 - Because they are capable of uplifting us all with their positive attitude.

- Which misconception about education have technological advances put an end to?
 - Technological innovations can affect time-honoured conventions.
 - Education is rooted in practices that have been around for a long time.
 - The nature of the learning process will change as a result of new applications.
 - Education is limited by restraints related to time and place.
- What will the ultimate purpose of cyberspace institutions be?
 - the promotion of life-long learning and the acquisition of knowledge
 - the unlimited provision of learning opportunities for people of a particular age
 - the promotion of formal learning initiatives exclusively
 - the pursuit of knowledge as a means of achieving other more desirable goals



4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the highlighted words in the texts with their meanings.

- | | | |
|-------------------|-------------------------|-----------------------------------|
| 1. dim | <input type="radio"/> c | a. at the same time |
| 2. fruition | <input type="radio"/> f | b. the quality of adapting easily |
| 3. realm | <input type="radio"/> e | c. pessimistic |
| 4. simultaneously | <input type="radio"/> a | d. effort |
| 5. endeavour | <input type="radio"/> d | e. field |
| 6. flexibility | <input type="radio"/> b | f. fulfilment |

5. POST-READING

Discuss.

- How far do you agree with text A that young people today are hopeful and optimistic?
- Do you think that the pursuit of knowledge contributes more to personal fulfilment or to achieving success?

Unit 5 vocabulary & grammar

VOCABULARY

1. COMPOUND WORDS STARTING WITH BACK

A. Look at the extract from Text A on page 56. What does the word in bold mean?

Against the **backdrop** of this increasingly uncertain world,...
the **background** or situation in which something happens

B. Read the sentences below and match the words in bold with their definitions.

- Small enterprises are considered to be the **backbone** of commerce in my country. c
- Everything will work out, as long as our plan doesn't **backfire**. e
- We will need a **backup** plan in case something goes wrong. b
- Gardening can be **backbreaking** work. g
- The increase in salary we got in June was **backdated** to the beginning of the year. h
- The businessman had to **backtrack** on his decision after he realised what a big investment the project required. f
- The little town is so **backward**, they don't even have indoor plumbing! d
- After the mall opened, many small shops closed in the **backwash**. a

- a. an unpleasant situation coming as a result of something
b. a second set of something in case the first one doesn't work
c. what gives strength to something
d. not developed
e. to have an undesired result
f. to change an earlier opinion, statement or decision
g. requiring physical effort and tiring
h. to make effective from an earlier time

2. NEGATIVE PREFIXES AND SUFFIXES

A. Look at the extract from Text A on page 56. What does the word in bold mean?

Against the backdrop of this increasingly **uncertain** world,...
not known or definite / not predictable

NOTE

- The prefixes un- and in- are used before adjectives and adverbs to give them the opposite meaning (usual – unusual, correct – incorrect).
- Instead of in- we use the prefixes im- when the word starts with *m* or *p* (moral – immoral, perfect – imperfect) il- when the word starts with *l* (legal – illegal) and ir- when the word starts with *r* (regular – irregular).
- The suffix -less is used after a noun to form an adjective which means not having (end – endless).

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

For many years Brazilian football legend Pelé and his number one rival, Argentine Diego Maradona, were

(1) incapable of being in the same room together. Yet in 2010, at the opening of a newly built sports academy in Qatar, the seemingly **CAPABLE**

(2) impossible became possible and the two sworn enemies shook hands and embraced. How did organisers make this

(3) unlikely reunion a reality? It was the belief that anything is possible **POSSIBLE**

as long as you have the will and the money. It was no doubt this same belief that led Qatar to the even greater and

(4) unexpected achievement of winning the bid to host the 2022 World Cup Finals. Many had believed that

Qatar's bid was like a **EXPECT**

(5) hopeless dream. World Cup finals taking place in the

(6) unbearable summer heat and hosted by such a new and small **HOPE**

country, seemed (7) inconceivable. **BEAR**

However, Qatar proved its determination and persuaded FIFA that any doubts **CONCEIVE**

were (8) unjustified. Revolutionary cooling systems are being developed that use solar power, which will eventually

benefit the lives of people beyond the borders of Qatar and well after the World Cup Finals. This, along with **JUSTIFY**

(9) countless other innovations and proposals that Qatar is developing in preparation for the World Cup, ensure that 2022 will be an

(10) unforgettable year for football, throughout the Middle East and beyond. **COUNT**

FORGET

GRAMMAR

1. PRESENT SIMPLE - PRESENT PROGRESSIVE - PRESENT PERFECT SIMPLE - PRESENT PERFECT PROGRESSIVE

Look at the extracts from the texts on pages 56-57 and answer the questions that follow.

- Most youngsters **dream** of success; (Text A, line 17)
- ...**we are not only securing** their future but the future of generations to come. (Text A, lines 21-22)
- Advances in technology, however, **have generated** revolutionary applications that could change the face of education as we know it today. (Text B, lines 5-7)
- However, in view of recent developments in Internet and multimedia technologies, **we have been reassessing** the potential of online learning. (Text B, lines 11-13)

Which of the extracts above refers to:

- an activity that started some time ago and still continues **4**
- an activity going on now or nowadays **2**
- an action happening generally or repeatedly **1**
- an action which happened in the past and its results are obvious in the present **3**

Grammar Reference p. 110.

2. PRACTICE

A. Read the sentences below and correct the mistakes in them.

- I am learning English for six years now.
I have been learning English for six years now.
- My brother gets married next Saturday.
My brother is getting married next Saturday.
- The boys aren't in their room. Do they play in the garden?
Are they playing in the garden?
- Sue has gone to the USA several times.
Sue has been to the USA several times.
- I haven't seen my sister since three weeks.
I haven't seen my sister for three weeks.
- Emily has been reading three novels this month.
Emily has read three novels this month.

B. Complete the blanks with the Present Simple, Present Progressive, Present Perfect Simple or Present Perfect Progressive of the verbs in brackets.

Alice: Oxford is such an amazing place!

Debbie: I can't believe you (1) haven't been (not be) here before! You live so close!

Alice: I know. I (2) have been planning (plan) to come down to Oxford for weeks. I have a friend who (3) lives (live) here but I have just not had / just have not had (4) just / not have the time. She (5) is coming (come) to pick us up later. She (6) wants (want) to take us round the town. You see, coming to this University Open Day (7) has given (give) me the perfect opportunity to see Oxford.

Debbie: So what (8) do you think (you / think) of the university?

Alice: It's very impressive. In fact, after what I (9) have seen (see) today, I (10) am thinking (think) of applying.

Debbie: Me too. (11) Are you applying (you / apply) to any other universities?

Alice: Yes, two others, Manchester and Bristol. I (12) have been looking (look) since September for another university that does my course but I (13) haven't found (not / find) one that I (14) like (like) as much as Oxford. I (15) just hope (just / hope) I get the grades.

Debbie: Well, you got all A's in the mock exams, so that (16) means (mean) you have got a good chance.



Unit 5 listening

You will hear two different extracts. For questions 1-4, choose the answer (a, b or c) which fits best according to what you hear.



- Read through the questions before listening to the recording so you know what information to listen for.
- Listen to the whole extract carefully before choosing your answer.
- Do not assume an answer choice is correct simply because it contains a word or a phrase heard on the recording.
- You should think about what you hear on the recording and then select the option that best answers the question.
- Listen to the recording a second time to confirm your answer.

A

1. PRE-LISTENING

Discuss.

- How difficult do you think it is to work and study at the same time?

2. LISTENING FOR SPECIFIC INFORMATION

You hear part of an interview with a young website designer who is studying full-time at university while running his own business.

1. How did Steve feel about helping to support his family?
 - a. It gave him a sense of satisfaction to be a productive member of the family.
 - b. He felt sorry for himself for missing out on a lot of the things kids his age did.
 - c. He found working and studying very stressful.
2. What does Steve think about going to university?
 - a. It's tested him and helped him to expand his horizons.
 - b. It's given him the chance to broaden his social circle.
 - c. The Business and Management courses proved to be the most useful ones.

B

1. PRE-LISTENING

Discuss.

- If you had to choose between attending a course at a university and doing a course online, which would you prefer and why?
- What are the advantages of taking an online course?

2. LISTENING FOR SPECIFIC INFORMATION

You hear part of a radio interview with a university professor discussing the topic of online learning.

3. How does the man try to convince listeners of the benefits of e-learning?
 - a. by comparing e-learning to traditional learning
 - b. by listing the advantages of e-learning
 - c. by mentioning how few and insignificant the disadvantages are
4. What is one conclusion the man reaches about e-learning?
 - a. E-learning may not be for everyone and for all situations.
 - b. Some of the drawbacks are so serious they may overshadow all the advantages.
 - c. The low cost of e-learning is what attracts most people to it.



vocabulary & grammar

WORDS WITH MULTIPLE MEANINGS

A. Think of one word only that can be used appropriately in all three sentences. One of the three sentences in each group has been taken from the listening activity.

1 After being vaccinated, you might run - b a slight fever.

I should be back in an hour or so; I just have a few errands to run - c.

How do you manage to study for a degree and run - a your own business?

2 I think at the end - c of the day it was worth going to university.

Don't be so upset; it's not the end - b of the world. You can always buy a new camera.

Dan would sit in his room playing computer games for hours on end - a.

3 I really don't mind - b where we go for lunch just as long as it's not too far.

The experience served to broaden my mind - a and challenge me.

Mind - c your tongue, young man and don't let me hear you saying things like that about your brother again!

B. Now match the words/phrases with the meanings below.

For Key see above

- 1** a. manage
b. have higher body temperature than normal
c. go out and do or buy

- 2** a. without stopping
b. it's not a serious problem
c. taking everything important into consideration

- 3** a. awareness of things
b. care
c. watch

C. Complete the sentences with the words used in exercise A and decide which meaning a or b is correct.

1. Does the end justify the means?

- a. purpose
 b. frequency

2. Make up your mind; are you coming or not?

- a. be prepared
 b. decide

3. I'm sure you'll manage to do it if you set your mind to it.

- a. decide to do it and put effort into it
 b. be ready and work carefully

4. He's a liar and a hypocrite, and you should never have trusted him. End of story.

- a. that's how the story ended
 b. those are the undeniable facts

5. Tim is much better at tennis than I am, but I gave him a run for his money.

- a. made him pay for the use of the tennis court
 b. didn't let him win easily

GRAMMAR

1. CAN / COULD / BE ABLE TO

Read the following examples and complete the tables below with the missing words/phrases.

At the time **I was able** to make some extra money on the side.

Paul **could** swim at the age of three.

Distance learners with busy lifestyles **are able to** study at any time.

ABILITY IN THE PRESENT

can am/is/are able to

INABILITY IN THE PRESENT

can't am/is/are not able/unable to

GENERAL ABILITY IN THE PAST

could

SPECIFIC ABILITY IN THE PAST

was/were able to managed to

INABILITY IN THE PAST

couldn't was/were not able/unable to

ABILITY IN THE FUTURE

will be able to

Grammar Reference p. 111.

2. PRACTICE

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

- Majed speaks both Arabic and German fluently. **can**
Majed can speak both Arabic and German fluently.
- Tom told Felix that he could come to football practice on the weekend. **was**
Tom told Felix that he was able to come to football practice on the weekend.
- Nujood was unable to go to the wedding because she was ill. **could**
Nujood could not go to the wedding because she was ill.
- Even after hours of searching for the right path, the Burden family still could not find their way home. **manage**
The Burden family did not manage to find their way home even after hours of searching for the right path.
- I can't remember the name of my first teacher, but I will always remember his face. **able**
I am not able to remember the name of my first teacher but I will always remember his face.

Unit 5 speaking

1. WARM-UP

- What kind of leisure activities are popular with young people in your country?
- Do you do any leisure activities? Why/Why not?

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Here are some pictures showing different types of leisure activities. First talk to each other about how important you think these activities are. Then decide which picture best reflects the benefits of doing leisure activities. You can use some of the words/phrases in the box.

I think that... because... In this picture...
 The activity in this/those picture...
 This picture best reflects... because

creative arts improved health release tension
 reading for pleasure soothing team sports relaxing



3. FURTHER DISCUSSION

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

- What do you think people can gain from taking part in such activities?
- Do you think young people should be encouraged to take up leisure activities?
- Do you think a person can learn everything there is to know simply by attending school? What are some lessons that people learn from life?
- Is getting a good education/job the only way to be successful in life?

The way I see it...
 From my point of view...
 I definitely agree...
 I can't say that I agree...

outlet teamwork cooperation
 mother nature improved health
 good stamina broaden one's horizons
 determination experience
 self-discipline better coordination

examination practice

Choose the correct answer *a, b, c* or *d*.

1. 'Are you still working on that biology project?'
'Yeah, _____ longer than I expected.'
a. it takes
b. it took
c. it's taking
d. it hasn't taken
2. 'Are you sure our Spanish friends _____ this Thursday?'
'I'm positive so you'd better change your plans for the weekend.'
a. come
b. are coming
c. coming
d. have come
3. 'Where's Bill? I haven't seen him for some time.'
'I think _____ to his hometown to see his parents.'
a. he's going
b. he's been
c. he's gone
d. he's being
4. In the story I'm writing, two friends unexpectedly _____ their favourite football player at the supermarket!
a. meet
b. met
c. have met
d. are meeting
5. Thanks to the hard work of our staff, we _____ more than 5,000 units this month alone.
a. sell
b. are selling
c. have sold
d. have been selling
6. I was afraid I wouldn't be able to write an essay in only half an hour, but in the end, I _____ to finish on time.
a. could
b. managed
c. can
d. couldn't
7. Due to the rapid development of the tourist industry in our country, more and more people _____ foreign languages.
a. learn
b. are learning
c. have learnt
d. learning
8. 'Hey, Rose! Your garden looks really nice!'
'I know, _____ there all morning.'
a. I work
b. I'm working
c. I've worked
d. I've been working
9. I am sorry to say that I _____ to fix your computer; you will need to buy a new one.
a. was able
b. couldn't
c. was unable
d. cannot
10. Did you hear that the regulations _____? From now on we have to enrol on optional courses during the last week of August.
a. change
b. have changed
c. have been changing
d. are changed
11. 'Do you think you can meet the deadline for the sociology assignment?'
'No way! _____ Professor Holden this afternoon to ask for some extra time.'
a. I see
b. I'm seeing
c. I've seen
d. I can see
12. _____ to visit my aunt Clara for ages but I'm always too busy to do it.
a. I mean
b. I'm meaning
c. I meant
d. I've been meaning

Unit 5 writing

WRITING AN INFORMAL LETTER BASED ON PROMPTS

1. DISCUSS

- If you were considering doing a course at a university abroad, what kind of information would you ask somebody who had done the same course?

2. FOCUS ON AUDIENCE AND PURPOSE

Read the rubric below and underline the key words. Then answer the questions that follow.

Carl has been studying architecture at the University of Manchester for a year. His friend Salim has been offered a place to study architecture at the same university but he's not sure whether to accept as he also received an offer from another university. He has written Carl a letter asking about Manchester University and what student life is like there.

Read the extracts from Salim's letter and from Carl's diary. Then using the information appropriately, write Carl's reply to Salim, which should include whether or not the university is recommended and why.

- What does the task require you to write? Who for?
- Should it be written in a formal or informal style? Why?

See Teacher's Notes

3. FOCUS ON CONTENT AND ORGANISATION

A. Read the extracts from Salim's letter and from Carl's diary. Match Salim's questions to the information in Carl's diary that answers them.

B. Now read the letter that Carl wrote to Salim and answer the questions that follow.

Dear Salim,

Thanks for your letter. I'm so happy to hear that you've been accepted at Manchester University. Congratulations! I think you should definitely accept the offer. It's a fantastic university and the city is amazing.

I think Manchester is a great place to be a student. The university has over 30,000 students, so you are bound to make new friends and, of course, you already have one here! When I first arrived, I was worried that I wouldn't make any friends, but I moved into student halls and living here has given me the opportunity to meet lots of people from all around the world. I've also learnt to become more independent.

My course is very challenging and it's been tough adjusting to managing my time. It was especially stressful during the exam period in January, but all the tutors are very approachable and easy to get on with and have been very supportive. Why don't you try to come to an Open Day? That way you'll meet some of the tutors and other students, and you'll also be able to see what Manchester is like as a place.

I hope this has helped you make your decision. I'll be thinking of you and if you want to know anything else, do contact me.

Yours,
Carl

1. In which part of the letter does Carl say whether he recommends Manchester University or not?
2. Which of Salim's questions are answered in the second and third paragraphs?
3. What extra comments or information does Carl include in his letter?
4. In Carl's letter, the wording is not the same as in his notes and the extract of Salim's letter. Find examples of how Carl has rephrased the following points in his letter.
 - a. Manchester a nice city
 - b. Tutors friendly and helpful
 - c. Course difficult
 - d. Hard to manage time
 - e. Have exams. Stressed

See Teacher's Notes

- 1 Do you think I'll like it in Manchester?
- 2 Did you find it easy to make new friends?
- 3 Are the tutors friendly and helpful? I know the university has an excellent academic reputation so I'm certain the standard of education will be very high. Any tips would really help me!

SEPTEMBER 2008

Moved into student accommodation. Made 2 lots of new friends.

OCTOBER 2008

Meeting new people. Manchester a nice city, 1 lots to do and see here.

NOVEMBER 2008

Course difficult. Hard to manage time. Tutors 3 friendly and helpful. Enjoying student life.

JANUARY 2009

Have exams. Stressed. Left studying to last minute.

FEBRUARY 2009

Passed exams. Relieved. Can go back to enjoying student life!

4. FOCUS ON STYLE AND REGISTER

The following features are characteristic of an informal style. Find examples of them in Carl's letter.

- a. exclamations
- b. abbreviations and contractions
- c. expression of personal opinion and feelings
- d. use of first person singular
- e. phrasal verbs

See letter on p.64 and Teacher's Notes

5. WRITING TASK

A. Read the rubric and underline the key words. What are you required to write? To whom? About what?

Last summer, you spent two months at a language school in Torquay in the UK. A friend of yours has written to you asking about it.

Read the extract from your friend's letter and an advertisement for the language school below. Then, using the information appropriately, write a letter to your friend saying whether or not you would recommend the school and give your reasons.

A letter to a friend to give your opinion and some information about a language school.



B. Now read the extract from your friend's letter and the advertisement for the language school, and answer the questions that follow.

1. Do you think the English Language Learning Centre is a school your friend would like? Why? / Why not?
2. What does your friend ask about specifically?

See Teacher's Notes

Do you think I'll like the school? What were the teachers like? Did the school arrange any extracurricular activities or excursions to places of interest? I would like to use the opportunity to see some of England. As you know, I'm keen on watersports so I am hoping to do some sailing while I'm there, too.

English Language Learning Centre

Set in the beautiful town of Torquay on the English Riviera

Torquay is the ideal location to learn English with its pretty marina, sandy beaches and sheltered bays. By coming here, you have a wonderful opportunity to make some great friends, learn about British culture and enjoy yourself.

Our school offers:

- i small group classes
- i courses from beginners up to advanced level
- i a friendly learning environment
- i accommodation in student halls
- i a wide range of leisure activities including watersports, football, an arts and crafts club
- i excursions to nearby places

C. Think about how you will organise your reply to your friend and copy and complete the outline below for your letter. Take into consideration what information is relevant to each question your friend is asking.

Opening paragraph:

Main part { paragraph 1:
paragraph 2:

Closing paragraph:

See Teacher's Notes

TIP

When writing a letter based on prompts:

- read the rubric and the input carefully.
- decide how to organise and develop the information in paragraphs.
- write in an appropriate style according to who the person you are writing to is and the tone of the input.
- avoid 'lifting' language from the input; try to rephrase it in your own words.
- expand on any points you think appropriate.
- make an effort to use a range of structures and vocabulary.
- aim at achieving a positive effect on the reader.

D. Write your letter to your friend based on the outline you have made (150-200 words).

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

Unit 6 reading

1. PRE-READING

Discuss.

- Do you feel that it is necessary to start saving your money from a young age? Why/Why not?

2. READING FOR GIST

Read the text on page 67. Where might it come from?

- a. a financial journal
- b. a textbook on economics
- c. a magazine

3. READING FOR DETAILS

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



When you are presented with a long text followed by multiple choice questions:

- first read the text quickly for gist (skimming).
- read through the questions and the options.
- read the text once more, more closely to find the information you need to choose the correct answers.
- find and underline evidence in the text that indicates that the option you have chosen is correct.
- don't choose an answer just because it may contain a phrase appearing in the text.

1. What does the author say about money and life?
 - a. Money is the answer to happiness.
 - b. Money is the most important ingredient for a comfortable life.
 - c. Money can make life easier.
 - d. The more money you have, the more stressful your life is.
2. What does the author say is the easiest way to save money?
 - a. to reduce your spending
 - b. to think about the future
 - c. to put your money in a savings account
 - d. to set up a pension plan
3. What, according to the author, does not help you save money?
 - a. having a savings account
 - b. keeping most of your money at home
 - c. making a shopping list
 - d. considering a pension plan at an early age

4. What does the author say we can learn from making a budget?
 - a. how much income we earn in relation to others
 - b. the importance of having an accountant
 - c. that our future spending needs to be more organised
 - d. the significance of looking at how we spend our money
5. What, according to the author, is a way of avoiding paying bank charges?
 - a. using debit cards instead of credit cards
 - b. taking out a loan instead of using a credit card
 - c. paying elsewhere instead of making late payments
 - d. making sure that we do not spend more than the limit set on our credit card
6. What makes us more likely to make money on investments?
 - a. a quick decision and self-confidence
 - b. careful research and the ability to take risks
 - c. being cautious and avoiding taking risks
 - d. considering the losses you might make in the future
7. What does the author mean when he talks about the 'small print' in the final paragraph?
 - a. the terms and conditions that accompany purchase agreements
 - b. the small writing we use when we sign cheques
 - c. the financial advice in newspapers
 - d. the information we can gather about everything to do with our money

4. GUESSING THE MEANING OF UNKNOWN WORDS

Guess the meaning of the words/phrases highlighted in the text. Choose a, b or c.

1. rewards
 - a. gifts
 - b. benefits
 - c. prizes
2. bulk
 - a. majority
 - b. value
 - c. savings
3. concerns
 - a. advantages
 - b. tips
 - c. responsibilities
4. promptly
 - a. in person
 - b. on time
 - c. slowly
5. up front
 - a. quickly
 - b. carefully
 - c. at the time of buying
6. rush
 - a. worry
 - b. hurry
 - c. pay
7. generates
 - a. includes
 - b. produces
 - c. requires
8. make transactions
 - a. do business
 - b. lend money
 - c. look for information

5. POST-READING

Discuss.

- Which of the tips mentioned in the text do you consider most useful? Why?

MANAGE YOUR FINANCES

1 Money may not be the answer to happiness, but it is certainly one of the most important ingredients for a more comfortable and less stressful life. Whether you have a smaller annual income or a better one, you can avoid countless difficulties if you learn to manage your finances well. Here are 5 financial tips to help you get started.

1 SAVE SAVE SAVE

2 Begin to save money today, don't leave it for tomorrow or next week. Start now and you will enjoy the rewards in the future. The simplest way to save is to spend less. Think about what you really need and not just what you really want. Even when you are buying groceries, write a list first and buy only what's on your list... you will be amazed at the savings you can make! Don't keep the bulk of your money in a drawer, set up a savings account. Also, think about a pension plan, even if you are still young. The later you leave it the more difficult it will be.

careful if you borrow money too and make sure you know exactly when you will have to pay it back. It is also a good idea to shop around before you take out a loan, as banks are often very competitive on rates in order to get customers, so you could find a better deal if you look carefully enough.

2 MAKE A BUDGET

Many people think budgets are concerns for big businesses and accountants only, but in fact everyone should try to make budgets. It simply involves calculating how much you can afford to spend each month in relation to your income. It teaches you to look at what you are spending and where you are spending it. Try to develop a plan for your future spending that keeps your finances within your budget. Organising yourself like this is a great way to avoid financial problems later on. It may seem pointless and time-consuming, but actually organising your money saves you time in the end. A financially secure life will allow you more time to do the things you enjoy.

4 INVEST?

Investments can make you a lot of money, but if you want to invest, be wise and don't rush into things. Do lots of research and learn about your market and the chances of success from your investment. You have to be careful where to invest your money because some investments pay better than others. In general, though, the greater the risk you take with an investment the more chance there is of a high reward. Cautious investors usually make smaller profits than risk-takers. So, if you do decide to take a big risk, your investment may generate more money but you have to be prepared for bigger losses also.

3 AVOID DEBTS

If you have a credit card, remember to pay your bills promptly. Also don't run up bank fees by exceeding your credit limit or by making late payments; you could happily be spending this money elsewhere!

When you shop, try to pay for items up front with cash or a debit card to avoid the option of paying in monthly instalments, which will cost you more. Be

5 BE INFORMED

Understanding finances is the key to managing them successfully. Make sure you are informed about everything to do with your money, learn about your bank's terms, read the small print when you make transactions and take time over any big financial decisions. Simply understanding where your money is going will save you from many financial troubles later on.

Unit 6 vocabulary & grammar

VOCABULARY

1. WORDS EASILY CONFUSED

Complete the sentences using the words in the boxes.

earnings proceeds savings

- The only way to get serious about putting money aside for a rainy day is to open a(n) savings account.
- I realised that I would have to increase my earnings to keep up with my mortgage payments.
- The proceeds from the event were to be given to a children's home.

compensation severance pay fine

- After the accident, Omer made a(n) compensation claim for personal injury.
- Paul had been working for the company for a long time so when he was fired he received severance pay.
- Kevin got a fine for exceeding the speed limit.

bonus royalties allowance

- The royalties from the books written in his youth helped him maintain a good standard of living even after he stopped writing.
- When I was young, my parents would give me a weekly allowance which I usually spent on sweets.
- Ibrahim was elected employee of the year by his colleagues and received a(n) bonus for his outstanding performance.

remuneration donations grant

- After the floods, many charities made an appeal for donations of food and clothing to help people until relief agencies could take over.
- His groundbreaking discovery in the field of genetic engineering led to him being given a grant to further his research.
- Job performance is closely related to remuneration, as many people expect to get paid well for applying themselves at work.

2. WORD COMBINATIONS

Complete these sentences using a suitable word combination from the ones in the box.

bank deposit account annual income
market value pension plan monthly instalments

- Even though I bought my car last year, its market value has fallen, which means that I would lose money if I decided to sell it now.
- When my washing machine broke down, I decided to buy a new one and pay for it in six monthly instalments because I didn't have the cash to pay for it up front.
- My annual income is barely enough to cover my expenses so I have to stick to a tight budget to make ends meet.
- If I start a(n) pension plan now, I will be able to live comfortably when I retire.
- Not only does a(n) bank deposit account keep your money safe but you also earn some interest on it.

3. PREPOSITIONAL PHRASES

Read the sentences below and fill in the blanks with *at*, *in* or *on* to complete the prepositional phrases that have been used.

- I waited for the sales to get the things I needed at a discount.
- This was the best conference room that I could find at such short notice.
- I can't come to the restaurant tonight as I am working the night shift and I will be on duty at that time.
- Highly skilled technicians are in short supply so they are always in demand.
- Everything is going as planned and the project will be completed on schedule.
- The manager worked in close collaboration with his subordinates to get the project done.
- We are not allowed to eat on the job.
- Fred's company is in debt and he has taken out a loan to try and keep his company afloat.
- We must cut our expenses at all costs.
- The deal went through as planned on account of George's keen business sense.

GRAMMAR

1. CONDITIONAL SENTENCES

A. Read the examples and answer the questions that follow.

- If you start saving money today, you will enjoy the rewards in the future.
 - What does the conditional sentence express?
 - something that always happens
 - something that will possibly happen
 - something that is unlikely to happen
 - Could *when* be used instead of *if*? *no*
 - If the sentence above were *If you started saving money now, you would enjoy the rewards in the future*, what would it express?
 - You are likely to start saving money now and in this case you will enjoy the rewards in the future.
 - You are unlikely to start saving money now but if you did, you would enjoy the rewards in the future.
 - You aren't able to start saving money now.
- If you have a financially secure life, you have more time to do the things you enjoy.
 - Does the conditional sentence express something happening generally or something that might happen in the future? *something happening generally*
 - Could *when* be used instead of *if*? *Yes*
- Unless you make a budget, you could have financial problems later on.
 - How can you express the same meaning using *if*?
If you don't make a budget, you could have financial problems later on.

- If he had made wise investments, he would have made a lot of money.
 - Did he make wise investments? *No*
 - Did he make a lot of money? *No*
 - How does he feel about it? *He regrets it.*

B. Find all the examples of conditional sentences in the text on page 67 and complete the tables below. *See Teacher's Notes*

| | |
|---|---|
| Zero Conditional | |
| if or when + Present Simple → | |
| <i>Present Simple</i> _____ | |
| 1st Conditional | |
| _____ <i>will</i> , _____ <i>can</i> , must, may, might, should + base form | |
| if + <i>Present Simple</i> _____ | ↗ ↘ _____ <i>Imperative</i> _____ |
| 2nd Conditional | |
| if + _____ <i>Past Simple</i> _____ → | |
| _____ <i>could, would, might</i> _____ + base form | |
| 3rd Conditional | |
| if + _____ <i>Past Perfect</i> _____ → would, could, might | |
| + _____ <i>have</i> _____ + past participle | |

Grammar Reference p. 111.

NOTE In the 1st Conditional, if there is a slight possibility of something happening, we can use *should*. *If you should have any problem, give me a call.*

2. PRACTICE

Rewrite the sentences below using *if*.

- Start saving up now, otherwise you will be in trouble in the future.
If you don't start saving up now, you will be in trouble in the future.
- I don't think it's a good idea to buy a second-hand car.
If I were you, I wouldn't buy a second-hand car.
- Without our parents' financial help, we couldn't possibly make ends meet.
If our parents did not support us financially, we couldn't possibly make ends meet.
- You missed the bus and were late for school.
If you hadn't missed the bus, you wouldn't have been late for school.
- Apply for one more credit card, and you will regret it pretty soon.
If you apply for one more credit card, you will regret it pretty soon.
- Should you see Dad, tell him to give me a call.
If you (should) see Dad, tell him to give me a call.
- You will probably not get a promotion unless you start working harder.
You will probably not get a promotion if you do not start working harder.
- We didn't arrive at the port on time so we missed the ferry.
If we had arrived at the port on time, we wouldn't have missed the ferry.

Unit 6 listening

1. PRE-LISTENING

Read the short text about forensic science and answer the questions below.

- If you were interested in following a career in forensics, what questions would you ask an expert in this field?
- What do you think are the pros and cons of such a career?

In the past, in order to solve a crime, authorities relied largely on confessions or on the testimony of eye witnesses. Today, thanks to advancements in science and technology, investigators have lots of tools at their disposal to help them solve a crime. When evidence, such as fingerprints, is found at a crime scene, it is collected and turned over to forensic scientists for analysis. After performing a series of comprehensive chemical and physical analyses on the evidence, forensic scientists prepare reports describing the results of their analysis. Forensic scientists, for example, might be able to match the evidence found at the scene of a crime to evidence found, say, on a suspect. Their work is often instrumental in helping police identify and arrest criminals.



2. LISTENING FOR SPECIFIC INFORMATION

You will hear a radio interview with a forensic scientist offering advice to students interested in pursuing a career in this field. For questions 1-8, complete the sentences with a word or short phrase.

1. Dr Saunders admits that the hours can sometimes be very inconvenient.
2. Dr Saunders explains that forensic scientists apply scientific techniques to the law.
3. Serving the public gives forensic scientists a sense of achievement.
4. Good communication skills are important because a forensic scientist may have to explain complicated ideas to a jury.
5. To become a forensic scientist you need to have a science degree at least.
6. Those looking for jobs in forensics must be prepared for some fierce competition.
7. (Relevant) work experience can help applicants get noticed by employers.
8. It is a good idea for those thinking seriously about a career in forensics to find a (scientific) lab / laboratory to offer their services.

TIP

- Read through the sentences before listening to the recording and think about what type of information is missing.
- Remember you need to write a word or a short phrase of up to three words.
- You do not need to paraphrase the information you hear. So make sure the word or phrase you have written as the answer is exactly as it is heard on the recording.
- Check your answers by reading the entire sentence and seeing if it makes sense both logically and grammatically.

3. POST-LISTENING

Discuss.

- Would you be interested in a career in forensics? Why/Why not?

VOCABULARY

vocabulary & grammar

WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes. Some words may be used more than once.

portray illustrate sketch depict

- The book has been illustrated by one of the most popular artists of our time.
- The people and events that are portrayed in the book are totally fictitious.
- She liked to sit on her balcony and sketch the view of the market place below.
- His paintings often depict life in rural England.

insight foresight forecast premonition

- What's the forecast for the next five days?
- The research gives us a(n) insight into the way children's minds work.
- Fortunately, I had the foresight to bring an umbrella with me.
- She couldn't rid herself of a nagging premonition that something would go wrong.

dispel disperse dissolve disseminate

- We are developing a new system to disseminate up-to-date information on the epidemic.
- The crowds that had gathered in the square to hear the mayor speak dispersed when it started raining.
- The newly elected president tried to dispel his fellow countrymen's worries about the country's economy.
- These tablets will dissolve in water, making a nice orange-tasting fizzy drink.

evidence proof testimony witness

- The testimony of any eyewitness is not always reliable.
- The forensic team collected physical evidence from the scene of the crime.
- In a trial, the burden of proof is on the prosecution.
- Unfortunately, the key defence witness failed to appear in court to testify.

fierce wild forceful savage

- In advertising, the competition is fierce and you have to be aggressive to survive.
- Herds of wild horses still roam freely in the Pryor Mountains.
- They were attacked by a savage tiger in the jungle.
- Local environmental organisations have made a very forceful argument for the banning of cars from the city centre.

GRAMMAR

1. COMPARISONS

Read the examples and answer the questions that follow.

- Money is a passport to an easier and more comfortable life.*

 - Why do *easy* and *comfortable* form their comparatives in a different way?
 - What are the superlative forms of the two adjectives? *See Teacher's Notes*
- It is quite common for young people to think that money is not important.*

 - How does the word *quite* modify the meaning of the adjective *common*? Can *quite* be used before an adjective in the comparative form? *See Teacher's Notes*
 - Look at the table below and tick the appropriate columns. *See Teacher's Notes*

| | Positive form | Comparative form |
|-----------|---------------|------------------|
| very | ✓ | |
| rather | ✓ | ✓ |
| fairly | ✓ | |
| much | | ✓ |
| far | | ✓ |
| too | ✓ | |
| a lot | | ✓ |
| slightly | ✓ | ✓ |
| extremely | ✓ | |

- Nothing makes shop owners so happy as customers who are big spenders.*

 - What phrase could be used instead of *so happy as*? *happier than*

Grammar Reference p. 112.

2. PRACTICE

Rewrite the sentences using the words given.

- Last year the average temperature was a little higher than it is this year. **LOWER**
This year the average temperature is a little lower than it was last year.
- I give up, I can't do any better than this. **BEST**
I give up, this is the best I can do.
- The documentary was less interesting than I expected. **NOT**
The documentary was not as interesting as I expected.
- The rescue operation wasn't as difficult as they thought in the beginning. **THAN**
The rescue operation was easier than they thought in the beginning.

Unit 6 speaking

1. WARM-UP

- Have you got or have you ever had a job? What kind of job is/was it?
- What kind of a job do you imagine yourself doing in the future? Why?

2. FOCUS ON PICTURES

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

Student A: Talk briefly about the pictures A1, A2 and A3. The pictures show three people at work. What types of jobs are shown in the pictures? What kinds of skills and qualities do you think are needed for each type of job? How do you think each of the people in the pictures feels? Compare two of the pictures and say which you think is the more stressful working environment. Why?

Student B: Look at the pictures A1, A2 and A3. Which picture do you think best reflects a feeling of job satisfaction? Why?

Student B: Talk briefly about the pictures B1, B2 and B3. The pictures show people in different work-related situations.

What do you think is happening in each picture? Describe the atmosphere in each picture. How do you think the people are feeling? Compare two of the pictures and say which situation you think is less stressful and why.

Student A: Look at the pictures B1, B2 and B3. Which of these people do you think know each other the best? Why?



I would say that... From what I can see... It's evident that... The people / situation in picture... whereas...

office worker computer literate
 good communication skills
 farming agricultural and mechanical skills
 potter clay creativity artistic skills
 an appreciation of colour, shape and form
 have an eye for detail

job interview professional presentation
 board/staff meeting look confident
 exchange opinions tense stressful
 nerve-racking feel like being scrutinised
 under pressure friendly

3. FURTHER DISCUSSION

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

- What skills/qualities do you think help people get good jobs?
- If you had to choose between a low-paying job which gave you lots of satisfaction and a high-paying job which was very stressful, which job would you choose and why?
- Do you think some people get paid too much?
- Which jobs do you think should be the highest paying ones?

Among the qualities... I think the most important are...
 There is no doubt that....
 It's hard to say, but ... I would say that...

university degree post-graduate degree
 previous experience computer literacy
 organisational skills fulfilling rewarding
 compensate for profession

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

Broke again?

It's a standing joke that most university students invariably have nearly empty bank accounts! If you are (1) at the age of 17 or 18, you probably don't have a keen sense of money management. Plus, university years are full (2) of enticing activities that require money: get involved in this book society; go on that trip and whatnot. So, (3) not surprisingly, it's only the first week of the month and you are broke. Again. Well, it doesn't have to be this way. There are a zillion ways to put money (4) aside while on campus. The (5) most readily available solution is to get a part-time job. More and (6) more students now occupy positions on every campus and in (7) most cases the money is not bad; not to mention you don't have to commute. The bottom line is either earn more or spend (8) less. This means that you have to cut down on unnecessary costs. (9) Unless you change your big-spender habits, there is no point in striving to make an extra income. So, keep track of your expenses, everything from supermarket shopping to transport. Ask yourself questions like: Do I really need that expensive magazine subscription? (10) If the answer is no, you are on the right track.

B. Choose the correct answer.

- When Piers got promoted to director of the company his annual _____ increased significantly.
a. proceeds **b. income** c. value d. interest
- A lot of young people do not think they need to worry about their _____ until they get older.
a. finances b. economy c. borrowing d. compensation
- Young people should be encouraged to set up savings _____ .
a. budgets b. fees **c. accounts** d. pensions
- Sometimes buying an item on _____ is useful if you do not have all the money to pay for it up front.
a. loan **b. credit** c. instalments d. top
- Financial experts advise us that we should always shop _____ before we make any big financial decisions.
a. over b. up c. down **d. around**
- After noticing how the company had been progressing, Fahad decided to _____ some money in it.
a. invest b. extend c. accumulate d. work
- The director of the factory announced that they had made bigger _____ than he had expected so he was going to increase the workers' salaries.
a. grants **b. profits** c. costs d. rewards
- Frank started putting money into a _____ from an early age so that he would be able to enjoy a comfortable retirement.
a. credit card **b. pension plan** c. budget d. loan
- Hassan bought a new house five years ago and its _____ value has increased so much that if he sold it now, he could buy two houses with the money.
a. money b. financial **c. market** d. annual
- Jeremy left his car in a no-parking zone and he had to pay a(n) _____ as a result.
a. bonus **b. fine** c. royalty d. allowance

Unit 6 writing

WRITING AN EXPOSITORY ESSAY

1. DISCUSS

Discuss the following quotation from a successful entrepreneur. How far do you agree with it?

'Business opportunities are like buses, there's always another one coming.'
(Richard Branson, founder of Virgin Enterprise)

2. FOCUS ON ANALYSING THE RUBRIC

Read the rubric below carefully. Underline the key words in it and answer the questions 1-3.

You have taken part in a class discussion on the topic of young people and unemployment. Your teacher has now asked you to write an essay on the topic below.

A current trend in the UK is to encourage school leavers and new graduates to become entrepreneurs and run their own businesses. In fact, an academy has been established to teach young people how to become entrepreneurs. What factors have contributed to this trend? Discuss, giving examples.

Write your essay.

1. What are you required to write?
 - a. an essay presenting arguments
 - b. an essay discussing a topic**
2. What is the issue you are required to discuss?
 - a. what has caused more young people to start up businesses**
 - b. what young people need to become entrepreneurs
3. Who is the essay intended for?
 - a. the general public
 - b. a specific reader, for example a teacher**

3. FOCUS ON CONTENT AND ORGANISATION

A. Read the essay below. What two factors does the writer believe have contributed to the current trend in the UK?

In recent years, a growing number of young people have started setting up and running their own businesses. This trend can be attributed to economic factors as well as the changing workforce needs of many industries. Young people are amongst the hardest hit, with unemployment of 16-24 year olds at a record high.

Possibly the most significant factor is the current economic climate which has put a strain on employment; many people are losing their jobs as both the commercial and public sectors struggle to survive in the recession. In particular, school leavers and new graduates are most affected as they are coming into a job market with little or no work experience or skills. On the other side of the coin, many employers believe young people have little to offer and do not want to waste time and money on training. In this competitive environment, young adults are having to create their own job opportunities.

Moreover, in major employment sectors, such as agriculture, manufacturing and services, the use of advanced technology is reducing the number of jobs available as people find themselves being replaced by machines. Consider, for instance, how common automated gas pumps, ATMs and vending machines are. A large section of the workforce has been affected by these changes. Consequently, school leavers who are left with fewer job opportunities have been obliged to find alternative solutions.

To sum up, it is clear that nowadays anyone entering the workforce for the first time will have to use their initiative and creativity in order to succeed. In a world where jobs are few and far between, imagination and drive are what counts towards success.

This trend can be attributed to economic factors as well as the changing workforce needs of many industries.

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

1. In what part of the essay does the writer first mention the two factors he considers important?
2. In what part does he refer to the two factors in depth?
3. Which sentence in each of the paragraphs above summarises the general topic of the paragraph?
4. What is the term commonly used to refer to these sentences?
 - a. summary sentences
 - b. topic sentences**
5. In each paragraph, how does the writer further develop the idea expressed in the topic sentence? Give examples.
6. In what part of the essay does the writer express his/her own opinion?

1. In the first paragraph.

2. In the second and third paragraphs.

3. para. 2 - Possibly the most significant factor... in the recession.

para. 3 - Moreover, in major... by machines.

4. b

5. para. 2 - By providing the example of school leavers and new graduates, and explaining why employers don't want to train them.

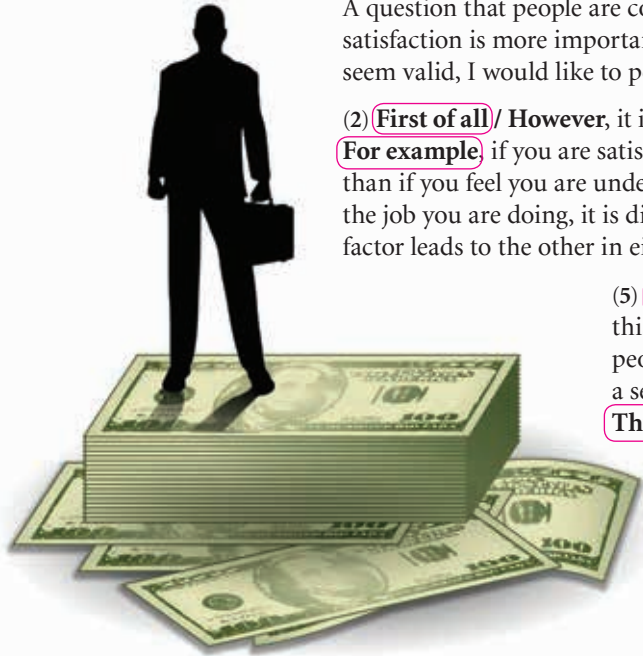
para. 3 - By giving examples of sectors in which people are being replaced by machines and explaining how this has affected school leavers, who have fewer job opportunities.

6. In the final paragraph.

4. FOCUS ON LANGUAGE

A. Underline the linking words/phrases in the essay and say whether they are used to add information, emphasise a point, give an example, express cause or result, express contrast or summarise. *See Teacher's Notes*

B. Circle the correct linking words/phrases in the essay below.



A question that people are commonly asked about career choices is whether the pay or job satisfaction is more important. (1) Although / As a matter of fact the issues this question raises seem valid, I would like to point out that I consider this a false dilemma.

(2) First of all / However, it is obvious that these two factors go hand in hand. (3) Therefore / For example, if you are satisfied with your pay, you are more likely to be happy with your job than if you feel you are underpaid. Conversely, no matter how much you are paid, if you dislike the job you are doing, it is difficult to be happy with it. (4) On the whole / Consequently, the one factor leads to the other in either case.

(5) What is more / For instance, I think it is misleading to suggest that this is an 'either or' question. (6) Nonetheless / In fact, I believe that people should be encouraged to seek both adequate remuneration and a sense of satisfaction from the job they decide to do. (7) All the same / Thus, what will be gained is a better balance all round.

(8) Furthermore / Nevertheless, if one is actually faced with the dilemma of having to choose one or the other, it is a difficult choice to make. (9) All in all / As a result, I would say that it is a choice that requires one to take their own personality into consideration and to weigh the pros and cons as well.

5. BRAINSTORMING

Read the rubric and answer the questions that follow.

You have taken part in a class discussion on the topic of career choices. Your teacher has now asked you to write an essay on the topic below.

Choosing which career to pursue is one of the most important decisions we will ever make. What should be taken into consideration? Discuss, giving examples.

Write your essay.

1. What issue are you required to discuss?
2. What factors do you think should be taken into consideration when choosing a career?
3. Which two or three factors do you think you should focus on in your essay? Why?
4. What examples can you give to illustrate the significance of the factors?
5. What is your personal opinion on the issue?

See Teacher's Notes

6. OUTLINE *See Teacher's Notes*

Use your ideas from activity 5 to write an outline for the topic.

When writing an expository essay (i.e. one that requires you to discuss and develop a particular topic), follow the outline below.

INTRODUCTION

- Introduce the issue to be discussed.

MAIN PART (2-3 PARAGRAPHS)

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

CONCLUSION

- Summarise your ideas and state your personal opinion if you wish.



When writing an expository essay:

- underline the key words in the rubric to get a clear idea of what your essay should focus on.
- write in a formal, impersonal style and do not use abbreviations or short forms.
- use a topic sentence to introduce each paragraph, especially in the main part.
- do not develop your ideas in the introduction and do not introduce new ideas in the conclusion.
- make an effort to use a wide range of vocabulary and structures.
- do not translate from your own language; try to think in English instead.

7. WRITING TASK

Write the essay based on the outline you have made (200-250 words).

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

Module 3 round-up

Units (5-6)

EXAMINATION PRACTICE

A. Choose the word or phrase that most appropriately completes the sentence.

- The eyewitness's _____ was the most important element the prosecution had.
a. flexibility b. insight c. foresight **d. testimony**
- He wanted to change career because he wasn't very satisfied with his _____.
a. rewards **b. earnings** c. proceeds d. savings
- The company told us they no longer needed our services and we were offered 2 months' _____.
a. fine **b. severance pay** c. premonition d. instalments
- If you keep getting more credit cards, you'll eventually _____ enormous debts.
a. run up b. run into c. run away d. run out
- Although I had hoped to finish the project today, it seems that it is _____. I definitely need more time.
a. impossible b. optimistic c. forceful d. incapable
- The building company worked in _____ with local councillors to design new urban areas.
a. limitation b. application **c. collaboration** d. provision
- If I had not been given medication by my doctor, the pain in my leg following the accident would have been _____.
a. accessible b. insignificant **c. unbearable** d. outstanding
- Jack overslept and he was in a crazy _____ not to be late for work this morning.
a. rush b. claim c. attempt d. stress
- The _____ conference of the National Association of Foreign Language Teachers will be held in Dallas next year.
a. insignificant b. desirable c. approachable **d. annual**
- After winning a high-profile case, Hassan has _____ a reputation for being an excellent lawyer.
a. acquired b. dispelled c. convinced d. adjusted

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

- We _____ our living room this past month and the house is a mess.
a. redecorate **b. have been redecorating** c. are redecorating d. have redecorated
- How long _____? Is it more than ten years?
a. have you been married b. do you marry c. have you married d. are you married
- _____ my brother for ages. I should give him a call.
a. I haven't been seeing **b. I haven't seen** c. I don't see d. I'm not seeing
- My parents _____ of getting a loan to buy a new house, but I don't think it's the best time to do that.
a. think b. have thought **c. are thinking** d. had thought
- I'm glad I studied French at university. I _____ to communicate with our French clients otherwise.
a. will be able b. am able **c. wouldn't be able** d. wasn't able
- This hotel is _____ expensive. We shouldn't have booked a room here.
a. far **b. rather** c. much d. a lot
- _____ my help, don't hesitate to call me. I'm always here for you.
a. If you ever needed b. Unless you ever need **c. Should you ever need** d. Would you ever need
- As a salesperson, Charlie _____ frequently. As a matter of fact he's abroad for most of the year.
a. has been travelling b. has travelled c. is travelling **d. travels**
- If you press that button, this device _____ a strong blue light.
a. would emit **b. emits** c. emitted d. is emitting
- The younger a person is, the _____ he is.
a. more immature b. most immature c. immature d. much immature

C. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and eight words including the word given.

1. My sister is in the annoying habit of talking to me at the same time I'm on the phone. **always**
My sister is always talking to me at the same time I'm on the phone.
2. My nephew has been saving money to buy a new laptop. **aside**
My nephew has been putting money aside to buy a new laptop.
3. We started working on the project last Monday and are still working on it. **been**
We have been working on the project since last Monday.
4. I usually pay for the things I buy at the time I buy them in cash; I hardly ever use a credit card. **front**
I usually pay for the things I buy up front in cash; I hardly ever use a credit card.
5. I don't think you will need any help, but if you do, just ask me. **should**
If you should need any help, just ask me.
6. James doesn't have the qualifications required, that's why he cannot possibly get the job. **only**
James would get the job only if he had the qualifications required.
7. Let's compare prices before we decide which laptop to buy. **around**
How about shopping around a bit before we decide which laptop to buy?

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

GET A JOB!

It is a fact that the younger one is, (1) the less experience one has. Consequently, it can be (2) much / far harder to find a job. However, when young people work, they learn how to appreciate the value of money and they also are able to learn a (3) lot of the secrets of the business world first hand.

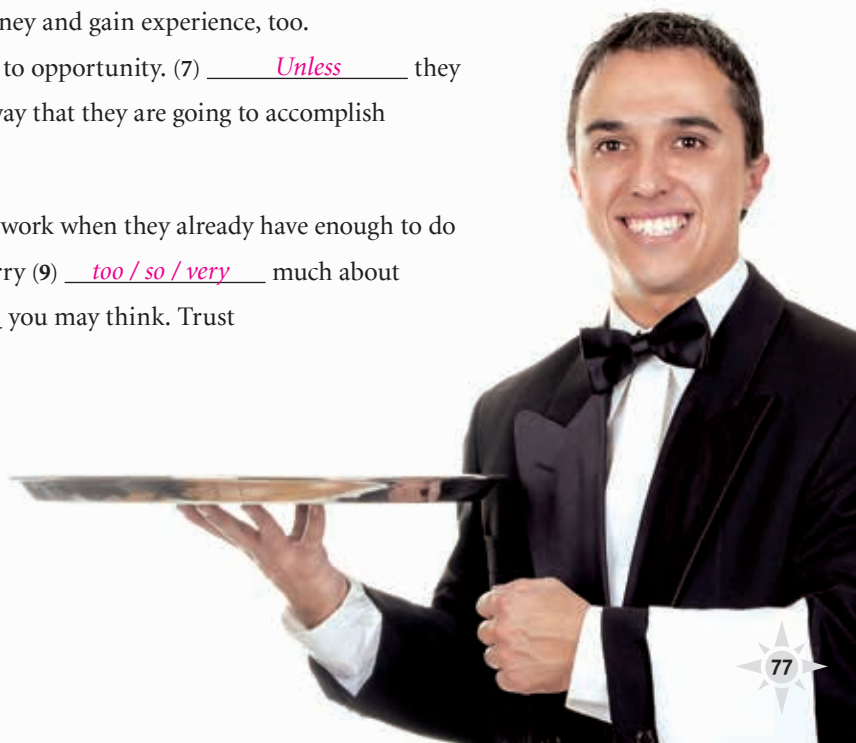
(4) If you are a university student who is looking for a part-time job, what kind of things can you do? A few of the (5) most common jobs students do are, for example, working as waiters, office assistants or in the university library.

Careers counsellor James Burton has a word of advice for job hunters. 'If you look at a job as an opportunity to learn, you (6) will be able to earn money and gain experience, too.

On the other hand, many students just close their eyes to opportunity. (7) Unless they change their attitude, there is (8) no way that they are going to accomplish anything.'

Parents might wonder 'Is it a good idea for students to work when they already have enough to do at university?' Well, the way I see it, they shouldn't worry (9) too / so / very much about that. It's not so hard to manage (10) as you may think. Trust your childrens' judgement. If they felt they couldn't manage both, they certainly (11) would not do it.

It might be (12) the best way for them to learn how to manage their finances and gain experience at the same time.



Module 3 round-up

Units (5-6)

LISTENING

You will hear a radio interview with an expert giving advice to adults and children who are the victims of bullying. For questions 1-9 complete the sentences with a word or short phrase.

- Dr Moore reports that bullying frequently happens during childhood.
- Being bullied can cause long term health and behavioural problems.
- Children who are bullied are (very) ashamed of the treatment they are getting.
- It is important that children realise that being bullied is something which they do not deserve.
- It would be wrong to hit a bully as this can backfire on you.
- People resort to bullying to release their own built-up frustration.
- Being given a lot more work may not be a sign of bullying.
- Dr Moore suggests a bully's intimidating behaviour may not always be intentional.
- Dr Moore believes that if you refer to specific incidents, you are more likely to be taken seriously.

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 | > use words/phrases relating to work and money <input type="checkbox"/> |
| | > use compound words starting with <i>back</i> <input type="checkbox"/> |
| | > form the opposites of adjectives and adverbs by using the prefixes <i>un-</i> , <i>in-/im-</i> , <i>il-</i> and the suffix <i>-less</i> <input type="checkbox"/> |
| | > distinguish among words with multiple meanings <input type="checkbox"/> |
| | > distinguish among words easily confused <input type="checkbox"/> |
| GRAMMAR | > use prepositional phrases with <i>at</i> , <i>in</i> , <i>on</i> <input type="checkbox"/> |
| | > use the Present Simple, Present Progressive, Present Perfect Simple, and Present Perfect Progressive appropriately <input type="checkbox"/> |
| | > use <i>can</i> , <i>could</i> , <i>be able to</i> to refer to ability and inability <input type="checkbox"/> |
| | > use Conditional Sentences appropriately <input type="checkbox"/> |
| | > make different forms of comparisons <input type="checkbox"/> |
| READING | > skim a text to identify the main theme <input type="checkbox"/> |
| | > identify the source of a text <input type="checkbox"/> |
| | > understand the main ideas and supporting details in a text <input type="checkbox"/> |
| | > infer information from a text <input type="checkbox"/> |
| | > guess the meaning of unknown words <input type="checkbox"/> |
| LISTENING | > listen to short monologues/dialogues and understand the main idea expressed by different speakers and their attitude and answer multiple choice questions <input type="checkbox"/> |
| | > understand specific information mentioned by speakers on a radio programme and complete gapped sentences <input type="checkbox"/> |
| | > talk about leisure activities, careers, employment and issues relating to money <input type="checkbox"/> |
| SPEAKING | > sustain an interaction, exchange ideas, speculate, evaluate and reach a decision through negotiation <input type="checkbox"/> |
| | > compare and discuss situations shown in photographs <input type="checkbox"/> |
| | > write an informal letter responding to prompts <input type="checkbox"/> |
| WRITING | > use appropriate phrases/expressions to recommend, give information, make suggestions and express opinion <input type="checkbox"/> |
| | > write an expository or discursive essay <input type="checkbox"/> |
| | > use appropriate linking words/phrases to add information, emphasise, give examples, express cause and result, express contrast and summarise <input type="checkbox"/> |

Around the Globe

unit 7 Travel unit 8 Culture

Discuss:

- ▶ Do you like travelling? Why / Why not?
- ▶ What is the difference between a tourist and a traveller?
- ▶ In your opinion, what are the most significant aspects of culture in a society?

Flick through the module and find...

- ▶ an article about a traditional ceremony *p.98*
- ▶ a text advertising a holiday destination *p.80*
- ▶ a text about an ancient king *pp.90-91*
- ▶ a text discussing a journey 'out of this world' *p.81*

In this module you will...

- ▶ talk about travel, holidays and different aspects of culture
- ▶ learn how to use appropriate tenses to talk about past events and situations
- ▶ learn how to define people, places, things and ideas, and give additional information about them
- ▶ expand your vocabulary by learning prepositional phrases, verbs describing movement and sight, idioms related to feelings/attitudes, etc.
- ▶ learn how to write descriptive articles and semi-formal letters
- ▶ acquire skills and strategies that will help you in exams

Unit 7 reading

A

visit Malaysia

1. PRE-READING

Look at the list of some of the benefits of travelling. Place them in order of importance beginning with the most important.

- enables you to get first-hand experience of new places
- broadens your mind
- enables you to learn about new cultures
- gives you the opportunity to try out foreign cuisine
- helps you get away from your daily routine

2. READING FOR GIST

Read the texts A and B quickly. Both of them are related to travelling. Where might you find each of these texts?

See Teacher's Notes

3. READING FOR DETAILS

Read the texts A and B again and answer the questions 1-4. Choose a, b, c or d.

Malaysia is a country with a multi-ethnic, multicultural, and multilingual society. It is a bustling melting pot where Malays, Indians, Chinese and many other ethnic groups all live together in perfect harmony.

Malaysia is home to some of the most prominent structures in the world. The Petronas Twin Towers, one of the world's tallest twin towers, and the KL tower, one of the tallest communications towers in the world, are just two examples of contemporary architecture in the capital city of Kuala Lumpur. Visitors to this vibrant city are struck by the extreme contrasts; towering skyscrapers look down upon traditional wooden houses built on stilts, and luxurious five star hotels with all their opulence stand several metres away from ancient reefs. Nearby, cool and serene hideaways in the highlands, where one can find peace and tranquility, roll down to warm, sandy beaches.

And speaking of beaches, Malaysia's shores offer more idyllic locales than one could explore in a lifetime. Lapped by clear crystal waters, the beaches range from powdery stretches of sand that characterise the eastern coastline of Peninsular Malaysia to the black sand beach of Pantai Pasir Hitam and the smooth pebble beach of Pantai Batu Kerikil. The beaches are havens of breathtaking coral and lush tropical views served by some of the most elegant and enchanting resorts in Asia.

With the diversity of races living here, Malaysia's gastronomic heritage has drawn from each of its constituent cultures as well as from neighbouring states to produce one of the most delicious cuisines of the world. Excellent and inexpensive food can be found almost anywhere thanks to the countless food stalls. Dining at a roadside stall may not sound exciting but in Malaysia it's a very common practice. The best stalls are as popular and as crowded as any restaurant.

From delightful indulgence to tranquil charm, there is something to appeal to everyone. Sumptuous elegance and exceptional service, it is all here. For the perfect holiday full of surprises, eclectic cultures and natural wonders, visit Malaysia!



Leaving Earth

B



- What is the purpose of the text?
 - to provide factual information
 - to educate the reader
 - to inform the reader and attract his/her attention *overall understanding*
 - to give a personal account of a holiday destination
- According to the text, what are visitors to Kuala Lumpur impressed by?
 - Malaysian traditions
 - the historical sites
 - the tranquility of life in the city
 - the coexistence of the past and the present

Humanity cannot remain in its Earthly **cradle** forever. Earth is full to the brim and it's creaking. We're facing climate change and we're running out of essential resources such as oil, coal and fresh water, to name just two urgent issues. Perhaps we could learn to live within our means on the planet. But we would have to sacrifice not just population growth, but economic expansion too, which, let's face it, is highly unlikely to happen. It is our inability to compromise on issues such as this that will lead to our ultimate migration to the stars.

Earth is just one world in a sky full of worlds. There is water on Mars, minerals waiting to be mined from the asteroids, and whole moons made of ice further out. And we're even beginning to detect planets that may be similar to the Earth **orbiting** other stars.

3 Our first footsteps off Earth may be taken in search of resources off the planet to sustain our civilisation back home. But once we get started, it's unlikely we would stop there.

A Galactic empire has been a dream of science fiction from the days of Isaac Asimov's Foundation series in the 1950s. But even travelling at lightspeed, it would take years or centuries to reach the nearer stars, and a hundred thousand years to reach the far side of our galaxy. And that's almost as long as humanity has existed. **4**

What effect will these **immense** scales in space and time have on our future history? If we leave Earth, will we conquer the Galaxy - or will the Galaxy conquer us?

- What will be the initial purpose of our departure from Earth?
 - the search for resources in space
 - the building of civilisations
 - the transportation of resources to space ports
 - the detection of planets similar to Earth
- According to the text, a Galactic empire will
 - most probably be built sometime in the immediate future.
 - never be built.
 - take an inconceivable amount of time to build.
 - be built as soon as we reach the nearest star.

4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the words highlighted in the texts with their meanings. There are two extra meanings which you do not need to use.

- opulence f
- sumptuous a
- cradle b
- orbiting d
- immense g

- luxurious
- birthplace
- rode
- moving around
- population
- wealth
- enormous



5. POST-READING

Discuss.

- Which of the two texts did you like the most? Why?
- Would you be interested in finding out more about the topics of the texts?

Unit 7 vocabulary & grammar

VOCABULARY

1. PREPOSITIONAL PHRASES RELATING TO LOCATION/DISTANCE

A. Look at the extract below taken from Text B on page 80. What do you think the phrase in bold means?

Bangkok's bustling streets can boast some of the most luxurious hotels in Asia, with a rich variety of properties available **in the heart** of the Thai capital. *in the centre*

B. Use the prepositions below to complete the prepositional phrases that have been used in the following sentences. Some of them are used more than once.

within off in on at

- I enjoyed my holiday last year immensely as everything was within walking distance and I didn't need to worry about how to get around.
- Holiday destinations that are off the beaten track are becoming increasingly popular as people seek remote areas to escape from the drudgery of everyday life.
- On my way to the airport I realised that I had forgotten to take my luggage.
- After travelling for hours on end, I found myself in the middle of nowhere.
- The ski resort was perched precariously on the edge of a cliff.
- At the top of the hill was a small monument commemorating a historical figure of great importance.
- As the sun set, I could see the fort etched on the horizon.

2. VERBS DESCRIBING MOVEMENT AND SIGHT

A. Read through the sentences below carefully and decide whether the verbs in bold describe movement or sight.

- As I was trying to get to my seat, I **stumbled** over somebody's hand luggage in the aisle and hit my head. *M*
- The old man **peered** intently at the departures board trying to make out the information on it. *S*
- The customs officer **glared** at the man who had neglected to declare the two laptops he had in his suitcase. *S*
- As I was going through passport control, I **glimpsed** an old acquaintance but lost sight of him as he disappeared into the crowd. *S*
- As I headed for the information desk, a security guard came **hurtling** past in hot pursuit of a suspicious-looking man. *M*
- The flight attendant **lurched** forward as the aeroplane encountered turbulence and lost altitude abruptly. *M*
- The immigration officer **glanced** at his watch impatiently as I fumbled in my bag to find my passport and visa. *S*
- Having nothing to do but wait, I sat in the departure lounge **gazing** into the distance. *S*

B. Now match the verbs in bold with their definition.

- to move quickly and violently 5
- to look at someone angrily 3
- to look at something/somebody intently because you cannot see it/them well 2
- to catch sight of something or somebody momentarily 4
- to make a sudden uncontrolled movement forward 6
- to trip over something and lose your balance 1
- to look steadily at something without perceiving it 8
- to look at something or somebody quickly and then look away again 7

3. NOUN SUFFIXES

NOTE

Many nouns are formed by adding a suffix to a verb, adjective or another noun.

A. Look at the table below. Can you think of any more examples in each group? See Teacher's Notes

| | |
|------------------------|-----------------------|
| nouns ending in -ion | attract → attraction |
| nouns ending in -ation | reserve → reservation |
| nouns ending in -ance | allow → allowance |
| nouns ending in -ant | assist → assistant |
| nouns ending in -cy | agent → agency |
| nouns ending in -ity | popular → popularity |
| nouns ending in -ness | dark → darkness |
| nouns ending in -ence | confide → confidence |

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

CABIN CREW CAREERS

Ever thought about becoming a flight attendant? Global Aviation is always on the lookout for enthusiastic young people who are interested in pursuing a career in this dynamic field. The candidates' (1) eligibility is determined not only by their qualifications, as personality and (2) appearance are also equally important. Concerning personality traits, intelligence, spontaneity, (3) resourcefulness and a polite and friendly nature are considered of great significance. Those with previous experience in working with the public and (4) fluency in more than one language are also at an advantage. If you feel that you fit this (5) description and that you have the qualities required for the job, then send us your CV accompanied by a cover letter at your earliest (6) convenience.

ATTEND

ELIGIBLE

APPEAR

RESOURCEFUL

FLUENT

DESCRIBE

CONVENIENT

GRAMMAR

1. PAST SIMPLE – PAST PROGRESSIVE – PAST PERFECT SIMPLE – PAST PERFECT PROGRESSIVE

Read the following examples.

1. We **stayed** at a luxurious hotel in Bangkok.
2. I decided to buy a vase **I had seen** in a shop opposite the hotel.
3. It was evident that something very exciting **was happening** in the market place.

Which of the extracts above refers to:

- a. an activity which was in progress at a point of time in the past 3
- b. a completed action in the past 1
- c. an action which happened before another action in the past 2

Grammar Reference p. 112.

2. PRACTICE

A. Read the sentences below. Some of them contain mistakes. Tick the correct sentences and correct the mistakes in the others.

1. I had been learning English for six years before I decided to study in the UK. ✓
2. The boys were watching TV in their room when they heard a loud scream coming from downstairs. ✓
3. I ~~read~~ ^{was reading} a book when suddenly the lights went out.
4. I ~~hadn't realised~~ ^{didn't realise} it was Michael until he had taken off his mask.
5. We checked in, went through passport control and ^{had} rushed to our departure gate. Unfortunately, boarding finished two minutes before. ✓

B. Complete the blanks with the Past Simple, Past Progressive, Past Perfect Simple or Past Perfect Progressive of the verbs in brackets.

Last year, I (1) went (go) on an exciting safari holiday in Namibia with my cousin. I remember it (2) had been raining (rain) continuously for several days in Brussels before we (3) left (leave), so I couldn't wait to board the plane which (4) was heading (head) for sunnier climes. Our safari holiday (5) was (be) unique in that, unlike many other safari holidays, the aim was not just to show a bunch of tourists some wild animals; while on holiday we would be volunteering at a conservation centre. On our first night in the bush, while the biologists (6) were entertaining (entertain) everyone with tales, I (7) sat (sit) back and (8) gazed (gaze) at the patterns made by the stars.



At one stage, I (9) got (get) up to stretch when all of a sudden I (10) saw (see) a huge creature nestled on my cousin's shoulder. Apparently, it was just a stick insect. Not like any stick insect I (11) had ever seen (ever / see); it was as big as my forearm! The next day we (12) set (set) off

early; our task was to make a note of any wildlife we saw. While we (13) were walking (walk) through the thick forest, we (14) heard (hear) birds and monkeys chattering in the trees. The next day, while we (15) were travelling (travel) to a nearby village, we (16) spotted (spot) a herd of elephants crossing a road. All too quickly our two weeks in Namibia (17) drew / had drawn (draw) to a close and we (18) found (find) ourselves back at home. Although we were a little sad, we both felt a tremendous sense of satisfaction as we (19) had not only visited (not only / visit) a beautiful part of the world, but we (20) had also made (also / make) our own small positive contribution.

Unit 7 listening

1. PRE-LISTENING

Discuss.

Look at the following types of holidays. Which of them do you find most appealing? Why?



a cycling holiday



a skiing holiday



a working holiday



a relaxing holiday



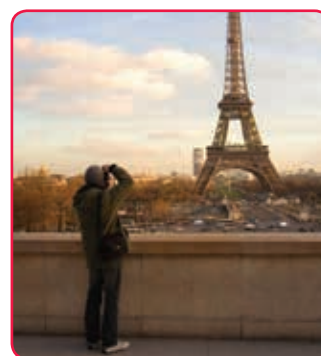
an adventure holiday



a camping holiday



a cruise



a city break

2. LISTENING FOR GIST

TIP

- Keep the topic the speakers are talking about in mind and try to predict what kinds of attitudes and opinions they will express.
- Listen to the extracts carefully. Don't try to understand every detail and don't get distracted if you don't understand every word. Focus on understanding the speaker's main point, attitude, feeling or opinion.

You will hear five short extracts in which people are talking about different types of holidays. Choose from the list (a-h) the type of holiday that the person is talking about.

- | | | |
|-----------|-------------------------|-------------------------|
| Speaker 1 | <input type="radio"/> e | a. a cycling holiday |
| Speaker 2 | <input type="radio"/> d | b. a skiing holiday |
| Speaker 3 | <input type="radio"/> g | c. a working holiday |
| Speaker 4 | <input type="radio"/> b | d. a relaxing holiday |
| Speaker 5 | <input type="radio"/> f | e. an adventure holiday |
| | | f. a camping holiday |
| | | g. a cruise |
| | | h. a city break |

3. LISTENING TO IDENTIFY ATTITUDES

Now, choose from the list (a-h) what each speaker expresses.

- | | |
|-----------|-------------------------|
| Speaker 1 | <input type="radio"/> a |
| Speaker 2 | <input type="radio"/> e |
| Speaker 3 | <input type="radio"/> h |
| Speaker 4 | <input type="radio"/> g |
| Speaker 5 | <input type="radio"/> d |

- a. a longing to relive the experience
- b. commitment to change their lifestyle
- c. sadness that they were leaving a place
- d. delight with the range of activities on offer
- e. a feeling of well-being
- f. reluctance to do it again
- g. ability to overcome a fear
- h. dissatisfaction with an aspect of their holiday

VOCABULARY

IDIOMS

A. The sentence below has been taken from the listening activity. Read it and choose the correct meaning of the idiom in bold.

1. My wife is very interested in ancient Egypt and when she discovered we would be visiting the Valley of the Kings, she was **over the moon**.
 a. absolutely delighted b. totally disinterested

B. Match the idioms in bold in the two groups of sentences 1-10 with the corresponding feelings/emotions in the boxes.

depressed exasperation fear
 showing no sympathy shame/embarrassment

1. I **wouldn't be caught dead** wearing a hat like that. *shame/embarrassment*
2. Henry woke up late, got a flat tyre on the way to work and spilt coffee on his shirt during lunch. Getting stuck in the lift when he was leaving the office **was the last straw!** *exasperation*
3. A whole month of cloudy skies and rainy weather has been making me feel **down in the dumps**. *depressed*
4. It was a cold, stormy night with endless peals of thunder and bright streaks of lightning; at one point the wind blew the window open and I nearly **jumped out of my skin**. *fear*
5. Don't expect Mrs Evans to feel sorry for you because you had the flu and couldn't finish your project on time. She's **hard as nails**. *showing no sympathy*

annoyance fright/horror
 happy because something wonderful happened
 to cause a feeling of great anger

6. Amina **has been on cloud nine** ever since she won the poetry competition. *happy because something wonderful happened*
7. It **makes my blood boil** to see people treat animals with such cruelty. *to cause a feeling of great anger*
8. Whenever I go out, my mother wants to know every single detail about where I'm going, who I'm going with and how long I'll be out for, and it really **drives me up the wall**. *annoyance*
9. Nasir has been **walking on air** ever since he got the scholarship to the London School of Economics. *happy because something wonderful happened*
10. The sound of the wolves howling in the distance **sent chills down my spine**. *fright/horror*

vocabulary & grammar

GRAMMAR

1. USED TO – WOULD – WAS/WERE GOING TO – WAS/WERE ABOUT TO

Read the following examples and answer the question that follows.

1. There **used to be** a big park on the site where the shopping centre is situated.
2. Whenever it was warm and sunny, the children **would go** for a leisurely walk in the nearby forest.
3. I **was going/about to send** him an e-mail with all the information but he called me at my office so I told him everything over the phone.

Which of the sentences refers to:

- a. an activity which someone intended to do but finally didn't 3
- b. a permanent past state 1
- c. typical behaviour in the past 2

Grammar Reference p. 113.

2. PRACTICE

Read the sentences below. Some of them contain mistakes. Tick the correct sentences and correct the mistakes in the others.

1. When Mansour was younger, he ~~was going~~ ^{used to go / would go} for long walks in the countryside.
2. I ~~would~~ ^{was going to / was about to} leave for work when I realised I was still wearing my slippers.
3. She used to eat a lot of chocolate but now she doesn't eat any. ✓
4. He ~~was travelling~~ ^{would travel / used to travel} by train whenever he had to go to London because he didn't like to drive.
5. There ~~would be~~ ^{used to be} a bakery on the corner but it closed last month.
6. I was about to ~~leaving~~ ^{leave} when the telephone rang.
7. As a child he would always read before going to bed. ✓
8. They used to ~~to be walking~~ ^{to walk} to school but now they take the bus.

Unit 7 speaking

1. DISCUSS

- What places would you like to travel to? Who with?
- What means of transport do you prefer when you travel?

2. EXPOUNDING ON A TOPIC

Talk in pairs. Look at the question and the ideas on the prompt card and say what you think. You can use some of the words and phrases in the boxes. Then, your partner will briefly respond to the questions that follow.

Student A: What do young people gain from going to a summer camp in a foreign country?

- fraternity
- education
- recreation

Is there anything you would like to add?
Is there anything you don't agree with?

Student B: Is it preferable to go on a package holiday or to travel independently?

- planning
- price
- flexibility

What do you think?
How does this differ in your experience?



make friends experience new cultures
learn new skills gain self-confidence

interact with local people restricted timetable
time-consuming planning issues of safety

3. FURTHER DISCUSSION

- People travel more than they did in the past. Why do you think this is?
- 'Getting there is half the fun'. How far do you agree with this?

easy access to cheap flights Internet booking
escape the stress of modern life media exposure to other cultures

I agree up to a point...
I can't say I agree that...
It may be true that... but...
I agree one hundred percent that...

examination practice

A. 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 eight words, including the word given.

- Hasan wasn't always as lazy as that. **be**
Hasan didn't use to be that/so lazy.
- We waited at our gate for two hours and then they made an announcement that our flight was cancelled. **waiting**
When they announced that our flight was cancelled, we had been waiting for two hours.
- I intended to wash the car but then John came over and I never got round to it. **about**
I was about to wash the car but then John came over and I never got round to it.
- After we had arrived at our destination, I woke up. **until**
I didn't wake up until we had arrived at our destination.
- When we got to the bus terminal, the last bus had already left. **time**
The last bus had left by the time we got to the bus terminal.
- As a boy Jason was in the habit of biting his nails. **would**
Jason would bite his nails when he was a boy.
- In the middle of our flight to Muscat we heard a funny noise coming from the cockpit. **while**
We heard a funny noise coming from the cockpit while we were flying to Muscat.
- I hadn't tried sushi before and I liked it. **time**
It was the first time I had tried sushi and I liked it.

B. Choose the word or phrase which most appropriately completes the sentence.

- The university was famous for the _____ of its students, who were from all over the world and from very different backgrounds.
 a. diversity b. wealth c. resources d. fluency
- As the plane approached the airport, the flight _____ instructed the passengers to fasten their seat belts.
a. pilot b. attendant c. agent d. assistant
- The teacher _____ at the students at the back of the class who wouldn't stop talking.
a. peered b. glared c. gazed d. glimpsed
- After work yesterday, we had dinner at Gino's restaurant as it was _____ walking distance of our office.
a. under b. in c. at d. within
- Hussein and his family prefer to stay in large hotels that offer a variety of modern _____ for all the family to enjoy.
 a. amenities b. destinations c. resorts d. views
- At the company, staff are _____ for sick pay after having worked for at least three months.
a. allowed b. reserved c. able d. eligible
- When going to a job interview, it is important to take care of your _____, as first impressions count.
a. reference b. appearance c. finances d. description
- Paris is one of the most popular tourist destinations due to the many tourist _____ it offers to visitors.
 a. attractions b. appearances c. palaces d. resorts

Unit 7 writing

WRITING A SEMI-FORMAL LETTER

1. DISCUSS

- Which places do you think a visitor to your country should visit? Why?

2. FOCUS ON CONTENT

Luke has received a letter from the father of one of his friends. Read the extract from the letter as well as the letter Luke wrote in response and underline the sections in Luke's letter that correspond to Mr Mansur's questions. Has Luke included all the necessary information? **Yes**

My wife and I are planning to visit England in July but we have not yet decided which part of the country we should go to. Could you recommend one or two places and tell us something about them? We would prefer not to spend too much time in big cities as we are particularly interested in wildlife and nature but we would like to stay somewhere that has interesting things to see and do, too.

Apart from that we have been thinking about what clothes we need to bring for that time of year. Do you think that light clothing for hot weather is suitable? What other things would you suggest that we bring with us?

Thanks in advance for any ideas and opinion you can give us, they will be really helpful. Please, write back soon.

Yours sincerely,
Hatim Mansur

Dear Mr Mansur,

I am writing in reply to your letter asking for advice about visiting England this summer.

In my opinion, the best place to visit is the south-west of England which is a rural area full of picturesque little villages, ideal for walks and enjoying nature. I recommend that you stay in the small city of Bath in Somerset as here you will be able to enjoy the surrounding countryside as well as visit tourist attractions, such as the Roman Baths. Furthermore, just 20 miles away is Westonbirt Arboretum, one of the world's most spectacular tree collections, which would be a perfect day out for you.

Regarding what clothing to bring, I agree that light clothing is appropriate, but I suggest you bring raincoats also as English weather is notoriously unpredictable! I also suggest that you bring some sun cream and good shoes for walking outside in the countryside. In any case, I'm sure you will be able to find anything else you might need in the local shops.

I hope that this helps and that you enjoy your trip. If there is anything else I can do for you, please feel free to contact me.

Yours sincerely,
Luke Stevens

3. BRAINSTORMING

Read the extract from Hatim Mansur's letter and Luke's notes again. If Hatim Mansur were visiting your country, how would you reply to his letter?

Focus on each of the points in the letter that you have to respond to and try to come up with ideas.

RECOMMEND TWO PLACES AND SAY SOMETHING ABOUT THEM

- What places in your country are worth visiting?
- Which of these places would appeal to Mr Mansur?
- What is special about these places?
- What kind of things can you do and see there?

GIVE OPINION

- What is the weather like in July in your country?
- Is the clothing Mr Mansur suggests suitable? If not, what would be more suitable?

SUGGEST

- Is there anything else that you think Mr Mansur should bring with him? Think about the weather, the places he will be visiting and the things he will be doing.



4. OUTLINE *See Teacher's Notes*

Copy and complete the outline below for your letter.

GREETING

OPENING PARAGRAPH

MAIN PART

• Paragraph 1

• Paragraph 2

CLOSING PARAGRAPH

SIGNING OFF

5. WRITING TASK

Write your letter to Mr Mansur, based on the outline you have made and using some of the ideas from the brainstorming activity in exercise 3 (150-200 words).

TIP

When you are writing a semi-formal letter based on prompts, remember:

- **ä** to write in an appropriate style (which is not altogether formal or informal).
- **ä** to include all the necessary information (see notes, prompts, etc.).
- **ä** to keep within the word limit.
- **ä** to edit your work (check spelling, grammar, etc.).

For greetings and signature endings you can use, see Appendix I.

Unit 8 reading

1. PRE-READING

Look at the text on the right and note its heading and the pictures accompanying the text. What do you know or can you guess about Tutankhamun?

2. READING FOR GIST

Read the text quickly and compare it with your answers in the previous exercise.

3. READING FOR DETAILS

Read the text again and decide if the following statements are True, False or Not mentioned in the text.

1. Tutankhamun was distantly related to King Smenkhkare. NM
2. Tutankhaten changed his name to Tutankhamun for religious reasons. NM
3. Lord Carnarvon was the man who funded the excavations carried out by Carter in the Valley of the Kings. T
4. In November 1922 Carter announced to Carnarvon he had discovered Tutankhamun's tomb. T
5. The second robbery in Tutankhamun's tomb took place just a few years after the first one. NM
6. The three coffins in which Tutankhamun was buried were made of solid gold. F
7. Many of the objects found in Tutankhamun's tomb have been removed from the Valley of the Kings. T

4. GUESSING THE MEANING OF UNKNOWN WORDS

Find words/phrases in the text that mean the same as the following.

1. mysterious (paragraph 1) shadowy
2. a person taking the position of someone who has left or died (paragraph 2) successor
3. wealthy (paragraph 3) prosperous
4. pieces of bricks and stones (paragraph 5) rubble
5. deserving praise (paragraph 6) commendable
6. started again (paragraph 7) resumed
7. stopped (paragraph 8) halted

Tutankhamun

a name shrouded in mystery

The discovery in 1922 of a treasure-packed tomb in Egypt's Valley of the Kings provided the perfect tonic for a depressed Europe suffering the after-effects of World War One. The world looked on in awe as the intact tomb of the pharaoh Tutankhamun was picked open. Yet the archaeologists who cleared the tomb felt a sense of disappointment. There were many beautiful artefacts but virtually no writings, and the tomb's mummified owner, the boy king, remained a shadowy figure.

Although Tutankhamun is known throughout the world, we know surprisingly little about his background. We know that he was born during the reign of the late 18th dynasty King Akhenaten, who ruled Egypt from the city of Amarna in Middle Egypt. In 1336BCE Akhenaten died and just four years later his successor, Smenkhkare, was dead too. Now an eight-year-old boy called Tutankhaten, became king. Tutankhaten ruled Egypt from Amarna for up to four years before moving his court south to Thebes where he changed his name to Tutankhamun.

Although barely a teenager, Tutankhamun (or his advisors) was aware of the duties of a conventional king. As Egypt grew prosperous, Tutankhamun launched building projects and sent his army to campaign in Syria. Meanwhile, the young king raced his chariot across the desert, hunted and played the board game senet, an ancient form of backgammon.

In 1322BCE, the 18-year-old Tutankhamun suffered a fatal accident and was buried in a tomb in the Valley of the Kings, on the western bank of the Nile at Thebes. As time passed, Tutankhamun's tomb, known as Tomb KV62, insignificant in comparison to those surrounding it, was forgotten and built over.

In 1917 Howard Carter and his patron, the wealthy George Herbert, Lord Carnarvon, agreed on a plan to locate the lost burial site of Tutankhamun. Carter started to clear the Valley of the Kings of tons of rubble and sand, a slow and expensive task that led Carnarvon to doubt the wisdom of their mission. By the summer of 1922 Carnarvon had had enough. Carter, though, still believed Tutankhamun could be found.

On 1 November 1922, Carter's team started to dig beneath Ramesses's tomb. Just three days later, 16 steps emerged, leading to a sealed doorway. Carter peered through a crack into a corridor packed with limestone chips. Showing commendable restraint, he covered the stairs to hide the discovery from thieves and sent a coded telegram to Carnarvon: 'At last have made wonderful discovery in valley. A magnificent tomb with seals intact. Re-covered same for your arrival. Congratulations. Carter.'

Three weeks later Carnarvon arrived and work resumed. Soon it was possible to read the name Tutankhamun on the door. The excavators saw that the tomb had been robbed twice in antiquity. The first theft took place soon



after the funeral. But the thieves were discovered by guards and dropped some of their loot in the entrance corridor. A second set of robbers struck some time before the construction of Ramesses VI's tomb. They too were detected and the tomb was sealed again.

Excavations halted briefly in February 1923. Carnarvon sailed south to Aswan, where he was bitten on the cheek by a mosquito. Upon his return to Luxor he sliced the scab off the bite while shaving. Feeling increasingly unwell, Carnarvon travelled to Cairo, where he developed blood poisoning, then pneumonia. On 5 April, he died, giving birth to the legend that Tutankhamun's tomb was cursed.

Back in the Valley of the Kings, work continued with the blessing of Lady Carnarvon. The shrines surrounding the burial were slowly dismantled. In February 1924 the cracked granite lid was lifted off a quartzite sarcophagus base to reveal a shrouded figure. Tutankhamun had been buried in three mummiform coffins, each placed inside another like Russian dolls, the innermost made of solid gold. It took several weeks to remove the coffins from the sarcophagus before the lid of the gold coffin was raised to reveal a mummy, coated in resin, its head covered with a magnificent golden funerary mask.

Today many of Tutankhamun's spectacular grave goods are displayed in the Cairo Museum. The boy king remains ensconced in his golden coffin in his original tomb in the Valley of the Kings. His mummy, largely ignored by Carter, continues to be a rich source of archaeological information. X-rays, CT scans, DNA and reconstructive techniques are beginning to expand our understanding of this long-dead king.



5. POST-READING

Discuss.

- Did you enjoy reading the text? Why / Why not?
- Which of the information mentioned did you find most interesting?
- What else would you like to know about Tutankhamun and his tomb?

Unit 8 vocabulary & grammar

VOCABULARY

1. PHRASES AND IDIOMATIC EXPRESSIONS WITH GIVE

A. Look at the extract from the text on pages 90-91. What does the phrase in bold mean?

On 5 April, he died, **giving birth to** the legend that Tutankhamun's tomb was cursed.
triggering, causing to emerge

B. Read the sentences below and match the phrases/expressions in bold with their meanings.

- I've never had Japanese food before, so when Andrew invited me to a Japanese restaurant for dinner, I thought I'd **give it a try**. c
- Alex **gave vent to** his frustration and shouted at James for breaking his computer. b
- Although both men had been arguing over the issue for several months, neither seemed prepared to **give ground**. a
- After being late to work for six successive days, my cousin was **given the sack**. d
- Our landlord **gave us two months notice** to leave the house. e

- a. to withdraw, retreat
- b. to express forcefully
- c. to use or experience something in order to test it
- d. to dismiss
- e. to give a warning or make an announcement in advance

2. VERBS STARTING WITH THE PREFIXES EN- AND DE-

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

- The Pharaoh **demoted** his general for neglecting his duties.

What does *demoted* mean?

- a. made important
- b. moved to a lower rank
- c. awarded

- The boy king remains **ensconced** in his golden coffin in his original tomb in the Valley of the Kings.

What does *ensconced* mean?

- a. inaccessible
- b. uncovered
- c. settled comfortably

B. Read the following sentences. How do the prefixes *en-* and *de-* alter the meaning of the word *code*?

No matter what forms our military use to **encode** confidential information, it seems that the enemy always finds a way to **decode** the messages.

NOTE

- The prefix *en-* when used to form a verb indicates to put into a situation or to cause something to become e.g. danger → endanger, large → enlarge.
- The prefix *de-* when used to form a verb indicates the opposite or to remove something e.g. compose → decompose, forest → deforest

C. Complete with the correct prefix, *en-* or *de-*.

- We want to enclose the play area, so the baby doesn't get into things he shouldn't.
- I know the hard work might demotivate you at first, but it will be worth it in the end.
- I usually use the microwave to defrost frozen food.
- The runner has to drink a lot of water to keep from getting dehydrated.
- This class will enable you to practise CPR in the event of an emergency.

3. VERBS STARTING WITH THE PREFIX DIS-

A. Look at the extract from the text on pages 90-91. What does the word in bold mean? Choose a, b or c.

The shrines surrounding the burial were slowly **dismantled**.
a. destroyed b. covered c. taken apart

NOTE

The prefix *dis-* when used before a verb indicates the opposite effect or the reverse of the process described by the original verb, e.g. agree → disagree, charge → discharge.

B. Look at the verbs in the box. What do you think they mean? Use them to complete the sentences 1-5. Make any necessary changes. See Teacher's Notes

disorientate disobey disarm
disorganise disembark

- Luckily, the police were able to disarm the robbers and arrest them.
- Don't worry, the ship won't leave before we disembark.
- The kids will get in trouble if they disobey their babysitter.
- The roller coaster might disorientate you for a few minutes when you get off the ride.
- Look at his desk! He's the most disorganised person I've ever met!

GRAMMAR

1. RELATIVE CLAUSES

Read the examples and answer the questions that follow.

1. Yet the archaeologists **who cleared the tomb** felt a sense of disappointment.
2. Now an eight-year-old boy called Tutankhaten, **who may already have been married to Ankhesenpaaten, daughter of Akhenaten and Queen Nefertiti**, became king.
 - In which of the two sentences does the relative clause provide additional information about someone?
 - In which of the two sentences does the relative clause provide information which is necessary to define someone?
 - In which of the two relative clauses could *that* be used instead of *who*?
 - Can *who* be omitted in any of the two relative clauses? Why / Why not?
3. Carter had first taken an interest in Egyptology as a 17-year-old artist, employed to copy and preserve the vibrant reliefs **that decorated Egypt's tombs**.
 - Which other relative pronoun could be used instead of *that*?
 - Is the relative clause defining or non-defining?
4. Carnarvon sailed south to Aswan, **where he was bitten on the cheek by a mosquito**.
 - Does the relative clause provide additional or essential information about Aswan?
 - Why is *where* used?
5. Now an eight-year-old boy **called Tutankhaten** became king.
6. Just three days later, 16 steps emerged, **leading to a sealed doorway**.
 - Which words have been omitted before *known* and *leading*?
 - Find two more examples of reduced relative clauses introduced with a present or past participle in the text on pp. 91-92 in paragraphs 4, 8 and 9.

Grammar Reference p. 113.

See Teacher's Notes

2. PRACTICE

Join the sentences using an appropriate relative pronoun or adverb. Make all the necessary changes and use reduced relative clauses whenever it is possible.

1. We must arrange a time. Then we can discuss the project in detail.
We must arrange a time when we can discuss the project in detail.
2. His latest book didn't live up to my expectations. This came as a surprise to me.
His latest book didn't live up to my expectations, which came as a surprise to me.
3. Charles Dickens is a famous English author. His novels are still loved by people all over the world.
Charles Dickens is a famous English author, whose novels are still loved by people all over the world. / Charles Dickens, whose novels are still loved by people all over the world, is a famous English author.
4. The statues in this museum are very impressive. They were made in ancient times.
The statues in this museum, (which were) made in ancient times, are very impressive.
5. The new history professor seems to be very strict. I have already been introduced to him.
The new history professor, who/whom I have already been introduced to, seems to be very strict.
6. We visited a famous library the other day. Valuable books are kept there.
We visited a famous library the other day, where valuable books are kept.
7. My father is planning something. I have no idea about it.
My father is planning something, which I have no idea about.
8. The hotel is situated at the top of a hill. It has a breathtaking view of the bay.
The hotel, (which is) situated at the top of a hill, has a breathtaking view of the bay. / The hotel, which has a breathtaking view of the bay, is situated at the top of a hill.

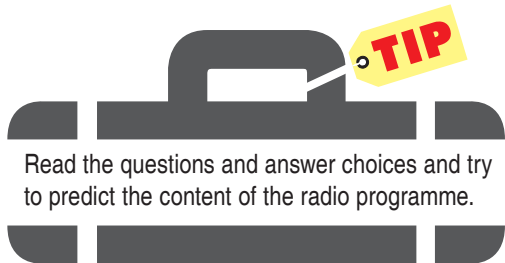
Unit 8 listening

1. PRE-LISTENING

Refer back to the text on pages 90-91 and discuss the following.

- Why do you think the discovery of Tutankhamun's tomb is so important?
- In your opinion, what was the reason for the boy king's untimely death?

2. PREPARING FOR THE EXAM TASK



Read the questions and answer choices and try to predict the content of the radio programme.

You will hear a segment from a radio programme. After the talk, you will be asked some questions about what was said. Read the questions 1-5 and guess which topics are discussed in the radio programme.

1. Why was Tutankhamun's tomb intact and full of treasures?
 - a. Strict security measures prevented thieves from robbing it.
 - b. The tomb entrance was not visible.
 - c. The hieroglyphic inscriptions were not intelligible.
2. Where were the mummies of the two baby girls found?
 - a. in the antechamber
 - b. in the burial chamber
 - c. in the Treasury
3. What does the latest research concerning Tutankhamun's death suggest?
 - a. He was murdered.
 - b. He had a fatal accident.
 - c. He died as the result of a blow on the head.
4. Which of the three teams was unaware of the fact that they were working on Tutankhamun?
 - a. the French
 - b. the Egyptian
 - c. the American
5. What does Dr Zahi Hawass think might have been the cause of Lord Carnarvon's death?
 - a. an infection from a germ
 - b. a biological booby trap
 - c. Tutankhamun's curse



3. EXAMINATION TASK

Now listen to the radio programme and the questions. As you listen, take some notes to help you remember the information given in the talk. From the three answer choices given, choose the one that best answers the question according to the information you heard.



- Listen carefully to the introduction as this will help you understand what topic is being discussed and can activate any background knowledge you already have.
- While listening, take notes of names, dates, places, numbers, events, or anything else you may think is important. It is advisable to use abbreviations instead of writing out full words.
- Keep the question in mind when looking at the answer choices.
- Remember only one answer choice is correct. The other two choices may be misleading, as they may repeat words or phrases from the segment, though they do not answer the question.
- Don't work on a question when the next question is being spoken.



vocabulary & grammar

VOCABULARY

WORDS WITH SIMILAR SPELLING AND/OR PRONUNCIATION

A. Look at the following extracts taken from the listening section and note the words in bold. Can you think of any other words starting with *re-* and ending in *-ain*? See *Teacher's Notes*

Tutankhamun, the boy pharaoh, **retains** an enduring grasp on our popular imagination.

Just one king **remained**...

B. In exercises testing vocabulary in an examination, the options are sometimes words with a similar form (spelling and/or pronunciation) but with quite different meanings. Read the sentences and choose the word that best completes each sentence.

- After the hurricane, all that was left of our house was a pile of _____.
a. rabble **b.** rubble
c. ramble d. rumble
- Our company uses lorries and ships in order to _____ various consumer goods from one country to another.
a. transform **b.** transport
c. transmit d. transfer
- It took the firefighters hours to _____ the fire that broke out in the warehouse.
a. extinguish b. distinguish
c. relinquish d. vanquish
- I think Jason _____ to win the prize; he performed the best in the competition.
a. preserves b. reserves
c. conserves **d.** deserves
- The manager's speech _____ any fears that the factory would be closing down.
a. dispensed b. dispersed
c. dispelled d. displeased

2. PRACTICE

B. Rewrite the sentences below using a participle clause.

- We didn't know the way to the Archaeological Museum so we asked for directions.

Not knowing the way to the Archaeological Museum, we asked for directions.

- First they took off their shoes and then they entered the building through the main entrance.

Having taken their shoes off, they entered the building through the main entrance.

- As we were worried about the weather, we decided to cancel our day trip.

Worried about the weather, we decided to cancel our day trip.

- The Rock of Gibraltar looms south of the Spanish border and symbolises strength and stability.

Looming south of the Spanish border, the Rock of Gibraltar symbolises strength and stability.

- If you mix this substance with water, it changes to a brownish colour.

Mixed with water, this substance changes to a brownish colour.

GRAMMAR

1. PARTICIPLES AND PARTICIPLE CLAUSES

Read the examples and answer the questions that follow.

- Feeling** increasingly unwell, Carnarvon travelled to Cairo...

- Who was feeling increasingly unwell? *Carnarvon*
- What does the sentence above mean?

a. Carnarvon was feeling increasingly unwell and travelled to Cairo

b. Although Carnarvon was feeling increasingly unwell, he travelled to Cairo

- Having trained** alongside some of Egypt's foremost excavators, he was now a skilled archaeologist.

Because he had trained alongside some great excavators.

- Why was he a skilled archaeologist?
- What does the form *having trained* suggest?

a. that he had training at an earlier time

b. that he hadn't completed his training

c. that he was having training while doing something else at the same time

- Rubbed** with special oils and **wrapped** in cloth, a dead body can be preserved for a long time.

- What could be used instead of *rubbed* in the example above?

a. if it is rubbed

b. when they rubbed

c. before it was rubbed

Grammar Reference p. 114.

Unit 8 speaking

1. DISCUSS

- If you were visiting a foreign country and wanted to learn more about its culture, which of the following would interest you most? Why?

visiting a museum visiting historical / archaeological sites
eating local dishes attending a local ceremony, like a wedding

2. SPECULATING AND MAKING A DECISION

Talk in pairs. Look at the pictures C and D and talk about how the people in these two pictures feel. Then, look at all the pictures. Imagine that your school is organising an exhibition entitled 'Aspects of our culture'. Talk together about the various aspects of culture represented in the pictures. Then suggest two other aspects of culture that you would like to see represented in the exhibition.

fascinated invigorated excited
sense of achievement content
exhibit art gallery

I think that... It seems that...
It looks like... From what I can see,...



3. FURTHER DISCUSSION

- Which two activities in the pictures above do you find the most appealing? Why?
- In what ways are cultural activities important for society?

lively atmosphere pleasurable share an experience
enrich our lives stimulate our imagination
experience different emotions a sense of identity

I would say that...
The two most appealing to me are...
The ones that appeal to me most are...

examination practice

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

Collapse of the empires

Historians have long been puzzled by the demise of the Akkad culture of central Iraq around 4000 years ago. Not to (1) _____ the simultaneous disappearance of the Egyptian kingdom (2) _____ the building of the great pyramids, together with hundreds of (3) _____ settlements in Palestine. In 2001, satellite images of southern Iraq revealed (4) _____ appears to be a relatively recent 3km-wide impact crater, (5) _____ that the Middle East was struck by a meteor (6) _____ blasted the area (7) _____ the violence of hundreds of H-bombs.

Around 3600 years ago, settlements (8) _____ the volcanic Mediterranean island of Thera were annihilated by a titanic eruption. The aftermath, (9) _____ included a large tsunami, is believed to have triggered the collapse of the famed Minoan (10) _____ on Crete.

Many researchers believe the civilisation of Atlantis (11) _____ its end around 12,000 years ago. If so, this could link Atlantis (12) _____ perhaps the most famous catastrophe of them all: a great flood. Accounts of a catastrophic flood (13) _____ devastated the whole world turn (14) _____ in the mythology of many ancient cultures, from Mexico (15) _____ China. They may all be references to the devastation (16) _____ by the 100-metre rise in sea-level (17) _____ followed the melting of the ice sheets around 10,000 years ago. Geological studies (18) _____ the Mediterranean burst through into the Black Sea, inundating the whole area. (19) _____ the time, it would truly have seemed as if the (20) _____ world had been flooded.

| | | | | | | | |
|------------------|---------------|-------------|-----------------|--------------|------------|----------|----------------|
| 1. a. say | b. forget | c. mention | d. ignore | 11. a. found | b. met | c. came | d. made |
| 2. a. follow | b. follows | c. followed | d. following | 12. a. and | b. whose | c. to | d. considering |
| 3. a. early | b. first | c. original | d. timely | 13. a. was | b. were | c. had | d. that |
| 4. a. it | b. that | c. what | d. which | 14. a. up | b. out | c. in | d. on |
| 5. a. suggested | b. suggesting | c. provided | d. providing | 15. a. and | b. till | c. to | d. in |
| 6. a. who | b. which | c. and | d. impact | 16. a. not | b. caused | c. which | d. destroyed |
| 7. a. in | b. at | c. with | d. by | 17. a. was | b. had | c. that | d. it |
| 8. a. on | b. where | c. built | d. and | 18. a. which | b. suggest | c. in | d. suggesting |
| 9. a. which | b. that | c. had | d. being | 19. a. In | b. By | c. At | d. For |
| 10. a. tradition | b. history | c. society | d. civilisation | 20. a. whole | b. most | c. old | d. total |

B. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and eight words including the word given.

- The picture displayed in the town hall was painted by Steve. that
Steve painted the picture that is displayed in the town hall.
- In the end, they decided not to go sightseeing because they felt tired. feeling
In the end, feeling tired , they decided not to go sightseeing.
- The university where I studied was famous not only for its excellent sports facilities but its impressive modern architecture too. at
Not only was the university at which I studied / which I studied at famous for its excellent sports facilities but its impressive modern architecture too.
- We stayed in a hotel situated right on the harbour with spectacular views of the fishing boats and yachts. where
The hotel where we stayed was situated right on the harbour with spectacular views of the fishing boats and yachts.
- The new manager seems very hard-working and I have already seen him taking work home with him in the evenings. who
The new manager, who I have already seen taking work home with him in the evenings, seems very hard-working.
- They didn't want to fail the exam so, instead of going to play football, they stayed at home and revised. not
Instead of going to play football, not wanting to fail the exam , they stayed at home and revised.

Unit 8 writing

WRITING AN ARTICLE DESCRIBING SOMETHING

1. DISCUSS

- What are some of the customs and traditions related to weddings in your culture?
- What do you consider to be the most memorable wedding you have ever attended?
- What was special about it?
- How did you feel?

2. FOCUS ON CONTENT AND ORGANISATION

A. Read the rubric below and underline the key words/phrases in it. What two aspects of the ceremony is the writer required to refer to?

See Teacher's Notes

An international magazine has invited readers to contribute articles to a series entitled TRADITIONAL CEREMONIES AROUND THE WORLD. Readers should describe a ceremony they have attended and the customs related to it and say how they felt on that occasion.

Write your article.

B. Read the article and do the activities that follow.

An Arabian Nights Wedding

Two years ago a very close Moroccan friend of mine, Saed, decided to take the leap into marriage and invited me to his wedding in Rabat. Initially, I thought that weddings couldn't be that different from culture to culture, and nothing had prepared me for the colourful and ritual-packed ceremony I was about to attend.

Although it was my first time in Morocco and I hadn't met Saed's family before, when I arrived, everybody gave me such a warm welcome that I felt as if I were a member of the family. On the eve of the wedding ceremony, the Henna Night took place at the home of the bride. This is a traditional ceremonial cleansing in which the bride-to-be has her hands and feet painted with henna. She is then dressed in her white bridal robes before being placed behind a curtain symbolising her transition to a new life.

The next day brought the wedding itself, which made a great impression on me. The bride and groom were treated like king and queen for the day. They donned golden wedding outfits made of exquisitely detailed brocade. At one point of the ceremony, the bride and groom were hoisted onto the shoulders of the crowd and paraded among their guests in royal style. The unique atmosphere which was both earnest and solemn but at the same time light-hearted and exuberant impressed me deeply.

The highlight of the evening was the wedding feast. We were treated to delicious food and I tried all the local delicacies with great enthusiasm. During the many hours of celebration, the joy and delight on everybody's faces was genuinely moving. It was as if an oriental story had come to life in front of my eyes.

It was an unforgettable experience and I thoroughly enjoyed every minute of it. Although I come from a very different cultural background, I felt a certain kinship to the whole affair because a ceremony in which a couple make public their commitment to live together is always very moving.

1. Each of the following statements corresponds to one of the paragraphs in the article. Write the numbers 1-5 in the boxes.

In this paragraph the writer:

- a. describes how he felt when he first arrived and refers to an event leading up to the wedding ceremony. 2
- b. describes his overall impression of the experience. 5
- c. gives general information about what led to the occasion being described. 1
- d. describes the wedding ceremony, the atmosphere and his feelings. 3
- e. describes the events after the wedding ceremony, the mood people were in and how he felt. 4

2. Underline the words/phrases the writer uses to describe his feelings. *See Article*



3. FOCUS ON LANGUAGE AND STYLE

A. Read the article again and find words/phrases which mean the following.

Paragraph 1

- a. make an important change in one's life take the leap into
b. at first initially

Paragraph 2

- c. the day before eve
d. process of change transition

Paragraph 3

- e. put on donned
f. very exciting and happy exuberant

Paragraph 4

- g. the most exciting part highlight
h. truly genuinely

Paragraph 5

- i. relationship kinship

B1. Look at the following extracts from the article. What does the *as if/though* structure describe?

...I felt as if I were a member of the family. See Teacher's Notes
It was as if an oriental story had come to life in front of my eyes.

NOTE Some other verbs that are commonly used with the *as if/though* structure are *act, sound, behave, treat, look, taste* and *seem*.

B2. Match the beginnings of the sentences 1-4 with the endings a-d.

1. All the guests were treated as though **b**
2. The streets were so crowded it was as if **d**
3. She had never seen such opulence, but she acted as if **a**
4. The stars in the night sky sparkled as though **c**

- a. she was accustomed to it in order to blend in.
b. they were royalty.
c. they were diamonds on a black velvet curtain.
d. the whole town had come out to celebrate.

4. BRAINSTORMING

Read the rubric below and discuss the questions below in pairs.

An English-language magazine is inviting readers to contribute to a series of articles about festivals in their country. You decide to write an article about a festival in your country. Describe the festival, commenting on the impression it made on you.

1. Is there any local festival that you are familiar with?
2. When and where does it take place?
3. What is special about it? Think about what happens, the people participating and the general atmosphere.

5. OUTLINE

Copy and complete the outline below for your article. Use the questions as a guide.

INTRODUCTION

Give general information about the event.

- What event are you writing about?
- When and where does it take place?
- What makes it special?

MAIN PART (2-3 paragraphs)

Describe the event.

- What are the important features?
- What can you see, hear, smell, taste?

Explain the significance of the event for you.

- What kind of an impression did it make on you?
- What makes it memorable?

CONCLUSION

Conclude by making a general comment or giving a personal opinion.

- How would you sum up the event?
- How did it affect you personally?

TIP

When writing an article describing something, you should:

- use a catchy title.
- think about the purpose of the article and who will read it in order to write in an appropriate style.
- make an effort to use descriptive, emotive language (verbs, adjectives, adverbs) and avoid using words which are very common (e.g. nice, good, bad).
- use a variety of grammatical structures (passive voice, unreal past, emphatic forms).
- say how you were affected by the event/occasion or give your opinion.

6. WRITING TASK

Write your article based on the outline you have made (200-250 words).

Module 4 round-up

Units (7-8)

EXAMINATION PRACTICE

A. Choose the word or phrase which most appropriately completes the sentence.

- The football coach _____ to his anger and disappointment and scolded the team for playing badly.
a. gave notice b. gave the sack **c. gave vent** d. gave ground
- When the football match ended, the crowds _____ quietly.
a. dispelled b. dispensed c. displeased **d. dispersed**
- As the marathon runner crossed the finish line, he _____ and fell from exhaustion.
a. hurtled **b. stumbled** c. lurched d. orbited
- Tom waved to the captain as he _____ from the ship.
a. disarmed b. disorientated **c. disembarked** d. dismantled
- This art history course will _____ you to truly appreciate art.
a. encode b. enclose c. engage **d. enable**
- You should always make sure food taken from the freezer is thoroughly _____ before you reheat it.
a. demotivated **b. defrosted** c. dehydrated d. decoded
- Elderly people should be treated with the respect they _____.
a. conserve b. reserve c. preserve **d. deserve**
- When I saw the mouse scuttling towards me, I nearly jumped out of my _____.
a. skin b. straw c. nails d. stomach
- The beach is _____ walking distance of the hotel so it's very convenient.
a. off b. in c. on **d. within**
- When his family stopped at the lion's enclosure, the young boy _____ in wonder at the fierce-looking animals.
a. glanced **b. gazed** c. glared d. glimpsed

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

- I was packing our suitcases, when my husband _____ the bad news to me.
a. had broken b. was being broken c. was to break **d. broke**
- When I was young, I _____ interested in travelling abroad, but now that I am older I dream of exploring the four corners of the world.
a. didn't use to be b. wouldn't be c. use not to be d. wasn't being
- The police officer _____ to my brother was very well informed and did his best to help sort out the problem.
a. talking b. who talking c. was talking d. talked
- My cousin _____ a lot before he decided to settle down and have a family.
a. was travelling b. use to travel **c. travelled** d. was about to travel
- The town _____ my grandparents live is known for its rich cultural and historical background.
a. which **b. where** c. that d. whom
- _____ the tickets, I began to prepare for my trip abroad.
a. To book **b. Having booked** c. Booked d. Having to book
- As I was boarding the plane, I realised that I _____ to take my mobile phone with me.
a. forgot b. was forgetting **c. had forgotten** d. had been forgetting
- When my luggage got lost, I was in the dark as to _____ to turn to for assistance.
a. whom b. that c. what d. which
- The hotel _____ I was staying at was in complete disrepair.
a. where b. in which **c. which** d. wherein
- _____ to Personnel Manager, Jack found that he had no time left to spend with his kids.
a. After promoting b. Having promoted c. After promoted **d. Having been promoted**

C. Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. You must use between two and eight words including the word given.

- We ate our meal at a quaint little restaurant perched on the edge of a cliff overlooking a green valley. **where**
The quaint little restaurant where we ate our meal was perched on the edge of a cliff overlooking a green valley.
- I had my breakfast early in the morning and left the hotel to explore the city. **having**
Early in the morning, having had my breakfast, I left the hotel to explore the city.
- They had access to the best resorts in the world because they were related to a well-known businessman who was not only well-connected but also highly respected. **whom**
The well-known businessman whom they were related to was not only well-connected but also highly respected, so they had access to the best resorts in the world.
- My grandfather always told me stories about the adventures he had had as a sailor. **would**
My grandfather would tell me stories about the adventures he had had as a sailor.
- In the past, meat was used sparingly in traditional dishes as people were very poor and it was hard to come by. **to**
In the past, people didn't use to use a lot of meat in traditional dishes as they were very poor and it was hard to come by.
- It was my intention to book a holiday at a tropical resort but then I heard that the monsoon season was near and opted to go to a safer destination. **about**
I was about to book a holiday at a tropical resort but then I heard that the monsoon season was near and opted to go to a safer destination.
- First I visited Riyadh and then Jeddah. **had**
I went to Jeddah after I had visited Riyadh.
- The seaside resort where we stayed was known not only for its luxurious accommodation but also for its good service. **at**
Not only was the seaside resort which we stayed at known for its luxurious accommodation but also for its good service.

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

A TRIP TO SOUTH AFRICA

If you're planning your next holiday, why not consider South Africa? This (1) exceptional country **EXCEPT** has a wide variety of things for people to see and do. Let's start with a (2) description of Cape **DESCRIBE** Town, a multicultural city with a diverse population descended from Europeans, Asians and Africans. In the city, there are lots of street cafés and great restaurants which cater for all tastes. This will (3) enable you to truly enjoy the culinary delights of a variety of ethnic cuisines. Few people **ABLE** would (4) disagree that Cape Town has much to offer keen shoppers but if you'd like to **AGREE** experience the (5) excitement of buying something typically African, Greenmarket Square is the **EXCITE** place! It's a local outdoor market where people from all over Africa sell crafts and souvenirs. Cape Town is by the sea so if you'd like to soak up the sun or do some water sports, then head out to Clifton, which has lovely sandy beaches. There is also Bakoven Beach, a stunning beach which remains completely (6) unspoilt by tourism. If you plan to visit one of the smaller cities, make sure you go **SPOIL** to Nelspruit, a (7) lively place with a laid-back atmosphere. There is a range of accommodation **LIVE** available to suit all budgets ranging from cheap hostels to more luxurious hotels. A trip to South Africa would be incomplete without visiting one of the many (8) spectacular nature reserves; day trips **SPECTACLE** can be arranged at your (9) convenience. Also, close to Nelspruit is the Kruger National Park, **CONVENIENT** which is one of the country's major tourist (10) attractions. All in all, there are plenty of great **ATTRACT** things to do and see in South Africa.

Module 4 round-up

Units (7-8)

SELF-ASSESSMENT

LISTENING

You will hear two different extracts. For questions 1-4, choose the answer (a, b or c) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear a father and a son talking at an airport.

- How would you describe the boy's reaction to their situation?
 - He's calm.
 - He's stressed out.
 - He's amused.
- What is the man's attitude?
 - He's optimistic.
 - He's impatient.
 - He's annoyed.

Extract Two

You hear two friends discussing a trip one of them made to Hawaii.

- Why was Ben surprised about his holiday?
 - He thought it would be less work.
 - He didn't get to try any exotic fruit.
 - He thought he would be spending more time at the beach.
- Ben's friend
 - can relate to Ben's experience.
 - would like to have a similar experience.
 - thinks Ben is exaggerating.

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 | > use prepositional phrases related to location/distance | <input type="checkbox"/> | |
| | > use verbs describing movement and sight | <input type="checkbox"/> | |
| | > form nouns by using appropriate suffixes | <input type="checkbox"/> | |
| | > use idioms related to feelings/attitudes | <input type="checkbox"/> | |
| | > use phrases and idiomatic expressions with <i>give</i> | <input type="checkbox"/> | |
| GRAMMAR | > use verbs starting with the prefixes <i>dis-</i> , <i>en-</i> and <i>de-</i> | <input type="checkbox"/> | |
| | > distinguish between words with similar spelling and/or pronunciation | <input type="checkbox"/> | |
| | > use the Past Simple, Past Progressive, Past Perfect Simple and Past Perfect Progressive appropriately | <input type="checkbox"/> | |
| | > use <i>used to</i> - <i>would</i> - <i>was/were going to</i> - <i>was/were about to</i> | <input type="checkbox"/> | |
| | > use defining and non-defining relative clauses | <input type="checkbox"/> | |
| READING | > use participles and participle clauses | <input type="checkbox"/> | |
| | > skim a text to identify its source/genre | <input type="checkbox"/> | |
| | > use verbal and non-verbal cues to make predictions about a text | <input type="checkbox"/> | |
| | > identify the purpose of a text | <input type="checkbox"/> | |
| | > understand the main ideas and supporting details in a text | <input type="checkbox"/> | |
| LISTENING | > assess the truth of statements according to information given in a text | <input type="checkbox"/> | |
| | > guess the meaning of unknown words | <input type="checkbox"/> | |
| | > listen to short monologues and understand the main idea expressed by different speakers and their attitudes | <input type="checkbox"/> | |
| | > understand specific information mentioned by speakers on a radio programme | <input type="checkbox"/> | |
| | SPEAKING | > talk about travel, holidays and different aspects of culture | <input type="checkbox"/> |
| > expound on a topic, take a long turn, express an opinion and justify and comment on somebody else's opinion | | <input type="checkbox"/> | |
| > sustain an interaction, exchange ideas, speculate, evaluate and reach a decision through negotiation | | <input type="checkbox"/> | |
| WRITING | | > write a semi-formal letter | <input type="checkbox"/> |
| | | > write a descriptive article | <input type="checkbox"/> |

1

2. CHOOSING BETWEEN OPTIONS

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.

Option 1: An art exhibition held indoors.

Advantages

- Students could submit and sell their own artwork.
- It is a good way to raise money.
- It is inexpensive to organise.
- It isn't affected by weather conditions.

Disadvantages

- It might not be popular with students who are not artistic.

Option 2: An outdoor sports day.

Advantages

- It would appeal to a wide range of students.
- It is possible to raise money by selling refreshments.

Disadvantages

- It is expensive to organise.
- Success depends on good weather.

OPTION 1



OPTION 2



pairwork activities

3 Student B

2. HELP SOLVE A PROBLEM

Who the person is:

My son/nephew/cousin/brother.

What the problem is:

He needs to decide what area of study to major in when he goes to college. He is very intelligent and has excellent grades, so he would do well in anything.

The options:

1. His parents are pushing him to become a doctor, because he would always have a secure job and make enough money to live on.
2. He spends all his free time making paintings. He loves doing this and is considering a career as a professional artist, which his parents are unhappy about.



Grammar Reference

Grammar Reference

Module 1 - Unit 1

★ Passive Voice I

Use

We use the **Passive Voice** to emphasise an action rather than who or what is responsible for it.

Formation

The Passive Voice is formed with the verb **be** + the **past participle** of the **main verb**.

NOTE

The person who causes or carries out the action is called an **agent** and, if mentioned, is preceded by the preposition **by**.

We usually omit the agent:

- when the action interests us more than the agent.
- when we don't know the agent.
- when it is easy to figure out who the agent is.
The bank was robbed! (by someone who we do not know)
English is spoken in Australia. (by people)

| Verb forms in the Passive Voice | | |
|---------------------------------|--|--|
| Verb forms | Active Voice | Passive Voice |
| Present Simple | <i>They always serve tea with cakes.</i> | <i>Tea is always served with cakes (by them).</i> |
| Past Simple | <i>I repaired the roof last year.</i> | <i>The roof was repaired (by me) last year.</i> |
| Present Perfect Simple | <i>We have removed all the furniture from the living room.</i> | <i>All the furniture has been removed from the living room.</i> |
| Past Perfect Simple | <i>The fire had destroyed the house before the fire brigade arrived.</i> | <i>The house had been destroyed by the fire before the fire brigade arrived.</i> |
| Future 'will' | <i>Mark will pay the bill tomorrow.</i> | <i>The bill will be paid (by Mark) tomorrow.</i> |
| going to | <i>They are going to publish his new novel next month.</i> | <i>His new novel is going to be published next month.</i> |
| Future Perfect Simple | <i>I will have posted all the letters by noon.</i> | <i>All the letters will have been posted by noon.</i> |
| Present Infinitive | <i>We need to finish this work by tomorrow.</i> | <i>This work needs to be finished by tomorrow.</i> |
| Perfect Infinitive | <i>He could have bought the tickets earlier.</i> | <i>The tickets could have been bought earlier.</i> |
| Modal Verbs | <i>You must take him to hospital.</i> | <i>He must be taken to hospital.</i> |

- 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**.

We saw Dan enter the bank. → *Dan was seen to enter the bank.*

They heard a boy calling for help. → *A boy was heard calling for help.*

- 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**.

My mum made me eat all my soup. → *I was made to eat all my soup.*

- The verb *let* + *bare infinitive* changes to *be allowed* + *full infinitive* in the **Passive Voice**.

They didn't let me go out. → *I was not allowed to go out.*

- When a verb (*give, offer, send, etc.*) takes two objects in the **Active Voice**, there are two ways of forming the **Passive Voice**.

They gave William a present. → *William was given a present.*

A present was given to William

★ Passive Voice II

- We form the **Progressive tenses** in the **Passive Voice** with the appropriate form of the verb **be** + **being** + the **past participle of the main verb**.

| Verb forms in the Passive Voice | | |
|---------------------------------|---|---|
| Verb forms | Active Voice | Passive Voice |
| Present Progressive | <i>They are renovating the hotel.</i> | <i>The hotel is being renovated.</i> |
| Past Progressive | <i>The campers were pitching the tents when it started to rain.</i> | <i>The tents were being pitched by the campers when it started to rain.</i> |
| -ing form | <i>I hate people staring at me.</i> | <i>I hate being stared at.</i> |

- Verbs such as *know, believe, say, think, etc.* are often followed by a **that-clause** in the **Active Voice** and can be used to make general statements.

The **Passive Voice** can be formed in two ways:

It + **passive form of verb** + **that-clause**

or

subject + **passive form of verb** + $\left. \begin{array}{l} \text{to + base form} \\ \text{to + have been +} \\ \text{past participle} \end{array} \right\}$

People believe that he is very rich. →

It is believed that he is very rich.

He is believed to be very rich.

They say that the locals built this bridge last year. →

It is said that this bridge was built by the locals last year.

This bridge is said to have been built by the locals last year.

- In the **Passive Voice** we often omit the **relative pronoun** + **verb be**.

This photograph, which my brother took, won first prize in the competition. → *This photograph, (which was) taken by my brother, won first prize in the competition.*

Module 1 - Unit 2

★ Clauses of Purpose, Result and Concession

Clauses of Purpose

| Clauses of Purpose | | |
|---------------------------------------|--|--|
| Structures | Use | Examples |
| to + base form | The subject of the verb and the infinitive is always the same. | <i>I just called to invite you to my house.</i> |
| so as (not) to + base form | | <i>He walked in quietly so as not to wake up his parents.</i> |
| in order (not) to + base form | | <i>We are saving money in order to buy a new car.</i> |
| for + -ing form | to express the purpose or function of an item | <i>I use the electric knife for cutting meat.</i> |
| so that + subject + can/may/will | purpose with present or future time reference | <i>Please close the door so that the cat can't come in.</i> |
| so that + subject + could/might/would | purpose with past time reference | <i>He walked quietly so that nobody could hear his footsteps.</i> |
| in case + present tense | purpose with present or future time reference | <i>I'll take an umbrella in case it rains.</i> |
| in case + past tense | purpose with past time reference | <i>He gave me his telephone number in case I wanted to call him.</i> |

Clauses of Result

We use **Clauses of Result** to express the result of an action or a conclusion.

- **so + adjective/adverb + that**
That Maths problem was so difficult that I couldn't solve it.
They shouted so loudly that everybody heard them.
- **so + much/many/little/few + noun + that**
I've read this poem so many times that I know it by heart now.
- **such + a/an + (adjective) + singular countable noun + that**
It was such a beautiful day that we decided to go for a picnic.
- **such + (adjective) + uncountable / plural countable noun + that**
He was wearing such strange clothes that everyone was looking at him.
- **such + a lot of + noun + that**
I've put on such a lot of weight that I don't fit into my clothes any more.
- **too + adjective or adverb (+ for somebody) + full infinitive**
This dress is too expensive for me to buy.
- **(not) adjective or adverb + enough (+ for somebody) + full infinitive**
This dress isn't big enough for me to wear.

NOTE • *That* can be omitted, especially in spoken English.

Clauses of Concession

We use **Clauses of Concession** to express **contrast** or **opposition** to the main clause.

- **although / even though/ though + subject + verb**
Although/Even though/ Though he was starving, he didn't take any of the food they offered him.
- **in spite of / despite + noun / -ing form / what...**
Despite the heavy rain, it was very hot.
In spite of feeling afraid, Jim went on the roller coaster.
Despite what you may think, that's not the case.
- **in spite of / despite + the fact + that-clause**
He went jogging in spite of/despite the fact that he had a terrible headache.

NOTE • *Though* is used in spoken English and it can be placed at the beginning or at the end of the sentence.

★ Causative form

The **causative form** is used when we do not do something ourselves, but we arrange for somebody else (usually an expert) to do it for us. It is also used to express an accident or misfortune that happened to us.

We painted the house last month. (We did it ourselves.)

We had the house painted last month. (A painter did it.)

The **causative form** is formed as follows:

subject + have / get + object + past participle

| | |
|-------------------------------|--|
| Present Simple | <i>I have my car fixed.</i> |
| Present Progressive | <i>I'm having my car fixed.</i> |
| Past Simple | <i>I had my car fixed.</i> |
| Past Progressive | <i>I was having my car fixed.</i> |
| Future will | <i>I'll have my car fixed.</i> |
| Present Perfect Simple | <i>I've had my car fixed.</i> |
| Past Perfect Simple | <i>I had had my car fixed.</i> |
| Modal Verbs | <i>I must have my car fixed.</i> |
| Future going to | <i>I'm going to have my car fixed.</i> |
| Imperative | <i>Have my car fixed.</i> |
| Present Infinitive | <i>I managed to have my car fixed.</i> |
| -ing form | <i>I remember having my car fixed.</i> |

NOTE

- The interrogative and negative forms of the Present Simple and the Past Simple are formed with the auxiliaries **do/does** and **did**.
How often do you have your hair cut?
Saleh didn't have his hair cut yesterday.
- In informal language we can use **get** instead of **have**.
I must get the TV set repaired.
- If we want to mention who performs the action, we can add **by + agent** at the end of the sentence.
She always has her hair dyed by a hairdresser.
- **have someone do something** = make someone do something
get someone to do something = persuade someone to do something

Module 2 - Unit 3

★ Reported Speech (Statements)

In **Direct Speech**, we repeat the exact words that someone said. We usually use the verb **say** and the words of the speaker are put in quotation marks.

Irina said, "Tina is on the phone."

In **Reported Speech**, we report the meaning of what someone said, without using their exact words. We use a reporting verb, usually **say** or **tell**, followed by **that** (which can be omitted) and the reported statement.

Irina said that Tina was on the phone.

NOTE

- We use **say** when there is no indirect object.
'I can't fix the car,' he said.
He said that he couldn't fix the car.
- We use **tell** when there is an indirect object.
'I'll be late, Tom,' Dad said.
Dad told Tom he would be late.

- When we change a sentence from Direct to Reported Speech, pronouns and possessive adjectives change according to the meaning of the sentence.

'I like your new bike,' said Ian.

Ian said that he liked my new bike.

- When a sentence changes from Direct to Reported Speech, tenses, modals and time expressions change as follows:

Present Simple → Past Simple

Kevin said, 'I want to buy a new car.'

Kevin said (that) he wanted to buy a new car.

Present Progressive → Past Progressive

Alan said, 'I'm having a shower.'

Alan said he was having a shower.

Past Simple → Past Perfect Simple

Lars said, 'I saw a bear behind the tree.'

Lars said he had seen a bear behind the tree.

Present Perfect Simple → Past Perfect Simple

Tim said, 'I've read this book.'

Tim said he had read that book.

Present Perfect Progressive → Past Perfect Progressive

Andy said, 'I've been waiting for an hour.'

Andy said he had been waiting for an hour.

will → would

Dan said, 'I'll call you later.'

Dan said he would call me later.

can → could

Mina said, 'I can show you the way.'

Mina said she could show me the way.

Conditional Sentences Type 1 → Conditional

Sentences Type 2

Diane said, 'If we take a taxi, we'll get there sooner.'

Diane said if they took a taxi, they would get there sooner.

may → might

Paul said, 'I may go to Brazil.'

Paul said he might go to Brazil.

must → had to

Jim said, 'You must work hard.'

Jim said I had to work hard.

now → then

Fadi said, 'I'll talk to him now!'

Fadi said he would talk to him then.

today, tonight → that day, that night

Tom said, 'We're meeting Tim today.'

Tom said they were meeting Tim that day.

yesterday → the previous day / the day before

Danny said, 'I visited my lawyer yesterday.'

Danny said he had visited his lawyer the previous day.

this morning/year, etc. → that morning/year, etc.

Mark said, 'I haven't eaten anything since this morning.'

Mark said he hadn't eaten anything since that morning.

here → there

Eric said, 'I saw it here.'

Eric said he had seen it there.

tomorrow → the next day / the following day

Fred said, 'I'm flying to Paris tomorrow.'

Fred said he was flying to Paris the following day.

ago → before

Bill said, 'I bought this car two days ago.'

Bill said he had bought that car two days before.

last week/month, etc. → the previous week/month, etc.

the week/month, etc. before

Dave said, 'I called Mr Miles last week.'

Dave said that he had called Mr Miles the previous week.

next week / month, etc. → the following week / month, etc.

Gary said, 'I'll return the book next week.'

Gary said he would return the book the following week.

NOTE

- These changes cannot be made when the sentence expresses a general truth or the reporting verb is in the Present, Future or Present Perfect Simple.
'I enjoy cooking,' Tom said.
Tom said (that) he enjoys cooking.
'I will move to Dublin next year,' Eric says.
Eric says he will move to Dublin next year.
- The Past Perfect and the verbs *could, might, should, would, ought to, mustn't* and *used to* do not change in Reported Speech.
- The Past Progressive usually doesn't change but when it does, it changes to Past Perfect Progressive. Past tenses in time clauses do not change.
'I was speaking on the phone when the doorbell rang,' she said. → She said (that) she was speaking on the phone when the doorbell rang.
- Conditional Sentences Types 2 and 3 and sentences with *wish / if only* do not change in Reported Speech.

★ Reported Commands and Requests

- We commonly use *tell, beg, command, advise, warn* or *order* when we report commands and *ask* when we report requests.
- The Imperative changes to full infinitive or *not + full infinitive*.
'Be quiet, children,' said Ahmed. → Ahmed told the children to be quiet.
'Don't tell anyone, please,' Laura said. → Laura asked me not to tell anyone.

NOTE

- When the request is in question form, in Reported Speech it changes to full infinitive.
'Will you open the door, please?' Vicky said.
Vicky asked me to open the door.

★ Special Introductory Verbs

There are a number of special introductory verbs used in Reported Speech.

- **verb + full infinitive** (agree, claim, demand, offer, promise, refuse, threaten, etc.)
'I'll babysit for you,' said Patty.
Patty offered to babysit for me.

- **verb + object + full infinitive** (advise, allow, ask, beg, encourage, forbid, invite, order, permit, remind, warn, etc.)
'You should take better care of yourself, Ivana,' said Sally. Sally advised Ivana to take better care of herself.
- **verb + -ing form** (accuse sb of, apologise for, admit (to), complain to sb about, deny, insist on, suggest, etc.)
'George lied to me,' said Mark. Mark accused George of lying to him.
- **verb + that clause** (admit, agree, claim, complain, exclaim, explain, inform sb, promise, suggest, etc.)
'You never listen to me,' he said. He complained that I never listened to him.

★ Reported Questions

- We usually introduce reported questions with the reporting verbs *ask*, *wonder* and the expression *want to know*.
- The verbs in reported questions are in the affirmative form.
'Why did you go to the doctor?' he asked. He asked me why I had gone to the doctor.
- If the direct question begins with a question word, the reported question also begins with the same question word.
'Where are you going?' he asked. He asked me where I was going.
- If the direct question does not begin with a question word, the reported question begins with *if* or *whether*.
'Did you enjoy the presentation?' he asked. He asked me if/whether I had enjoyed the presentation.
- When we change questions from Direct to Reported Speech, pronouns, tenses, adverbs, etc. change in the same way as in reported statements.

Module 2 - Unit 4

★ Unreal Past

Present or Future Reference:

Sometimes we use the Past Simple when referring to the present or future. This is called the **Unreal Past**.

- We use **wish / if only + Past Simple** to make a wish about a present or future situation which we would like to be different.
I wish you didn't have to go tomorrow. (= But you have to). I wish I had a bigger house. (= But I don't).
- We use **wish / if only + could + bare infinitive** to express regret about something we cannot do at present.
I wish I could speak Italian. I wish I could come with you on Friday.
- We use **wish/ if only + would + bare infinitive** to express annoyance, irritation, dissatisfaction, and to make a wish concerning a present situation that is unlikely to change. (The subject of *would* must be different from that of *wish*).
I wish / If only you would stop shouting! I wish the days would go by more quickly!
- We use **would rather + Past Simple** to say that we would prefer somebody to do or not do something. (The subject of *would rather* must be different from the subject of the main verb).
I'd rather you didn't use my phone.
- We use **it's (high/ about) time + Past Simple** to express criticism or complain about something that should have already been done.
It's time you went to bed.

- We use **as if / as though + Past Simple** for untrue situations.

He speaks as if he were an expert. (He is not.)

NOTE

- In the Unreal Past we usually use *were* instead of *was*.

Past Reference:

- We use **wish / if only + Past Perfect Simple** to express regret about something that happened or didn't happen in the past.
I wish I had taken a torch with me. I can't see a thing.
- We use **would rather / as if / as though + Past Perfect Simple** for unreal situations in the past.
I'd rather you had informed me earlier. He talked to us as if he had known us for years.

★ Inversion

When some words or expressions (usually with a negative or a restrictive meaning) are at the beginning of a sentence, the sentence is formed like a question (the auxiliary is placed before the subject). This is called inversion and is used for emphasis.

| Words and expressions | Examples |
|------------------------|---|
| | <i>Never in my life had I felt so embarrassed.</i> |
| Never (before) | <i>Rarely does he use his credit card.</i> |
| Rarely | <i>No sooner had I told him the news than everybody in the village knew it!</i> |
| Seldom | <i>Only when you see her will you realise how much she has changed.</i> |
| Hardly (ever)...when | <i>Only in an emergency should you dial 999.</i> |
| No sooner... than | <i>Not only did I lock the door, but I also secured the windows.</i> |
| Only | <i>Not even once did he look in this direction.</i> |
| Not only... but also | <i>Not until I saw him in person, did I realise how tall he was.</i> |
| Not (even) once | <i>In no way is he to blame for what happened.</i> |
| Not until | <i>Under no circumstances would he accept my proposal.</i> |
| On no account | <i>Little did he know that a surprise awaited him.</i> |
| Under no circumstances | |
| By no means | |
| In no way | |
| Nowhere | |
| Little | |

Module 3 - Unit 5

★ Present Simple

The **Present Simple** is used:

- to describe permanent situations or states.
Tom lives in London.
- to describe repeated/habitual actions.
He wakes up at 7:30 every morning.
- to talk about general truths.
Water boils at 100°C.
- to talk about future actions related to timetables and programmes.
Our plane leaves at 10:00 tomorrow.
- to refer to the plot of a book, etc.
Harry lives with his uncle Vernon.
- in sport commentaries.
Jefferson shoots and he scores!
- in exclamatory sentences with *Here...* and *There...*
Here comes Uncle Harry!
- in declarations.
We regret to inform you that your application has been rejected.
- in newspaper headlines.
Police arrest burglar red-handed.
- in instructions.
First, you cut the tomatoes and add them to the mixture.

TIME EXPRESSIONS

- Adverbs of frequency: always / usually / often / sometimes / occasionally / rarely / seldom / hardly ever / never / constantly.
They are usually positioned:
 - before the main verb.
Richard never comes to work late.
 - after the verb *be*.
He is often away at the weekends.
- every day/week, etc.
- in the morning/spring, etc.
- at the weekend
- once/twice/three times, etc. a week/day, etc.
- on Mondays/Monday morning, etc.

★ Present Progressive

The **Present Progressive** is used:

- to describe actions happening now.
Robert is talking to his boss right now.
- to describe temporary situations.
I'm staying with my aunt at the moment.
- to talk about annoying actions which happen repeatedly (with the adverbs of frequency *always, constantly, continually*).
You're always interrupting me!
- to describe situations which are changing or developing around the present time.
Air pollution is increasing in our city.
- to talk about future arrangements.
I'm visiting some friends at the weekend.

TIME EXPRESSIONS

now, at present, at the moment, today, these days
this week / year, etc.
next week / year, etc.
tonight, tomorrow, etc.

★ Stative verbs

The following verbs are not normally used in progressive tenses:

- **Verbs of the senses:** feel, hear, smell, taste, notice, see, etc.
- **Verbs of emotions:** like, love, hate, dislike, want, need, prefer, fear, wish, admire, mind, etc.
- **Verbs of perception and opinion:** know, agree, think (= believe), believe, understand, remember, forget, hope, expect, mean, imagine, etc.
- **verbs of ownership:** have, possess, belong, own, etc.
- **other verbs which describe permanent states:** be, cost, seem, appear, weigh, consist, etc.

NOTE

Certain stative verbs can be used in progressive tenses when they express actions rather than states but with a difference in meaning:

- think (= consider)
I'm thinking of buying a car.
- see (= meet, visit)
She's seeing her sister tonight.
- have (= drink, eat, take)
Glenn is having lunch at the cafeteria at the moment.
- taste (= try food)
I'm just tasting the food to see if it's ready.
- feel (= touch)
John is feeling the packet in order to find out what's inside.

★ Present Perfect Simple

The **Present Perfect Simple** is used:

- for actions which happened in the past, but the exact time is not mentioned.
I've already done that.
- for actions which started in the past and continue up to the present (emphasis on the action).
Majed has had this car since September.
- for actions that happened in the past and finished, but the results are obvious in the present.
Tim has washed his car. (it's clean)
- for recently completed actions.
We have just finished dinner.
- with adjectives in the superlative form and expressions like *the only/ first/ second...* etc.
It's the first time I've received an e-mail from Jake.

TIME EXPRESSIONS

just, yet, already, ever, never, before, always, how long, for, since, recently, lately, once, twice, so far, etc.

NOTE

- We use the **Past Simple** for actions that were completed in the past and the exact time is mentioned.
Present Perfect Simple: *I have tasted Mexican food.*
Past Simple: *I tasted Mexican food last night.*
- We use **for** and **since** for actions that started in the past and continue up to the present.
for + a period of time
I've had this car for 5 years.
since + a point in time
I've had this car since 2004.
Present Perfect Simple + since + Past Simple
Eddie has changed jobs three times since he came to Luton.
- **have been to** = have visited and come back
have gone to = have not returned yet
I've been to the library twice this week.
John isn't here; he's gone to the library.

★ Present Perfect Progressive

The **Present Perfect Progressive** is used:

- to emphasise the duration of a state or action which started in the past and continues up to the present.
I've been learning English for 6 years.
- for actions which happened over a period of time in the past and may have finished, but the results are obvious in the present.
We've been walking around all day. That's why we're so tired.
- to show annoyance resulting from a recent action.
Who has been wearing my jacket?

TIME EXPRESSIONS

for, since, how long, all day/week, etc.

NOTE

- We use the **Present Perfect Simple** to emphasise the result of an action. We use the **Present Perfect Progressive** to emphasise the duration of an action.
I've called him three times this morning.
I've been calling him since 9 o'clock.

★ Can - could - was/were able to

| Ability | | |
|---------------------------|--|--|
| Modal verbs | Use | Examples |
| Can Be able to | Ability in the present or future. Can is more commonly used for the present. | <i>Can you play tennis?</i> <i>Nawaf will be able to play tennis after he has had some lessons.</i> |
| Could Was/were able to | Could expresses general ability in the past. Was/were able to express ability in a particular situation in the past. • Both can be used in negative sentences with no difference in meaning. • If the action was very difficult, we can use managed to instead of was/were able to. | <i>He could swim at the age of five.</i> <i>George could swim, so he was able to save the boy from drowning.</i> <i>He had a terrible accident but managed to survive.</i> |

NOTE

- Perfect and future tenses are formed only with **be able to**.
Nick hasn't been able to find a job yet.
I think Salim will be able to pick you up from the airport.

Module 3 - Unit 6

★ Conditional Sentences

Zero Conditional

| if-clause | Main clause |
|--------------------------|----------------|
| If/When + Present Simple | Present Simple |

The **Zero Conditional** is used to talk about general truths, facts and habitual results in the present.

If/When you press the button, the machine starts.
When he can, he helps.

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is likely to happen in the present or future.

| if-clause | Main clause |
|---------------------|---|
| If + Present Simple | Future <i>will</i> |
| | Modal Verbs (can, may, might, must, should) + base form |
| | Imperative |

If I see James, I'll give him his book back.

If you borrow my laptop, you must promise to take care of it.
If you go to the supermarket, buy some milk.

Conditional Sentences Type 2

We use **Conditional Sentences Type 2** for unreal or imaginary situations which are unlikely to happen in the present or the future.

| if-clause | Main clause |
|------------------|-------------------------|
| If + Past Simple | would/could + base form |

If I won the competition, I would be the happiest person in the world.

You could lose some weight if you went on a diet.

Conditional Sentences Type 3

| if-clause | Main clause |
|-------------------|--|
| If + Past Perfect | would/could/might + have + past participle |

Conditional Sentences Type 3 are used:

- to talk about unreal or imaginary situations in the past.
If I had won the race, they would have given me a medal.
- to express regret.
If I hadn't gone to bed so late last night, I would have woken up on time this morning.
- to criticise somebody/something.
If you had completed your degree, you might have found a better job.

NOTE

- In **Conditional Sentences Type 2** **were** is often used instead of **was** in the if-clause.
If I were rich, I would live in a luxurious house.
- We use **If I were you** to express an opinion or to give advice.
If I were you, I wouldn't buy it.
- Unless** can be used instead of **if... not...** in all conditional sentences.
I won't buy this car unless you agree (= if you don't agree).
- Instead of **if**, we can use **as long as**, **provided/providing (that)**, **suppose/supposing** and **on condition (that)**.
You can borrow my camera as long as you promise to handle it with care.
- If there is a slight possibility of something happening, we can use **should**.
If you should have any problem, give me a call.

★ Comparisons

The comparative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-er*. (In adjectives ending in *-y*, the *-y* changes to *-i*, while those ending in *-e* take only *-r*.)
tall-taller, near-nearer happy-happier, late-later
- of most adjectives and adverbs with two or more syllables is formed with *more*.
beautiful - more beautiful slowly - more slowly
- of adjectives or adverbs is followed by *than* when we compare two people, animals, things, ideas or situations.
Peter is taller than James.
Living with your family can be easier than living on your own.

The superlative form

- of one-syllable adjectives and adverbs and of two-syllable adjectives ending in *-y* is formed by adding *-est*. (In adjectives ending in *-y*, the *-y* changes to *-i*, while those ending in *-e* take only *-st*.)
tall-tallest near-nearest happy-happiest late-latest
- of most adjectives and adverbs with two or more syllables is formed with *most*.
beautiful - most beautiful slowly - most slowly
- of adjectives or adverbs is used with *the... (of/in)* when we compare one person, animal, thing, idea or situation with several of the same kind.
That's the most ridiculous idea I've ever heard.
Peter is the tallest boy in his class.

| Irregular forms | | |
|-----------------|------------------|--------------------|
| Positive | Comparative | Superlative |
| good/well | better | best |
| bad/badly | worse | worst |
| much/many | more | most |
| little | less | least |
| far | farther/further* | farthest/furthest* |

* *Farther/Farthest* are used only for distance. *Further/Furthest* are used for distance but they also mean more/most.

NOTE

- Some two-syllable adjectives form comparative and superlative forms in both ways.
clever - cleverer / more clever - cleverest / most clever
common - commoner / more common - commonest / most common
narrow - narrower / more narrow - narrowest / most narrow
simple - simpler / more simple - simplest / most simple
- Comparatives can be graded by using the words *far, much, rather, a lot, a little, a bit, slightly*.
This car is much more expensive than the one I bought.
The house we live in now is slightly bigger than the one we lived in before.

★ Other forms of comparison

- as + adjective/adverb + as** (to show similarity)
She's as tall as her sister.
- not so/as + adjective/adverb + as** (to show difference)
It isn't so/as far as we thought.
- less/least** (to show inferiority)
The museum we visited yesterday was less interesting than the one we visited last week.
- the + comparative, the + comparative** (to describe two actions or situations, the second of which comes as a result of the first)
The more you study, the better you'll do in the test.
- comparative + and + comparative** (to indicate continual increase or decrease)
The car was going faster and faster.

Module 4 - Unit 7

★ Past Simple

The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).
I bought a laptop yesterday.
- to describe completed actions that happened one after the other in the past.
I walked up to the till, paid and then left the shop.
- to describe past habits or repeated actions in the past (often used with adverbs of frequency).
When I was younger, I often went jogging in the park.
- to describe permanent situations in the past.
Jake lived with his grandparents when he was young.
- to describe an action in the past that interrupted a 'longer' action in progress.
I was sleeping when the phone rang.

TIME EXPRESSIONS

ago, yesterday, in 1998, last week/month/night, etc.

★ Past Progressive

The **Past Progressive** is used:

- to describe an action in progress at a certain time in the past.
'What were you doing at 10 o'clock last night?'
'I was having a shower.'
- to describe actions that were happening at the same time in the past (usually with *while* or *as*).
While Lynn was cooking, her husband was sleeping.
- to describe background scenes to a story.
There were a lot of people at the station. Some were talking on their mobiles, others were sleeping and a few were walking up and down.
- to describe temporary past states or actions.
My grandfather was writing his autobiography in those days.
- to describe repetitive or annoying actions (with the adverbs of frequency *always, continually, etc.*).
My brother was always taking my toys when we were young.
- to describe an action in progress in the past that was interrupted by another action.
While I was driving, I saw a briefcase in the street.
- to describe unfulfilled hopes and expectations.
He was hoping to be accepted.

- to describe past arrangements.
I was meeting Beth at 6 so I didn't have time to waste.
- to express something politely.
I was wondering if you would like to join us.

Time Clauses (when, while, as, as soon as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case, we usually use **while**, **when** or **as**.
As/While/When they were walking in the forest, they saw a bear.
I was having a bath when the lights went out.

| | |
|-------------|--|
| NOTE | • We commonly use as soon as with the Past Simple . <i>As soon as we arrived on the island, we ran to the beach.</i> |
| | • would + base form expresses past habits or describes someone's typical behaviour in the past. <i>Every evening he would do his homework, watch TV and go to bed quite early.</i> |

★ Past Perfect Simple

The **Past Perfect Simple** is used:

- to describe an action which was completed before a specific point of time in the past.
My mum had done the washing-up by midnight.
- with adjectives in the superlative form and expressions like the only/first/second, etc.
It was the first time I had seen an elephant.
- to describe an action that was completed before another action in the past. The second action is in the Past Simple.
The lesson had already started when we got to school.

| TIME EXPRESSIONS |
|--|
| already, ever, never, just, when, by the time, after, by, before, etc. |

★ Past Perfect Progressive

The **Past Perfect Progressive** is used:

- to emphasise the duration of an action that was in progress before another action or a specific point of time in the past.
He had been living in London for 15 years when he moved to Glasgow.
- to refer to an action whose duration caused visible results at a later point of time in the past.
They were tired because they had been cleaning the house all day.

| TIME EXPRESSIONS |
|---|
| already, by the time, for, since, after, before, when, how long, etc. |

★ Used to + infinitive

- **used to + infinitive** expresses permanent states, past habits or repeated actions in the past.
My grandfather used to be a librarian.
He used to smoke heavily when he was younger.

★ Would - was/were going to/about to...

- **would + base form** is used when referring to the past for things that we expected to happen at a later time.
I knew he would pass the examination.

- **was/were going to/about to + base form** is used to talk about actions somebody intended to do in the past (but probably didn't).
I was going to visit my cousins over the weekend, but they came to visit me instead.
I was about to leave when the telephone rang.

Module 4 - Unit 8

★ Relative Clauses

Relative clauses are introduced by relative pronouns (**who, whom, which, that, whose**) and relative adverbs (**where, when, why**).

| Pronouns | | Adverbs | |
|--------------------------|-------------------|---------|-------|
| PEOPLE | who/ whom/that | PLACE | where |
| THINGS / ANIMALS / IDEAS | which/that | TIME | when |
| POSSESSION | whose | REASON | why |

| Relative Pronouns/ Adverbs | Use | Examples |
|----------------------------|---|--|
| who / that | When they refer to the subject of the verb, they cannot be omitted. | <i>He's the boy who/ that lives next door.</i> |
| which / that | When they refer to the object of the verb, they can be omitted. | <i>He has written a book which/that is about the history of education.</i> |
| who / whom / that | When they refer to the object of the verb, they can be omitted. | <i>He liked the teachers (who/whom/that) he had in primary school.</i> |
| which / that | Whom is used in formal speech or after prepositions. | <i>The book (which/ that) you bought is on the desk.</i> |
| whose | It refers to possession. It cannot be omitted. | <i>I have an uncle whose name is Omer.</i> |
| where | It refers to place. It cannot be omitted. | <i>The village where I grew up is very small.</i> |
| when | It refers to time. It can sometimes be omitted. | <i>I'll never forget the day when I first met him.</i> |
| why | It refers to reason. It can sometimes be omitted. | <i>The reason why he left was that he was disappointed.</i> |

Defining and non-defining relative clauses

- **Defining relative clauses** provide information which is essential to the meaning of the sentence. No commas are used.
Students who cheat should be punished.

- **Non-defining relative clauses** provide additional information (not essential to the meaning of the sentence). They are put between commas. The relative pronouns cannot be omitted; neither can we use *that* in their place.
Dr Miller, who is the Head of the Department, will attend the reception.

NOTE

- Prepositions usually appear at the end of defining relative clauses. When this happens, the relative pronoun (*who, which, that*) can be omitted.
The man (who/that) I was talking to five minutes ago is my uncle.
- In non-defining clauses and sometimes in defining clauses, prepositions appear at the beginning of the relative clause. In this case, only *whom* or *which* can be used after the preposition.
That tall man, to whom I was talking five minutes ago, is my uncle.
- **Which** may also refer to a whole sentence and cannot be omitted.
He offered to give me a lift, which was very kind of him.
- **What** means the thing that.
I don't believe a word of what she told me.

Reduced relative clauses

- In reduced relative clauses we omit the relative pronoun (*who, which* or *that*) and the verb form of *be*. Therefore a reduced relative clause begins with a present or past participle (see participle clauses below).
The man (who is) talking to your brother at the moment is my biology teacher.
The cottage (which was) situated at the top of the hill used to belong to my great grandparents.

★ Participle Clauses

The **present participle** (base form + -ing) is used:

- to replace a time clause (*when, while, after*, etc. + subject + verb).
Looking through the things in my drawer, I came across some old photographs (= While I was looking...)
- to replace a clause of reason (*because, as, since* + subject + verb).
Feeling extremely tired, I decided to rest under a tree. (= Because I felt...)
- to replace a relative clause in the Active Voice.
The boy talking to Jim is my cousin. (=...who is talking...)

The **past participle** is used:

- instead of a subject + verb in the Passive Voice.
Shocked by the tragedy, they didn't know what to say. (= They were shocked by the tragedy and didn't know...)
- to replace a relative clause in the Passive Voice.
Clothes made in France and Italy are very elegant. (= Clothes which are made...)
- to replace the if-clause in a conditional sentence containing Passive Voice.
Stored in the fridge, the pudding will keep for up to one week. (= If it is stored in the fridge...)

NOTE

- When participle clauses precede the main clause, they are always separated by comma. To form the negative of participles, we add **not** before the participles.
Not wanting to miss the bus, they ran to the bus stop.
Not having seen the sign, I entered the garden.
- The perfect participles (having + past participle, having + been + past participle) are used to emphasise that one action happened before another one.
- If a participle is at the beginning of a sentence, its subject is the same as that of the main verb.
Crossing the road, I was nearly knocked down by a car.
But: ~~*Pushing the button*~~, the lift moved up to the third floor. (This would mean that the lift pushed the button.)
- If the subject of the participle is different from the subject of the verb, it goes at the beginning of the sentence.
Weather permitting, we may drive to the beach.

Irregular verbs

| Infinitive | Past | Past Participle | Infinitive | Past | Past Participle |
|------------|----------------|-----------------|------------|---------------|-----------------|
| be | was/were | been | let | let | let |
| bear | bore | born(e) | lie | lay | lain |
| beat | beat | beaten | light | lit | lit |
| become | became | become | lose | lost | lost |
| begin | began | begun | make | made | made |
| bend | bent | bent | mean | meant | meant |
| bind | bound | bound | meet | met | met |
| bite | bit | bitten | pay | paid | paid |
| blow | blew | blown | put | put | put |
| break | broke | broken | read | read | read |
| bring | brought | brought | ride | rode | ridden |
| build | built | built | ring | rang | rung |
| burn | burnt/burned | burnt/burned | rise | rose | risen |
| buy | bought | bought | run | ran | run |
| burst | burst | burst | say | said | said |
| catch | caught | caught | see | saw | seen |
| choose | chose | chosen | seek | sought | sought |
| come | came | come | sell | sold | sold |
| cost | cost | cost | send | sent | sent |
| creep | crept | crept | set | set | set |
| cut | cut | cut | sew | sewed | sewn/sewed |
| deal | dealt | dealt | shake | shook | shaken |
| dig | dug | dug | shine | shone | shone |
| do | did | done | shoot | shot | shot |
| draw | drew | drawn | show | showed | shown |
| dream | dreamt/dreamed | dreamt/dreamed | shut | shut | shut |
| drink | drank | drunk | sink | sank | sunk |
| drive | drove | driven | sit | sat | sat |
| eat | ate | eaten | sleep | slept | slept |
| fall | fell | fallen | smell | smelt/smelled | smelt/smelled |
| feed | fed | fed | speak | spoke | spoken |
| feel | felt | felt | speed | sped | sped |
| fight | fought | fought | spell | spelt/spelled | spelt/spelled |
| find | found | found | spend | spent | spent |
| fly | flew | flown | spill | spilt/spilled | spilt/spilled |
| forget | forgot | forgotten | split | split | split |
| forgive | forgave | forgiven | spoil | spoil/spoiled | spoil/spoiled |
| freeze | froze | frozen | spread | spread | spread |
| get | got | got/gotten | stand | stood | stood |
| give | gave | given | steal | stole | stolen |
| go | went | gone | stick | stuck | stuck |
| grow | grew | grown | sting | stung | stung |
| hang | hung | hung | strike | struck | struck |
| have | had | had | sweep | swept | swept |
| hear | heard | heard | swim | swam | swum |
| hide | hid | hidden | take | took | taken |
| hit | hit | hit | teach | taught | taught |
| hold | held | held | tear | tore | torn |
| hurt | hurt | hurt | tell | told | told |
| keep | kept | kept | think | thought | thought |
| kneel | knelt | knelt | throw | threw | thrown |
| knit | knit/knitted | knit/knitted | understand | understood | understood |
| know | knew | known | wake | woke | woken |
| lay | laid | laid | wear | wore | worn |
| lead | led | led | weave | wove | woven |
| lean | leant/leaned | leant/leaned | weep | wept | wept |
| learn | learnt/learned | learnt/learned | win | won | won |
| leave | left | left | withdraw | withdrew | withdrawn |
| lend | lent | lent | write | wrote | written |

Appendix I

1

AN INFORMAL LETTER

An informal letter is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:

The diagram shows a template for an informal letter with the following elements and callouts:

- Greeting:** "Dear Betty," on the left-hand side of the page. Callout: "Greeting: on the left-hand side of the page (e.g. Dear Bill, Dear Mum). Put a comma after the name."
- Address:** "92 Park Lane, Epsom, Surrey KT18 2LR" on the right-hand side. Callout: "Your address: on the right-hand side of the page (not always necessary)."
- Date:** "18 June 20...." below the address. Callout: "Date: below the address."
- Body:** Several horizontal lines for writing. Callout: "Indent paragraphs: start the first line of each paragraph under the comma."
- Signature:** "Take care, Jill" at the bottom right. Callout: "Signing off: towards the middle of the page (e.g. Yours, Best wishes). Don't forget the comma followed by your first name written underneath."

In many examinations students are told not to write any addresses.

Greetings/ phrases/ signature endings commonly used in informal letters

| Greetings | Set phrases for opening paragraph | Set phrases for closing paragraph | Signature endings |
|---------------------------------|--|--|-------------------|
| Dear Tom | How are you (keeping)? | Well, I think that's about it. | Yours |
| Dearest Jane | I hope you're fine. | Well, that's all for now. | Best wishes |
| Dear Mum | What have you been up to? | Well, I'd better finish off here. | All the best |
| Dear Aunt Sue | I haven't heard from you for ages. | I must go now. | Take care |
| Hi Karen! | It was nice to hear from you. | Write soon. | Bye for now |
| Hello Bill! | Thank you / Thanks for your letter. | Waiting for your letter. | |
| NOT: Dear brother | Sorry I haven't written for so long. | I'm looking forward to hearing from you. | |
| Dear friend | It's taken me ages to reply, but ... | See you soon. | |
| Dear cousin | I've been meaning to write back, but ... | Keep in touch. | |
| | Just thought I'd drop you a line. | Give my regards to everyone. | |

2

AN ESSAY I

You can use the following linking words/phrases to:

| | |
|----------------------------|---|
| List points | firstly, to begin/start with, in the first place, finally, last but not least |
| Add more points | in addition to this, furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is |
| Give an example | for example, such as, particularly, especially, take for instance |
| Emphasise | in fact, as a matter of fact |
| Express contrast | although, in spite of, despite, however, but |
| Express cause/reason | because (of), as, since, due to, owing to |
| Express result/consequence | therefore, in this case, for this reason, consequently, as a result |
| Sum up | in conclusion, to sum up, all in all, on the whole, taking everything into account |
| Give your opinion | in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favour of, my belief is that |

3

A FORMAL LETTER

A formal letter is a letter written to someone you don't know personally and it is usually of a business nature. Note the layout below:

The diagram illustrates the layout of a formal letter on a page. The following components are shown with their respective positions and annotations:

- Sender's Address:** 92 Park Lane, Epsom, Surrey KT18 2LR. Annotation: "Your address: on the right-hand side of the page (without your name)."
- Date:** 18 June 20.... Annotation: "Date: below the address, leaving a blank line in between."
- Recipient's Address:** The Personnel Manager, Waterstones Bookstore, 103 Brunswick St, Canterbury, Kent KT20 68R. Annotation: "Address of the person or company you are writing to."
- Greeting:** Dear Sir or Madam, / Dear Mr Jones, followed by several blank lines. Annotation: "Greeting: on the left-hand side of the page (leave a blank line before and after the greeting)."
- Signing off:** Yours faithfully, / Yours sincerely, followed by a comma. Annotation: "Signing off: on the left-hand side of the page, followed by a comma."
- Signature and Name:** A handwritten signature followed by the printed name "Jake Thomas". Annotation: "Your signature and your full name clearly written underneath."
- Paragraphing:** The body of the letter is shown with several blank lines. Annotation: "Paragraphing: You can indent (see informal letter unit 7) or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date."

NOTE

In a formal letter, when you don't know the name of the person you are writing to, begin with **Dear Sir/Madam** and end with **Yours faithfully**. When you know the name of the person you are writing to, begin with **Dear Mr/Miss/Mrs/Ms/Dr + surname** and end with **Yours sincerely**. In American English, **Yours truly** and **Yours sincerely** are commonly used in both cases.

Expressions/phrases commonly used in a letter of application

| | |
|--|---|
| Set phrases for opening paragraph | I am writing with regard to / in connection with... I am writing to apply for... I am interested in applying for... |
| Expressions for main part | I have studied / been working for... I am presently working for... I am familiar with / experienced in / fluent in... At present I am... As you can see from my curriculum vitae, ... I believe I am suitable for... I consider myself well-qualified for... |
| Set phrases for closing paragraph | I look forward to hearing from you / a favourable reply. I hope my application will be taken into consideration. If you feel that my qualifications meet your requirements, note that I am available for an interview at your convenience. I enclose / have attached a copy of my curriculum vitae outlining my qualifications and experience. |

4

A REPORT

Introduction

The aim/purpose of this report is to...
This is a report on...
This report describes / deals with...

Conclusion

All in all...
To sum up...
On the whole...
In my opinion,...
I definitely recommend this place...

5

AN INFORMAL LETTER BASED ON PROMPTS

You can use the following words/ phrases to:

recommend

I'm sure you will be happy...
Don't think twice about...
You won't regret...
Take advantage of this opportunity to...

make suggestions

Why not...?
It would be a good idea to...
Why don't you...?
One / Another thing you can do is...

give information

You asked about...
One / Another thing you should know is...
About... I can tell you that...
One tip I can give you is...

express opinion

The way I see it...
Here's what I think.
What I think is...
My personal opinion is...

6

AN ESSAY II

• For a list of linking words/ phrases you can use, see Unit 2.

7

A SEMI-FORMAL LETTER BASED ON PROMPTS

- A semi-formal letter is written to a person you know but he/she is not a friend or relative of yours.
- In a semi-formal letter, begin with **Dear Mr/Miss/Mrs/Ms/Dr + surname** or with **Dear + first name** and end with **Yours sincerely**, **All the Best**, **Best wishes** or **Yours + first name** or **full name** depending on the degree of familiarity.

Appendix II

British and American English

words and phrases

| British English | American English |
|----------------------------|----------------------------|
| autumn | fall |
| bill (at a restaurant) | check |
| biscuit | cookie |
| block of flats | apartment building |
| boot (of a car) | trunk (of a car) |
| car park | parking lot |
| caravan | camper, RV |
| cashpoint | ATM |
| chemist's | pharmacy |
| chips | French fries |
| city centre | downtown |
| cooker | stove / oven |
| crisps | potato chips |
| curriculum vitae (CV) | resumé |
| do the washing-up | wash the dishes |
| flat | apartment |
| flatmate | roommate |
| football | soccer |
| football boots | cleats |
| fridge | refrigerator |
| garden | yard |
| go to university | go to college |
| ground floor | first floor |
| handbag | purse |
| headmaster | principal |
| holiday | vacation |
| ill | sick |
| jumper | sweater |
| leisure centre | sports / recreation center |
| lift | elevator |
| lorry | truck |
| mark | grade |
| match | game |
| maths | math |
| Ministry (of Education) | Department (of Education) |
| mobile phone | cell phone |
| motorbike | motorcycle |
| motorway | highway |
| mum / mummy | mom / mommy |
| office block | office building |
| pavement | sidewalk |
| pay rise | pay raise |
| petrol | gas |
| petrol station | gas station |
| (take a) photo | (take a) picture |
| queue | line |
| rubbish | garbage / trash |
| rucksack | backpack |
| secondary school | high school |
| second hand | used |
| shop | store |
| shop assistant | salesperson |
| surname | last name |
| sweets | candy |
| term | quarter / semester |
| tick (✓) | check (✓) |
| till (n) | (cash) register |
| timetable | schedule |
| toilet, loo | restroom |
| torch | flashlight |
| train (v) | practice (v) |
| trainers | sneakers |
| transport | transportation |
| trendy | stylish |
| trousers | pants |
| underground (railway)/tube | subway |
| washing line | clothes line |

spelling

| British English | American English |
|-----------------|------------------|
| aeroplane | airplane |
| centimetre | centimeter |
| centre | center |
| colour | color |
| dialogue | dialog |
| favour | favor |
| favourite | favorite |
| grey | gray |
| humour | humor |
| kilometre | kilometer |
| litre | liter |
| metre | meter |
| millilitre | milliliter |
| millimetre | millimeter |
| neighbour | neighbor |
| organise | organize |
| practise | practice |
| programme | program |
| travelled | traveled |
| travelling | traveling |
| tyre | tire |

grammar and usage

| British English | American English |
|--------------------------|---------------------|
| 28 February | February 28 |
| 28th February | February 28th |
| at the weekend | on the weekend |
| in examinations | on examinations |
| in a team | on a team |
| cater to | cater for |
| quarter past two | a quarter after two |
| Have you got? | Do you have? |
| I've got / I have got | I have |
| I haven't got | I don't have |
| burnt | burned |
| learnt | learned |
| smelt | smelled |
| spoilt | spoiled |
| got | gotten |
| be in hospital | be in the hospital |
| go to hospital | go to the hospital |
| book a room/table | make a reservation |
| lay the table | set the table |
| sit (for) / take an exam | take an exam |
| have a shower | take a shower |

Traveller 6
Student's Book

H. Q. Mitchell - Marileni Malkogianni

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Level Six

نظام المقررات

البرنامج الاختياري

المستوى السادس

Annual System

Third Secondary Grade

Second Semester

اللغة الإنجليزية

المرحلة الثانوية

النظام السنوي

الصف الثالث الثانوي

الفصل الدراسي الثاني

كتاب المعلم

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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 international examinations at C1 level.**
- **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 6 is designed for Advanced level students (CEF C1.1). It is the ideal course to prepare them for international examinations at C1 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 6* is mainly British English. However, it has been taken into consideration that English is spoken as a first, second or foreign language throughout the world and that students prepare for various examinations administered by British and American examination bodies. Therefore, in certain sections, American English is used in written and spoken texts. To avoid confusion, British English spelling conventions are used throughout the book.

COURSE COMPONENTS

- Student's Book
- Student's CD
- 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 24 pages long, divided into two units and including a round-up section.
- A **speaking section** including pairwork activities.
- A **grammar reference** section with useful tables, examples and explanations of the structures dealt with in each module and a list of irregular verbs.
- An appendix containing **tips and guidance for the writing tasks**, information about the layout and set phrases students can use.
- An appendix with **differences between British and American English**.

Student's CD

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

Workbook

The Workbook is divided into modules corresponding to the Student's Book (twelve to fourteen pages per module). It provides further practice of all the linguistic items and skills dealt with in the Student's Book and includes vocabulary, grammar and reading tasks. Students are thus able to reinforce and consolidate what they have learnt

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

Teacher's Manual

The Teacher's Manual contains:

- 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 6*.
- **Teacher's Notes** including the following:
 - suggested answers to the pre and post reading activities, pre-listening activities, speaking activities and the warm-up section in writing.
 - Definitions of certain vocabulary featuring in the Vocabulary sections.
 - Answers to activities in all sections marked *See Teacher's Notes*, to which answers have not been overprinted.
 - Extra background information relating to a number of topics dealt with in the book.
- 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, etc. The texts cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural, cross-curricular information about the real world. The texts have been carefully selected not only for their language content but also for their interest and appropriateness to the level and age of students this course is intended for. The texts aim at the development of reading micro-skills with emphasis on skimming or reading for gist, scanning for specific information, understanding details and awareness of text cohesion. The reading section is divided into five subsections:

1. PRE-READING

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

2. READING FOR GIST

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

3. READING FOR DETAIL

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

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

4. GUESSING THE MEANING OF UNKNOWN WORDS

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

5. POST-READING

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

Vocabulary and Grammar

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

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

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

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

Listening

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

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

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

Speaking

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

exchange, each of the two students is provided with a different set of information found in a special section at the end of the book.

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

Examination Practice

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

Writing

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

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

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

- Monitor and describe students' performance, on paper and verbally, so that they can overcome any difficulties. Try to get them to articulate what they can do.
- Determine whether students have understood the task.

- Judge a task not only for the end result but also reflect upon the stages and progress students went through.
- In the final stage, it is a good idea to help students determine what has been achieved.

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.

HOW TO APPROACH A MODULE IN *TRAVELLER 6*: SUGGESTIONS AND TIPS

Cover page

- Ask Ss first to look at the picture and title of the module. Have a short discussion based on them.
- Briefly discuss the questions in the Discuss box. The purpose of this activity is to familiarise Ss with the topics dealt with in the module and create a sense of anticipation so it is not necessary that all Ss respond to the questions. Teachers should aim to spend approximately five minutes on this activity.
- Ask Ss to flick through the module and find the texts/topics mentioned in the second box. After a couple of minutes elicit answers.
- Refer Ss to the third box (In this module you will...) which mentions the learning objectives. Make sure Ss understand what the objectives are and, if necessary, explain some words in Ss' native language.
- Keep in mind that it is advisable to use the Ss' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate Ss' background knowledge, to explain grammar rules, etc.).

Reading

- Teaching a reading section should always start with activating Ss' background knowledge of a topic in order to facilitate understanding. So, before Ss are asked to deal with the reading material, they should be engaged in warm-up activities. This is the purpose of the pre-reading questions in all reading sections.
- Briefly discuss the pre-reading questions after explaining any unknown words in this section. No more than three to five minutes should be spent on this activity even though Ss may want to spend more time discussing the questions.
- Explain the reading for gist task and any unknown words in the rubric, question or options.
- Have Ss read the text silently and point out that they should do it quickly focusing on understanding the main ideas and not paying attention to details. Set a time limit (no more than 3-5 minutes) and stick to it. Once time is up, elicit answers and ask Ss to justify them by referring to the text.

- Read and explain the reading tip if provided. Make sure Ss have understood it.
- Explain the third task in the reading section (scanning for specific information, reading for details, or reconstructing a gapped text) and any unknown words in the rubric, questions or options.
- Have Ss do the task. Set a time limit (10-15 minutes) and stick to it. If you have 'early finishers', tell them to proceed to the fourth task (guessing the meaning of unknown words).
- Point out to Ss that it is not necessary for them to understand the meaning of all the words in a text in order to successfully complete the task. Tell Ss that you will explain any new vocabulary after they have tried to do the task. Explain that often the context a word is in will help them understand its meaning and that in other cases the fact that they do not understand the exact meaning does not obstruct comprehension of the meaning the writer wants to convey.
- Once time is up, elicit answers and ask Ss to justify them by referring to the text. Encourage Ss to underline the parts in the text which provide justification for the correct answers.
- Explain any unknown words Ss might have in the text (by providing definitions, giving examples, miming, showing pictures, translating, etc.), and ask them to read the text at home again. Explain to Ss that by reading the text at home again, they are able to practise pronunciation and intonation.
- Ask Ss the post-reading questions and encourage them to expand on the topic. Alternatively, you can ask Ss to prepare answers to the post-reading questions orally at home and discuss them in the next lesson.

Vocabulary

- Read and explain the tip if provided. Make sure Ss have understood it.
- Have Ss do the exercises providing them with help when necessary.
- Assign the corresponding exercises in the Workbook for homework.

Grammar

- Encourage Ss to observe the examples given and use their background knowledge and logic in order to come up with the answers to the questions asked. Provide them with help and more examples of the specific grammatical items when necessary.
- Refer Ss to the grammar reference section at the back of the book. Give any explanations necessary.
- Have Ss do the exercise in the practice section. Elicit answers and ask Ss to justify them.
- Assign the corresponding exercises in the Workbook for homework.

Listening

- Briefly discuss the pre-listening questions in order to familiarise Ss with the general topic of what they will hear.
- Read and explain the listening tip if provided. Make sure Ss have understood it.
- Explain the listening task and any unknown words in the rubric, questions or options. In many sections there are two tasks, one that focuses on gist and another that focuses on listening for specific information.
- Before proceeding to the task, it is always a good idea to engage students in a conversation in order to acquaint Ss with the context of the situation and the type of discourse they will hear, for example monologue, dialogue, interview, etc.
- Going through the questions/sentences included in the task as well as looking at the pictures and making predictions about what Ss will hear will also facilitate comprehension.
- Point out to Ss that it is not necessary for them to understand every single word in the recording in order to successfully complete the task.
- Play the CD and have Ss do the task.
- Elicit answers and ask Ss to justify them by referring to the spoken text.
- If necessary, play the CD again and pause at appropriate points to draw Ss' attention to key word/phrases indicating the correct answer.

Speaking

- Briefly discuss the warm-up questions.
- Read and explain the speaking tip if provided. Make sure Ss have understood it.
- Pair work and group work can be difficult to manage in large classes. Consequently, it is advisable to spend some time explaining to Ss the benefits of these tasks and training them to work in pairs and groups. For instance, stress that speaking activities are often the only opportunity Ss have to practice speaking the language and that these activities greatly increase the Ss' speaking time as compared to whole class discussions as everybody in the class has an equal opportunity to speak.
- Pair Ss up, and ensure that Ss are not always working in the same pairs.
- In the first units, it may be helpful to demonstrate with another student how the speaking activity should be carried out.
- Explain the second task (focus on pictures, help solve a problem, etc.) and any unknown words/phrases in the boxes.
- Set a time limit and make sure Ss stick to it.
- Have Ss do the task and go round the classroom, listening to the discussions taking place and providing help and support if necessary.
- Refrain from interrupting Ss to correct any mistakes they are making. The focus of these activities is on the communication of meaning and interrupting Ss can be frustrating for them and defeat the purpose of the activity.
- Have a few pairs do the tasks in front of the whole class.
- Elicit feedback from Ss and give your own feedback.
- Discuss the questions in the further discussion section after explaining any unknown words/phrases in the boxes.

Examination practice

- Explain the tasks, set a time limit and have Ss do them.
- Elicit answers and ask Ss to justify them.
- If time is not enough, assign the tasks for homework.

Writing

- Briefly discuss the warm-up questions.
- Do each of the writing sections in turn (focus on using prompts, focus on content and organisation, focus on language and style, etc.) after explaining the tasks to Ss and any unknown words/phrases.
- Read and explain the writing tip. Make sure Ss have understood it.
- Refer Ss to Appendix I, which is a guide to writing including instructions concerning layout, set phrases and expressions.
- Point out to Ss that the unit provides them with a model text, a general outline and writing tips for the specific type of writing (ie. letter, essay, article, etc.) that the writing section focuses on. Ss should use these as well as Appendix 1 for reference purposes when they are doing the writing task.
- Explain and assign the writing task for homework. If time permits, have Ss do the brainstorming and outline in class.
- Stress the importance of planning in the writing process and tell Ss that you expect them to submit their outline along with their final draft of the writing task.
- Correct Ss' work using a correction code (see Introduction). Make a general comment on what the student has done well and also comment on what specific aspect of writing the student needs to work on.

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 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 contest.

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 the 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.

MODULE 2

UNIT 3

READING

p. 32

1. PRE-READING

• **What are some of the things that make you happy?**

Well, being with my friends and family makes me happy. Other things that make me happy are reading a good book, eating a nice meal, going on holiday, getting good marks in school, etc.

• **Do you think that happiness is a relative state?**

Yes, I would say it is. For example, when you have been ill, you are happy just to be feeling better, whereas under normal circumstances something else makes you happy.

5. POST-READING

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

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

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

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

LISTENING

p. 36

1. PRE-LISTENING

• **What do you know about the following people? What do they have in common?**

(Students' individual answers will vary.)

Both of these two men's great intelligence, originality and diverse talents contribute to them being considered geniuses.

Background information

Leonardo da Vinci (1452-1519) is considered to be one of the most diversely talented people who ever lived. He had unquenchable curiosity and great powers of invention. He is considered to be one of the greatest painters of all times, but was also a sculptor, an architect, a musician, a scientist, a mathematician, an engineer, an inventor, an anatomist, a geologist, a cartographer, a botanist and a writer, too. Some of his most famous works of art are the *Mona Lisa* and the *Vitruvian Man*.

Albert Einstein (1879-1955) is said to be the father of modern physics. He was a theoretical physicist and philosopher who is best known for his theory of relativity. Einstein was also an accomplished musician and an entertaining comedian. He was one of the most influential scientists of his time and today his name has become synonymous with 'genius'.

• **In your opinion, what features or qualities characterise a genius?**

I think that a genius is a person of extraordinary intellect, originality of thought and creative power.

SPEAKING

p. 38

1. WARM-UP

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

2. HELP SOLVE A PROBLEM

Solution 1:

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

Solution 2:

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

3. FURTHER DISCUSSION

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

WRITING

p. 40

1. DISCUSS

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

UNIT 4

READING

pp. 42-43

1. PRE-READING

- **How would you describe a physically fit person? How about a physically unfit person?**
Somebody who is physically fit has good general health and is able to participate in physical activities like sports, etc. He/She has a healthy diet, exercises and also gets enough rest. Somebody who is physically unfit is not very healthy because he/she probably doesn't eat well, may not get any exercise and also might stay up late and not get enough sleep.
- **List some of your favourite pastimes. Which ones do you think help you stay healthy and fit? Which ones do not?**
A few of my favourite pastimes are reading, going out for dinner with my family or friends playing football and working out at the gym. I think that working out at the gym and playing football help me keep fit. Reading and going out for dinner don't help me keep fit. However, I don't eat junk food often so I think that helps me stay healthy.
- **What are some things that prevent people from being in good shape?**
I think that our modern lifestyle doesn't help people keep in good shape. For example, working in an office, driving rather than walking, eating fast food that is not always healthy and watching TV to relax do not contribute to physical fitness.

5. POST-READING

- **What is your opinion of the activities that Mark, Greg and Paul did to improve their fitness?**
Regarding Mark's choice of activity, I think that fitness boot camp is much too extreme. I'd never consider doing anything like that.
I think that jogging, which Greg chose to do, is a great idea and it's something that I might actually think about doing in future.
I really like the idea of taking a martial arts class, which is what Paul chose to do. It's a good way to keep fit and also learn self-defence, which can be useful.
- **Different people have given the following excuses about why they aren't in shape. What advice could you give them?**
'I don't exercise because I find it boring.' - Exercising might be boring but you can always take up a fun sport that will help you keep fit too.

'I don't like getting all sweaty - especially in public!' - You can always get a treadmill or a stationary bike that you can use in the privacy of your own home. As far as getting sweaty is concerned, I think it's worth putting up with it in order to keep fit.

'I would like to get in shape but it's too expensive.' - There are lots of things you can do that you don't need to pay for. It's not necessary to join a gym. You can always go jogging, exercise at home or join a local football or volleyball team.

'I just don't have the time to exercise.' - Well, I think that you should make time. I'm sure that if you think about it, there is some time during the week that you can set aside in order to exercise. You just have to make a decision and stick to it.

'I have no coordination.' - You might need to be coordinated to take part in some activities and sports, but certainly not all of them. You don't have to be particularly coordinated to go jogging or swimming or even to work out at a gym.

LISTENING

p. 46

1. PRE-LISTENING

• **Are you familiar with the plants and spices below?**

Yes, I'm familiar with all of them since peppermint, basil, cinnamon and rosemary are commonly used in cooking. Lavender and jasmine are commonly found in scents also.

• **What is aromatherapy?**

Aromatherapy is a kind of alternative medicine which uses essential oils and other aromatic compounds to improve a person's psychological and physical well-being.

• **How do you think essential oils can help a person's health?**

They can help people feel better physically or psychologically.

Background information

A few examples of how essential oils are believed to be beneficial follow:

Citronella, lavender and peppermint oil can be used as an insect repellent.

Tea tree oil has anti-microbial properties.

Clove oil can be used to relieve toothache.

Lemon oil can be used to relieve stress.

VOCABULARY & GRAMMAR

p. 47

2. EXPRESSIONS WITH PUT

put pressure on – to try forcefully to persuade sb to do sth

put a stop to – to stop sth from continuing

put the blame on – to accuse sb of sth

put effort into – to do sth using extra energy

put money into – to invest money

SPEAKING

p. 48

1. WARM-UP

• **What do you do to relax when you've had a hard day?**

I go home and have some coffee or iced tea while I sit in the garden; or I might take a shower to relax my muscles and then take a nap for a while.

• **Have you ever been to a spa or a health resort? If not, would you like to go? Why? / Why not?**

I haven't ever been to a spa or a health resort but I would like to go to one. I think that we lead such hectic lives that it is difficult to take time out to relax and going to a spa or a health resort would be the perfect way to relax and recharge your batteries.

2. SPECULATING AND MAKING A DECISION

SA: This spa is famous all over the country, I can't wait to get there! How are we going to decide what to do?

SB: Well, we can only do two things, so we have to make them count. I say, let's only do things that we can't do anywhere else.

SA: Good thinking. So, we shouldn't go swimming, or do pilates. We can do those at our gym.

SB: You're right. So we're left with some sort of spa and a massage.

SA: Right. Why don't we each choose one?

SB: That sounds fair. Well, lately my body has been really stiff and tense from all the stress from work. I would really like a full body massage because it would relax me and help me get rid of my aches and pains.

SA: That's a great way to unwind! I wonder if they can use those hot stones?

SB: I'm sure they will if we ask. Now what about you, what do you want to do?

SA: I suppose since we're having a body massage, I shouldn't do something else that's for the body, so I'll choose the facial treatment.

SB: That's a good idea. I've never had a facial before, and I've always wanted to try it. My skin has been so dry lately, I bet that will really help get my face back into shape!

SA: Yeah, plus they use all kinds of natural oils and herbs, so it will be relaxing and help get rid of anxiety as well.

3. FURTHER DISCUSSION

• **What kinds of activities can people do to promote their health and well-being?**

I think that introducing simple activities into your daily life is the best solution. If you don't have to change your routine too much, then you'll be more inclined to keep at it. Taking the stairs, walking more, maintaining a well-balanced diet and doing easy exercises or playing sports you enjoy will help you maintain an active and healthy lifestyle.

• **Why is it important to exercise regularly?**

Regular exercise is important for staying in shape, controlling weight, as well as maintaining low cholesterol and blood pressure. Also, exercising reduces stress and helps you sleep better at night. Plus, if you

exercise all the time, and your kids see you doing this, it will set a good example for them and encourage them to do the same.

- **How important is a healthy diet in order to have good mental and physical health?**

Maintaining a well-balanced diet that contains food from all the food groups helps you enhance your general well-being and reduce the risk of a number of conditions such as heart disease, stroke, cancer, diabetes and osteoporosis. Also, certain foods have been proven to improve mental capabilities like memory and concentration.

- **Is the health of the mind as important as the health and well-being of the body?**

Some people might say that mental well-being is not as important as physical well-being, but I don't agree. It's clear that there is a correlation between psychosomatic symptoms that manifest themselves into physical problems. When this happens, it can be just as harmful as a physical disease.

WRITING

p. 50

1. DISCUSS

- **Would you enjoy spending a holiday at a summer camp? Why? / Why not?**

To be honest, I wouldn't because I'm the type of person that doesn't really enjoy group activities. I wouldn't like having to do everything according to a schedule or along with a group of other people.

I would love to spend a holiday at a summer camp. I'd have the opportunity to meet lots of other people my age and also take part in many activities, do sports and maybe see interesting sights.

- **If you were considering going to a summer camp, what kind of information would you like to have about it?**

I'd like to know where it is, what the premises and facilities are like, what the daily programme is, what kind of activities I could take part in, whether the staff are qualified and experienced, etc.

MODULE 3

UNIT 5

READING

p.56

1. PRE-READING

- **Which of the following does success depend on and to what degree?**

The way I see it, success depends on all of these factors to a certain extent. Moreover, just one of them is not enough to guarantee success. However, I think that character, a good education and foresight are the most significant factors and they increase one's prospects of being successful in any undertaking one is involved in. Creativity, timing and luck, of course, also contribute but are not decisive. Prudence can help in some cases and in others be an obstacle, since sometimes success depends on taking risks. Financial support can make one's first steps easier, naturally, but is not decisive.

2. READING FOR GIST

- **What is the main theme in each text?**

Text A: The dreams and hopes of young people today and their prospects for success.

Text B: The potential of e-learning and how it will contribute to people's access to learning opportunities.

p.57

5. POST-READING

SUGGESTED ANSWERS

- **How far do you agree with text A that young people today are hopeful and optimistic?**

On the whole, I agree that young people are hopeful and optimistic because they are just starting out in life, they have energy and ambitions. However, how hopeful and optimistic an individual is depends on various factors like the country's economy, its percentage of unemployment, etc.

- **Do you think that the pursuit of knowledge contributes more to personal fulfilment or to achieving success?**

I think that the pursuit of knowledge contributes to both. The more knowledge one gains, the more prospects for success one has. However, regardless of how successful one is professionally or financially, the pursuit of knowledge always contributes to personal fulfilment by broadening one's horizons, and personal fulfilment is also a kind of success.

LISTENING

p.60

A. PRE-LISTENING

SUGGESTED ANSWER

- **How difficult do you think it is to work and study at the same time?**

It must be extremely difficult. Having divided responsibilities makes it difficult for one to prioritise because what needs to be done may be of equal importance. Furthermore, when one needs to earn a living to pay one's bills, it is easy to neglect one's studies in one's efforts to stay on top of work-related responsibilities. For this reason, balancing both successfully is not easy.

B. PRE-LISTENING

SUGGESTED ANSWERS

- **If you had to choose between attending a course at a university and doing a course online, which would you prefer and why?**

I think that attending a course at a university is better because you are in a position to meet people and develop a close relationship with peers and lecturers alike. I feel that personal contact makes the learning experience more dynamic. To my mind, one attends a course not only to acquire knowledge in a specific field of study, which can be done online, but also to develop social skills that will make one more skilled at managing human relations.

• **What are the advantages of taking an online course?**

Online courses are ideal for people who wish to work and study at the same time. The main advantage of distance learning is its flexibility. Students can work online courses into their busy schedules. They determine the pace at which they wish to study. Online courses are also comparatively more economical because you save on expenses such as transport costs and convenience meals.

SPEAKING

p.62

SUGGESTED ANSWERS

1. WARM-UP

• **What kind of leisure activities are popular with young people in your country?**

Sports activities such as: football, basketball, volleyball, swimming, tennis, martial arts (karate, tae kwon do)

Other: taking art classes, photography, model making, computer-related activities

• **Do you do any leisure activities? Why/Why not?**

Yes, I do. Playing football/basketball, etc. keeps me fit but it also gives me the opportunity to make acquaintances and interact with people who have the same interests as myself.

No, I don't. I used to take an art class but now I have so little time at my disposal that I have been forced to give it up.

2. SPECULATING AND MAKING A DECISION

Here are some pictures showing different types of leisure activities. First talk to each other about how important you think these activities are.

The creative arts, as depicted in picture 1, are crucial in developing certain skills. For example, attending art classes may help develop a student's hand eye coordination, depth perception and appreciation of colour and aesthetic. Besides this, the arts allow you to express yourself and, in this way, act as a creative outlet for emotions. Artistic expression thus contributes significantly to self-awareness and fulfilment. Furthermore, it is important that children develop an appreciation for reading and a desire to learn, as depicted in picture 2, because this will determine the extent to which they will apply themselves academically. Regarding, participation in sports activities, as depicted in picture 3, it is common knowledge that a healthy body makes for a healthy mind. It is thus essential that children be taught the importance of maintaining a balance. Neglecting one's physical well-being will not only be detrimental to one's health but it will also lead to reduced productivity and mental sharpness. Gardening, which is depicted in picture 4, can be both relaxing and rewarding because you can enjoy the results of your efforts.

Then decide which picture best reflects the benefits of doing leisure activities.

It's very hard to choose just one! I think that all the

activities depicted in these pictures are beneficial in that they contribute to personal growth and character development. However, if I had to make a choice, I would say that reading best reflects the benefits of a leisure activity as it is both educational and enjoyable.

3. FURTHER DISCUSSION

Discuss the following questions.

• **What do you think people can gain from taking part in such activities?**

From my point of view, people gain a balance in their lives from taking part in leisure activities, and this balance contributes to a sense of fulfilment and satisfaction. In addition, people who take part in team sports, for example, learn how to work with others to achieve a goal.

• **Do you think young people should be encouraged to take up leisure activities?**

Yes, I do. Considering the numerous benefits of leisure activities, it is essential that young people should be encouraged to lead an active lifestyle.

• **Do you think a person can learn everything there is to know simply by attending school? What are some lessons that people learn from life?**

Schools play an important role in helping us develop some basic but nevertheless essential skills. Each person will make more or less of this opportunity depending on his potential, enthusiasm and appetite for learning. However students can only master work-related skills on the job as the practical application of skills differs from the theoretical knowhow provided in textbooks.

• **Is getting a good education/job the only way to be successful in life?**

Although getting a good education is of great importance, it is not the only way to succeed. A combination of factors plays a role. Certain qualities such as self-confidence, determination, creativity, resourcefulness, perceptiveness, drive and a positive frame of mind are equally important. One could also refer to good fortune or being at the right place at the right time as factors that can determine the success of an individual.

WRITING

p.64

1. DISCUSS

SUGGESTED ANSWERS

• **If you were considering doing a course at a university abroad, what kind of information would you ask somebody who had done the same course?**

Ask about:

Lecturers - quality of the teaching / Are lecturers well-qualified/friendly/helpful?

Lessons - group size / duration of lessons / type of learning activities

University Campus - facilities available / type of leisure activities available / proximity to city centre / condition of student halls

Student Body - easy to make friends / Does the student

body organise cultural events/excursions?
Cost - How much for lectures/accommodation/food/
living expenses? Is money spent worth the while? /
Are there hidden costs that need to be considered?

2. FOCUS ON AUDIENCE AND PURPOSE

- **What does the task require you to write? Who for?**
The task asks students to write Carl's reply to Salim.
- **Should it be written in a formal or informal style? Why?**
The letter must be informal because it is a letter to a friend.

3. FOCUS ON CONTENT AND ORGANISATION

B.

1. In which part of the letter does Carl say whether he recommends Manchester University or not?

Introduction

2. Which of Salim's questions are answered in the second and third paragraphs?

second paragraph: Do you think I'll like it in Manchester? Did you find it easy to make new friends?
third paragraph: Are the tutors friendly and helpful?

3. What extra comments or information does Carl include in his letter?

second paragraph: background information - reference to size of student body and advantages of living in student halls
third paragraph: refers to difficulties encountered and makes a suggestion

4. Find examples of how Carl has rephrased the following points in his letter.

- Manchester a nice city** - It's a fantastic university and the city is amazing.
- I think Manchester is a great place to be a student.
- Tutors friendly and helpful** - ... but all the tutors are very approachable and easy to get on with and have been very supportive.
- Course difficult** - My course is very challenging and it's been tough adjusting to managing my time. It was especially stressful during the exam period in January ...
- Hard to manage time** - ... it's been tough adjusting to managing my time.
- Have exams. Stressed** - It was especially stressful during the exam period in January ...

p.65

4. FOCUS ON STYLE AND REGISTER

A. Features and characteristics of an informal style.

Examples of them in Carl's letter.

- Exclamations:** Thanks, Congratulations!
- Abbreviations and contractions:** I'm, you've, I wouldn't, it's been, you'll
- Expression of personal opinion and feelings:** I'm so happy..., I think..., I hope...,
- Use of first person singular:** I'm, I think, When I..., I moved into..., ...has given me..., I've also learnt...
- Phrasal verbs:** moved into, to get on with

5. WRITING TASK

B.

1. Do you think the English Language Learning Centre is a school your friend would like? Why?/Why not?

Yes, because the school is in a nice location, the classes are small, the learning environment is friendly, there is a wide range of leisure activities, excursions are organised, and the town has a marina so sailing is possible.

2. What does your friend ask about specifically?

If he will like the school; what the teachers are like; if the school arranges extracurricular activities or excursions.

C. SUGGESTED OUTLINE

Opening paragraph - express pleasure about hearing from friend, recommend the language school

paragraph 1 - say that friend will like the school and explain why

Main part

paragraph 2 - give information about leisure activities, excursions and sailing

Closing paragraph - say you hope you have been of help;

UNIT 6

READING

p.66

1. PRE-READING

SUGGESTED ANSWER

- **Do you feel that it is necessary to start saving your money from a young age? Why/Why not?**
Yes, I personally believe that it is important to do so. You see, we live in times of great uncertainty, which means that we need to be careful about how we spend our money. To earn it we spend a lot of energy, effort, time and talent. Wasting your earnings is like wasting your resources. Learning to systematically put money aside for a rainy day is a must for those who wish to secure a comfortable source of livelihood for when they retire or are unable to work.

5. POST-READING

SUGGESTED ANSWER

- **Which of the tips mentioned in the text do you consider most useful? Why?**
The first tip which mentions the importance of saving and managing your money from a young age. I think that it is a good piece of advice that is sure to have a positive effect on a person's future and perspective on life.

VOCABULARY

p.68

1. WORDS EASILY CONFUSED

earnings – sum of money received for work done
proceeds – the money collected or acquired from an event or activity when something is sold - often connected to events held for charity purposes

savings – money that is being put aside especially in a bank

compensation – money claimed from a person or organisation considered responsible for personal trauma, suffering or loss

severance pay – money received by an employee when a work contract is terminated

fine – a sum of money paid as punishment for breaking the law or for not adhering to rules and regulations

bonus – a lump sum received by an employee in addition to his pay for performing exceptionally well – used as an incentive to enhance employee commitment to organisational goals and performance

royalties – a fixed percentage of the profits given to authors when their work is sold

allowance – pocket-money given to children by their parents on a weekly/monthly basis, an amount of money given on a regular basis to cover various expenses (living, clothing allowance) or for a specific purpose (education)

remuneration – a general term used to refer to the money one is paid for getting work done

donation – something that is given free of charge to a charity or organisation to benefit or further a worthy cause

grant – the provision of monetary aid to individuals or organisations by the government or some other institution for a specific purpose

2. WORD COMBINATIONS

bank deposit account - a savings account in an establishment such as a bank in which money is deposited for safekeeping

annual income – the sum of money earned within a year

market value – the price at which something is sold or bought in the open market

pension plan – an arrangement that enables one to put money aside for use after retirement when one is no longer officially financially active

monthly instalments – pay for sth in instalments = standard sum of money which is paid on a monthly basis for a predetermined period of time until the product/service has been paid for

3. PREPOSITIONAL PHRASES

Definitions of Prepositional Phrases in Exercise 3

at

at a discount – sth being sold at a reduced price

at short notice – informed about sth at the last minute

at all costs – do what needs to be done to achieve a desired result

in

in short supply - scarce or not readily available

in demand – wanted, needed or considered essential, important or useful

in collaboration with – working together with other people on a joint venture

in debt – owing a lot of money which you are having difficulty paying back

on

on duty – to be working at a particular time

on schedule – to be progressing as planned

on the job – while working

on account of – because of

GRAMMAR

p.69

B.

introduction line 5: ...you can avoid countless difficulties if you learn to manage your finances well.

paragraph 3 line 1: If you have a credit card, remember to pay your bills promptly.

paragraph 3 line 7: Be careful if you borrow money...

paragraph 3 line 12: ..., so you could find a better deal if you look carefully enough.

paragraph 4 line 1: ..., but if you want to invest, be wise and don't rush into things.

paragraph 4 line 10: So, if you decide to take a big risk, your investment may generate more money but...

LISTENING

p.70

1. PRE-LISTENING

SUGGESTED ANSWERS

- **If you were interested in following a career in forensics, what questions would you ask an expert in this field?**

What qualifications do I need to become a forensic scientist?

How many years of study are involved?

What qualities make a good forensic scientist?

Is in-house training required?

What are my chances of finding a job after I finish my degree?

What are the job specifications of a forensic scientist?

What skills are required?

Is work experience considered important? If yes, how do I acquire it?

What is the pay/remuneration like?

What are the working hours like?

Are job prospects readily available for those in this line of work?

- **What do you think are the pros and cons of such a career?**

One of the main advantages of pursuing a career in forensics is that one will be playing a crucial role in solving crimes and putting criminals behind bars. In addition to this, given that there is presently a demand for individuals qualified for this field of study, chances are that those who successfully complete their studies will have various job opportunities made available to them. Moreover, they are well-remunerated for the work they do.

On the downside, since forensic science technicians are involved not only in the analysis of physical evidence but also in its collection, their services are most probably called upon at all hours of the day. This is obviously very inconvenient as it will interfere with an individual's private life and make it difficult for him to strike a balance between work-related and family-related responsibilities.

3. POST-LISTENING

SUGGESTED ANSWERS

- **Would you be interested in a career in forensics? Why/Why not?**
No, I wouldn't. Although I value the work done by forensic scientists, I do not think that I am cut out for this line of work. I would not like to be stuck in a laboratory examining forensic evidence.

VOCABULARY

p.71

WORDS EASILY CONFUSED

- portray** – represent abstractly
illustrate – use features such as pictures/photographs/drawings to help describe or decorate sth
sketch – draw sth quickly/roughly/humorously/satirically
depict – represent in a work of art / give an impression/description of sth
insight – perception/understanding of a complex situation
foresight – exercise prudence / perceive the importance of sth well in advance
forecast – predict/calculate that sth will occur in advance
premonition – have a feeling that sth bad is going to happen
dispel – do away with / put out of one's mind
disperse – scatter/spread/disband (for group of people)
dissolve - melt/break up/disappear
disseminate - broadcast/publicise/distribute
evidence- a thing/things that demonstrate(s)/indicate(s) the correctness of one's beliefs/suspicions without necessarily being conclusive
proof - conclusive evidence, which is based on fact, that sth is true
testimony - a formal statement in a court of law
witness - a person who happened to see an event and who is requested to give a formal account of it in a court of law
fierce - cut-throat/intense/strong
wild - untamed/undomesticated/of or belonging to the natural environment
forceful - compelling/convincing/persuasive
savage - violent / that cannot be controlled

GRAMMAR

p.71

1. COMPARISONS

1.
 - **Why do *easy* and *comfortable* form their comparatives in a different way?**
One syllable adjectives and adjectives ending in *y* form the comparative by adding *er* and *ier* respectively. Adjectives with more than two syllables form the comparative with *more* + adjective
 - **What are the superlative forms of the two adjectives?**
easiest, most comfortable
2.
 - **How does the word *quite* modify the meaning of the adjective *common*?**
It emphasises that it is common to a fairly great extent.

Can *quite* be used before an adjective in the comparative form?

No, *quite* is not used before the comparative form.

SPEAKING

p.72

SUGGESTED ANSWERS

1. WARM-UP

- **Have you got or have you ever had a job? What kind of job is/was it?**
At the moment I do not have a job because I have to concentrate on my studies but I often work during the summer holidays. The type of work varies but is mostly of the unskilled type such as working as a salesperson.
- **What kind of job do you imagine yourself doing in the future? Why?**
In the future I would like to work in the private sector and start my own business. Although I do not know exactly what kind of business this will be, I value my independence and will not be happy working for someone else.

2. FOCUS ON PICTURES

Student A

- **What types of jobs are shown in the pictures?**
A1 – an office worker/a private assistant/a business man
A2 – a farmer
A3 – a potter
- **What kinds of skills and qualities do you think are needed for each type of job?**
A1 – office worker/private assistant - computer literate, good communication skills, good organisational skills, good time management skills, good telephone manner, polite nature
- business man - good decision making skills, good discourse management skills, leadership qualities such as decisiveness, assertiveness, integrity, dedication, resourcefulness, keen sense of fairness, foresight
A2 – agricultural and mechanical skills, respect for the land and the natural environment, well-informed on developments taking place in farming industry
A3 – creativity, artistic skills, an appreciation of colour, shape and form, have an eye for detail
- **How do you think each of the people in the pictures feels?**
A1 – bored, distracted
A2 – content, in his element, satisfied
A3 – engrossed, relaxed
- **Compare two of the pictures and say which you think is the more stressful working environment. Why?**
I think that the occupations depicted in pictures A2 and A3 offer those who do them time to reflect and relax. This is not to say that they are not in any way demanding or stressful. Being a farmer must be more stressful than being a potter, though, because one has to do with external factors such as weather conditions and pests which could bring about the destruction

of one's crops. So one's income is at risk as extreme weather conditions such as floods and droughts are common nowadays.

• **Which picture do you think best reflects a feeling of job satisfaction? Why?**

It's not an easy decision to make because all of these occupations may provide a sense of job satisfaction, but I would say that the picture of the potter best reflects the feeling of job satisfaction as creating something yourself must be very rewarding.

2. FOCUS ON PICTURES

Student B

• **What do you think is happening in each picture?**

B1 – A board/staff meeting is taking place.

B2 – An interview is in progress.

B3 – The man in the picture is making a professional presentation in which he is presenting information on research that has been carried out.

• **Describe the atmosphere in each picture.**

B1 – friendly, interactive and constructive

B2 – tense, interrogative, formal, uncomfortable, stressful, intimidating

B3 – professional and semi-formal

• **How do you think the people are feeling?**

B1 – comfortable in each other's presence and interested in the topic of discussion

B2 – the interviewee - stressed/anxious/tense/uncomfortable / he may feel as if he has been put on the spot

B3 – confident / comfortable with his ideas/abilities/qualities

• **Compare two of the pictures and say which situation you think is less stressful and why.**

I think that attending a board/staff meeting is less stressful than attending an interview because the people attending the meeting are familiar with one another, which means that a friendly exchange of ideas occurs.

• **Which of these people do you think know each other the best? Why?**

The people in the picture B1 because they work in the same environment and most probably come into contact with each other on a daily basis.

3. FURTHER DISCUSSION

• **What skills/qualities do you think help people get good jobs?**

The kind of skills/qualities that are essential for a job vary depending on whether one is working with other people or alone. If one's position requires interaction, one needs to have good people skills, excellent conflict management skills, assertiveness, drive, a pleasant nature, resourcefulness and open-mindedness. If one works alone, then one must be independent-minded, disciplined, systematic, resourceful, driven, motivated and creative.

• **If you had to choose between a low-paying job which gave you lots of satisfaction and a high-paying job which was very stressful, which job would you choose and why?**

I personally believe that job satisfaction and remuneration are closely interlinked. For you to do your best, your contribution must be recognised and your efforts must be rewarded. If not, your sense of satisfaction will fade and you will be left feeling unappreciated and resentful. It helps to keep in mind that job satisfaction does not pay the bills and that it is just one factor of many that keep a person motivated and committed.

• **Do you think some people get paid too much?**

Yes. People in professional sports are in my opinion paid more than they deserve.

• **Which jobs do you think should be the highest paying ones?**

doctors (save lives), educators (build the character and moral backbone of future generations), police officers (ensure public safety, and keep law and order), judges (ensure that the legal system functions efficiently)

WRITING

p.74

SUGGESTED ANSWERS

1. DISCUSS

Discuss the following quotation from a successful entrepreneur. How far do you agree with it?

I agree with it. I think that people who are in the right frame of mind and who believe in themselves will succeed in life. They are the people like Richard Branson, who grab the opportunities that arise.

p.75

4. FOCUS ON LANGUAGE

A. as well as – add information

in particular – give an example

on the other side of the coin – express contrast

moreover – add information

for instance – give an example

consequently – express cause / result

to sum up – summarise

5. BRAINSTORMING

1. What issue are you required to discuss?

What should be taken into consideration when choosing a career.

2. What factors do you think should be taken into consideration when choosing a career?

job satisfaction, salary, job opportunities, security of job, working conditions, perks, opportunities to meet people, travel, etc.

3. Which two or three factors do you think you should focus on in your essay? Why?

Job satisfaction, salary and job opportunities because these are the basic factors concerning a job that allow you to live a fulfilling and comfortable life.

4. What examples can you give to illustrate the significance of the factors?

If your job doesn't give you any satisfaction, you will not be happy doing it. If you aren't paid well, you may not be able to live comfortably which can cause resentment. If there are many job opportunities, you will have a greater choice when it comes to deciding which job you want and you may be able to look for the best conditions.

5. What is your personal opinion on the issue?

Personally, I think that it is important for a job to give you satisfaction / to be well-paid / to have good perks / to provide security, etc.

6. OUTLINE

Introduction

There can be no doubt today that deciding what career to follow is a decision that is not easy to make.

Main Part

- significance of job satisfaction - personal happiness
- significance of a good salary - acceptable standard of living
- significance of the availability of openings on the job market - several options to choose from

Conclusion

- On the whole, ... The way I see it,...

MODULE 4

UNIT 7

p.80

1. PRE-READING

SUGGESTED ANSWER

Look at the list of some of the benefits of travelling. Place them in order of importance beginning with the most important.

1. broadens your mind
2. enables you to learn about new cultures
3. helps you get away from your daily routine
4. enables you to get first-hand experience of new places
5. gives you the opportunity to try out foreign cuisine

2. READING FOR GIST

Visit Malaysia - travel brochure / travel magazine

Leaving Earth - Science and Technology magazine

p.81

5. POST-READING

SUGGESTED ANSWERS

- Which of the two texts did you like the most? Why?
I think that both were interesting. Each serves a different purpose and it does so in an interesting fashion. Nevertheless, if I were to choose one, I'd say Text A. I like the description of the country.
- Would you be interested in finding out more about the topics of the texts?
I think I would be interested in reading more about text A only if I were planning a trip to Malaysia.

Regarding Text B, which is about the topic of space travel, I don't think I'd read more. The text is well-written and thought-provoking but I am not interested in speculation regarding future developments in space research and travel.

VOCABULARY

p.82

1. PREPOSITIONAL PHRASES RELATING TO LOCATION/DISTANCE

within walking distance - at a distance that can be covered on foot

off the beaten track - a place that is isolated/secluded and is not frequented by many people

on the way - while going somewhere

in the middle of nowhere - located far from other places

on the edge - located on the brim or part that is furthest from the centre

at the top - at the highest point

on the horizon - situated in the distance at the point where the sky meets the land

3. NOUN SUFFIXES

A. Can you think of any more examples in each group?

ion - perfection, insulation, ventilation, renovation, accommodation, demonstration, irritation

ation - privatisation, hospitalisation, centralisation, transportation, alteration, specialisation

ance - performance, attendance, acceptance, endurance, assistance, defiance, reliance

ant - consultant, accountant, servant, disinfectant, pollutant

cy - advocacy, hesitancy, prophecy, urgency, competency, democracy, obstinacy, privacy,

ity - conformity, hospitality, availability, captivity, clarity, ability, personality, electricity

ness - absentmindedness, activeness, airsickness, coziness, effectiveness, inventiveness, liveliness

ence - difference, conference, confidence, independence, intelligence, obedience

LISTENING

p.84

1. PRE-LISTENING

SUGGESTED ANSWER

Look at the following types of holidays. Which of them do you find most appealing? Why?

I like the idea of a working holiday. Although I have never been on one, I like the thought of offering my services to benefit a community. A working holiday also provides you with the unique opportunity to develop new skills and meet people. On the other hand, a relaxing holiday also sounds great. Our hectic lifestyles don't allow us to get away from our daily stresses and strains so we end up feeling very tense and frustrated. I think a comfortable resort is an ideal place to go to if you wish to unwind and restore your general health and well-being.

SPEAKING

p.86

1. DISCUSS

SUGGESTED ANSWERS

• **What places would you like to travel to? Who with?**

I think that any country abroad could serve as an interesting holiday destination. Especially those with an entirely different cultural and historical background to my own. Countries in the East, such as Japan and China, have always intrigued me for this reason. As for who I would travel with, I think that travelling with family is ideal. Your travel companions need to be people who you know very well and are comfortable with.

• **What means of transport do you prefer when you travel?**

My means of transport varies depending on my destination. If I am travelling abroad, my preferred means of transport is the aeroplane. It is fast, convenient and safe. On the other hand, if my holiday destination is within the borders of my own country, I usually travel by car. I think that it is very convenient to have your own means of transport. In addition to this, you can stop wherever and whenever you like, and choose the route which you would like to take. Last but not least, new developments such as inbuilt televisions allow for in-car entertainment, making the journey for all the passengers more enjoyable.

2. EXPOUNDING ON A TOPIC

SUGGESTED ANSWERS

• **What do young people gain from going to a summer camp in a foreign country?**

There is no doubt that young people can gain a lot from spending their summer at a camp in a foreign country. Not only is it a unique opportunity to experience something very different from what you are used to but it is also ideal for practising a foreign language. First of all, you meet a lot of people and can make new friends, and some of these friendships can last a lifetime. It is also an ideal way to experience a new culture and learn about the country you are visiting since, in most cases, excursions to places of historical interest or famous sights are organised as well. Of course, summer camps are a lot of fun because there is usually a wide variety of recreational activities from sports to arts and crafts to choose from.

• **Is it preferable to go on a package holiday or to travel independently?**

I'd say that it depends on your personality as well as where you are planning to go to. For example, if you are planning to travel to a place where safety might be an issue, it might be wiser to choose a package holiday since obviously the travel agents will take that into consideration and make sure that you are not at any risk. You don't have to worry about accommodation, travel arrangements or decide what is important to see. On the other hand, on a package holiday, the timetable is restricted and you don't

have the freedom to do whatever you want whenever you want. Travelling independently is preferable for those people who don't like being herded around in a group, as it allows you more choice and flexibility which might make your holiday more exciting. However, planning holidays and making all the arrangements on your own can be very time-consuming and in many cases people don't have the time required to do all the searching, booking, etc.

3. FURTHER DISCUSSION

SUGGESTED ANSWERS

• **People travel more now than they did in the past. Why do you think this is?**

- air travel and improved rail and coach travel have made travelling more comfortable
- easy access to cheap flights
- greater exposure to other countries through the media
- the Internet makes it easier to plan and book holidays
- many package tours are very economical

• **'Getting there is half the fun'. How far do you agree with this?**

I agree one hundred percent that preparing to go on holiday and the actual trip there constitute half the fun. While preparing for your holiday, you can engage in various entertaining thoughts about the places you are going to visit, the things you are going to do and the feelings you are going to experience. Then, on the journey you often have the opportunity to see places, meet people and face unexpected turns of events, which can be a lot of fun.

WRITING

p.88

1. DISCUSS

SUGGESTED ANSWER

• **Which places do you think a visitor to your country should visit? Why?**

One place I think is especially worth visiting is the ancient town of Ad-Diriyah, where one should definitely see the Turaif Quarter. Another place is Tarut island, with its natural bridge linking it to the mainland. On Tarut island one can see antiquities from various civilisations that existed in the area.

p.89

3. BRAINSTORMING

Students' answers will depend on their choice of places.

4. OUTLINE

Greeting

Dear Mr Mansur,

Opening paragraph

I am writing in reply to your letter asking for advice...

Main part

Paragraph 1

Personally, I think that...

Paragraph 2

About the weather in July it is..., so...
It would also be a good idea to bring...

Closing paragraph

I hope that I have been of some help and...

Signing off

Best wishes,

UNIT 8 READING

p.90

1. PRE-READING

SUGGESTED ANSWER

Look at the text on the right and note its heading and the pictures accompanying the text. What do you know or can you guess about Tutankhamun?

Although I have heard of Tutankhamun, I cannot say that I know much about him or his life. I know that he was an Egyptian Pharaoh, which is evident from the pictures that accompany the text. The gold mask depicted in the first picture leads me to assume that he must have been a very important person in his time.

NOTE: It is important that students should clearly understand the information in paragraph 8. It must be pointed out that Carnarvon died of blood poisoning and pneumonia (pathological causes). However, as people then did not know the facts, his death led them to imagine that he might have died because Tutankhamun's tomb had some sort of a curse on it. This is just a legend relating to Tutankhamun's tomb. The facts are quite different and have a scientific explanation.

p.91

5. POST-READING

SUGGESTED ANSWERS

- **Did you enjoy reading the text? Why / Why not?**
Yes, I did. I find reading about historical figures and ancient civilisations very interesting.
- **Which of the information mentioned did you find most interesting?**
The information about Tutankhamun himself.
- **What else would you like to know about Tutankhamun and his tomb?**
More background information about Tutankhamun would be interesting and so would a more detailed account of his life and the causes surrounding his death. I would also like to know more about the duties of a Pharaoh. Regarding his tomb I would find reading about the artefacts and reliefs that were found very interesting.

VOCABULARY

p.92

2. VERBS STARTING WITH THE PREFIXES

EN- AND *DE-*

1. **enclose** - make a circle around, completely surround sth
2. **demotivate** - dishearten/discourage/make someone lose his/her enthusiasm for sth

3. **defrost** - thaw frozen food by taking it out of the freezer so that you can cook or heat it
4. **dehydrated** - loss of body fluids that occurs due to extreme heat or lack of water intake
5. **enable** - make it possible for you to do something/ give you the opportunity to do something

3. VERBS STARTING WITH THE PREFIX *DIS-*

1. **disarm** - take away one's weapons or means of defence
2. **disembark** - get off a boat, aeroplane, bus, train, etc.
3. **disobey** - not follow orders/not do as you are told by a superior
4. **disorientate** - lose your sense of direction/feel confused or dazed
5. **disorganised** - not well planned or managed / unsystematic/muddled

GRAMMAR

p.93

1. RELATIVE CLAUSES

Read the examples and answer the questions that follow.

Sentence 1 and 2

- **In which of the two sentences does the relative clause provide additional information about someone?**
Sentence 2
- **In which of the two sentences does the relative clause provide information which is necessary to define someone?**
Sentence 1
- **In which of the two relative clauses could *that* be used instead of *who*?**
Sentence 1
- **Can *who* be omitted in any of the two relative clauses? Why/Why not?**
No. In the Defining Relative Clause the relative pronoun *who* or *which* can only be removed when it refers to the object not when it refers to the subject. In sentence 1, *who* refers to the subject of the sentence and may therefore not be removed. In a Non-Defining Relative Clause the relative pronoun *who* or *which* cannot be removed.

Sentence 3

- **Which other relative pronoun could be used instead of *that*?**
which
- **Is the relative clause defining or non-defining?**
defining

Sentence 4

- **Does the relative clause provide additional or essential information about Aswan?**
additional information

• **Why is *where* used?**

because reference is being made to the location or place where this incident occurred

Sentences 5 and 6

• **Which words have been omitted before *called* and *leading*?**

who was, which were

• **Find two more examples of reduced relative clauses introduced with a present or past participle in the text on pages 91-92 in paragraphs 4, 8 and 9.**

Present Participle

- On 5 April, he died, giving birth to the legend that Tutankhamun's tomb was cursed. (On 5 April, he died, which gave birth to the legend that Tutankhamun's tomb was cursed.) coordinate clause gives us information which stands independently but also elucidates that which was said in the first clause.
- The shrines surrounding the burial were slowly dismantled. (The shrines which surrounded the burial were slowly dismantled.)

Past Participle

- As time passed, Tutankhamun's tomb, known as Tomb KV62, insignificant in comparison to those surrounding it, was forgotten and built over. (As time passed, Tutankhamun's tomb, which is/was known as Tomb KV62, insignificant in comparison to those surrounding it, was forgotten and built over.)
- Tutankhamun had been buried in three mummiform coffins, each placed inside another like Russian dolls, the innermost made of solid gold. (Tutankhamun had been buried in three mummiform coffins, each of which was placed inside another like Russian dolls, the innermost was made of solid gold.)

LISTENING

p.94

1. PRE-LISTENING

SUGGESTED ANSWERS

• **Why do you think the discovery of Tutankhamun's tomb is so important?**

It is important because it sheds light on a specific era of Egyptian history. The fact that the tomb was intact also means that all the artefacts that were found served as a rich source of information for archaeologists and historians. Discoveries such as this help to enrich our understanding of ancient civilisations by providing us with a glimpse into the past.

• **In your opinion, what was the reason for the boy king's untimely death?**

Given that the boy king is said to have taken part in various activities, such as chariot racing, the assumption that he was killed in a fatal accident sounds convincing.

Additional Background Information on King Tutankhamun

New studies involving the use of CAT scans and DNA analysis have lifted the veil of mystery that has surrounded King Tutankhamun ever since the discovery of his tomb in 1922. King Tutankhamun was not the only mummy to be subjected to this comprehensive analysis. The study involved DNA taken from 11 mummies, and it is for this reason that findings have yielded crucial information concerning the boy king's lineage. It was discovered that a mummy known to this day as KV55, now identified as the 'heretic king' Akhenaten, is the boy king's father. Information regarding his mother has also come to light. Although her name is still unknown, evidence has revealed that she was Akhenaten's sister. This inbreeding is said to have been the reason for King Tutankhamun's ill health. It is said that the boy king was suffering from a bone disease and that his left foot was deformed. He was thus forced to walk using a cane, which explains why approximately 130 were found in his tomb. The DNA analysis also showed that King Tutankhamun had suffered from multiple malarial infections. It is believed that these infections had weakened his immune system making him very frail. His death is attributed to a combination of factors which involve the breaking of his left thighbone in an accident, his immuno-deficient state and his contraction of a deadly strain of malaria.

VOCABULARY

p.95

WORDS WITH SIMILAR SPELLING AND/OR PRONUNCIATION

A. Can you think of any words starting with *re-* and ending in *-ain*?

- retain - hold/maintain/to keep in one's possession
- reattain - to accomplish/acquire/obtain again
- remain - last/continue/stay behind
- retrain - undergo training again

SPEAKING

p.96

1. DISCUSS

SUGGESTED ANSWERS

• **If you were visiting a foreign country and wanted to learn more about its culture, which of the following would interest you most? Why?**

The culture of a country is multi-faceted and consists of various aspects. These aspects combined give it its distinctive nature. To get a feel for it one must try to experience all aspects of that culture. Nevertheless, if I were to choose one of the options given, I think I would choose to attend a local ceremony, like a wedding. These rituals give us insight into the beliefs, principles and moral standards that the members of that community adhere to.

2. SPECULATING AND MAKING A DECISION SUGGESTED ANSWERS

Talk in pairs. Look at the pictures C and D and talk about how the people in these two pictures feel.

Picture C

Shows a young boy looking at a dinosaur exhibit in a museum. He is probably wondering if the creature was dangerous when it was alive, he probably feels excited and also a bit afraid given the size of the creature.

Picture D

Shows two people and a plate of some local dish, maybe sushi. They seem to be enjoying themselves because they are both smiling. The man in white is probably the chef and is proud of the food he has made and is also happy that the other man is enjoying it.

Then, look at all the pictures. Imagine that your school is organising an exhibition entitled 'Aspects of our culture'. Talk together about the various aspects of culture represented in the pictures. Then suggest two other aspects of culture that you would like to see represented in the exhibition.

Picture A

The cultural aspect being represented in picture A is that of history. Archaeological sites are ideal places to visit if you wish to get a feel for the historical, architectural and cultural background of a country. They tell us a lot about the lifestyle, customs and beliefs of the people who built, used and inhabited them. The design and materials of these structures also enable us to draw conclusions about these people's sense of aesthetic appeal and the level of complexity and diversity that existed in their societies.

Picture B

The cultural aspect being represented in picture B is that of art. Works of art give us a lot of information not only about the artist himself but also about the conditions prevalent in the artists environment. Besides the objective interpretation of a work of art, which is what the artist intended us to perceive, there is also the subjective interpretation of it, which is based on each person's individual understanding of it. For this reason, one may say that works of art 'speak to us' and we identify with them in a highly personal manner. Not only do they have the potential to awaken emotions in us but they also stimulate our imaginations, sharpen our intellect and perceptive ability.

Then suggest two other aspects of culture that you would like to see represented in the exhibition.

I think that the exhibition must include a display of handmade arts and crafts which were, and may still be, used for ornamental or domestic purposes. These products are usually found in local markets and enjoy remarkable tourist popularity because they reflect the unique culture of a country. It is essential that exhibitions display handicrafts, such as handmade

baskets, pottery and other decorative objects, as this can help preserve a deeply rooted industry and provide local inhabitants with a source of income.

The exhibition must also, in my opinion, display traditional costumes. These costumes are often works of art in themselves as they are handcrafted and richly embroidered garments. They serve as records that document the cultural and ethnic identity of people living in a specific geographic region. They also tell us a lot about the lifestyle, beliefs, traditions, values and ideals prevalent during a specific period of time in history.

3. FURTHER DISCUSSION SUGGESTED ANSWERS

• Which two activities in the picture above do you find the most appealing? Why?

The ones that appeal to me most are pictures C and D. First of all, I like visiting museums because they stimulate my imagination and I can learn more about life in the past. Second, I also appreciate different kinds of food. I love trying dishes from different countries. These kinds of activities enrich our lives and are also pleasurable.

• In what ways are cultural activities important for society?

These activities are important because they:

- enrich our lives and stimulate our imagination
- provide us with the opportunity to experience different emotions
- give people a sense of identity; who they are and where they come from
- improve our quality of life

WRITING

p.98

1. DISCUSS

Students should give a personal response to these questions and their answers will differ according to their respective cultures, experiences and personality.

2. FOCUS ON CONTENT AND ORGANISATION

A. What two aspects of the ceremony is the writer required to refer to?

The writer is expected to give a descriptive account of the customs, and refer to the emotions that he/she experienced when witnessing the ceremony.

p.99

3. FOCUS ON LANGUAGE AND STYLE

B1. What does the *as if/though* structure describe?

As if/though + past simple - is a subordinate clause used when one compares something they have seen, heard, smelt, felt with something else. The comparison we are making on the explanation we are giving is not real but imagined, unreal, speculative or hypothetical.

4. BRAINSTORMING

Students' individual answers will vary.

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?

UNIT 3

2.

Interviewer: Good morning, today we are continuing with our series on the mind and intelligence. In our studio here today we have Gary Simpson, an educational psychologist who will tell us something about the secrets of being a genius. Welcome, Gary.

Gary: Thank you. Well, for many years, it has been said that a genius is born with special abilities and possesses high intelligence. For example, a genius is characterised by strong individuality, imagination and creativity in addition to extreme intelligence. We apply the term 'genius' to Leonardo da Vinci, Albert Einstein and many more.

Interviewer: Does a genius possess a superior talent in any specific field?

Gary: Yes, certainly. Einstein, for instance was a genius in physics and mathematics while Da Vinci was gifted in many areas such as art, engineering and philosophy.

Interviewer: How did Leonardo da Vinci enrich himself to develop greater intelligence? Isn't it estimated that his IQ was approximately 220 and that he possessed great skill and creativity?

Gary: Yes, that is a fact. Leonardo himself stated that there were seven secrets that could help you to become a genius. Firstly, he said that one must have an incredible curiosity about one's surrounding world as well as a burning desire to discover and achieve. Secondly, he insisted that knowledge must be constantly tested through experiences. Thirdly, he stated that the senses need to

be constantly sharpened, so there can be an understanding of the true nature of things and not just the outer appearance of things we observe. The fourth secret is that we must accept vagueness and trust forces that can influence our lives. The fifth characteristic is that one must develop a balance between art and science, in order to live a varied and interesting life. His sixth secret was that one must lead a healthy lifestyle, because he felt health and fitness would boost mental power.

Interviewer: So should we be more aware of our diet in order to improve our IQs?

Gary: Most definitely! If we eat healthily, we will boost our energy levels and our ability to think clearly and creatively. Remember that creativity is essential to being a genius.

Interviewer: What was his final secret?

Gary: He felt that all the phenomena in the world are connected in some way, that is, energy, laws, nature and so on.

Interviewer: We know that a genius may come in many forms. Leonardo was artistic. What can you tell us about Albert Einstein? We know he was a mathematics and physics genius. But did his genius show itself in early childhood or did he develop it later in life?

Gary: Let me tell you about Einstein when he was young. When he was five years old, his father gave him a pocket compass. He immediately realised that there was something in the empty space that moved the needle. This observation left a lasting impression on his mind.

Interviewer: Do highly intelligent children have a clearer understanding of situations or some sort of superior memory? Is that what sets them apart?

Gary: Yes, they differentiate themselves from others with great originality of thought. For example, when Einstein was six years old, he began various creative activities and built models and mechanical devices for fun. When he was at school, he developed a strong liking for mathematics, but he hated the way it was taught by teachers using strict learning methods.

Interviewer: Is there any way that we can encourage our children to strive for higher goals?

Gary: There are many ways. I would advise families to switch off the TV, as it's not a creative activity. I also think that it's a good idea to encourage children to read a variety of books and do arts and crafts. These activities provide a stimulating environment for children and encourage them to think creatively.

Interviewer: So, it seems that creativity and the role of the environment are crucial in becoming a genius.

Gary: Certainly, but a positive self-image is very important too. These children often carry

a little notebook or PDA to write down creative ideas and thoughts based on their observations. Yet, most importantly, these super-intelligent children ask many questions and they are extremely imaginative. But don't assume that it's all work and no play for them. They also have fun and enjoy life to the full.

Interviewer: Thank you for a most interesting discussion.

3.

1.

Daughter: Mum, I haven't been sleeping well the last few weeks because of my exams. I also drink a lot of coffee, which doesn't help. I've tried all sorts of things to make me sleep better. I tried drinking camomile tea, drinking warm milk, I even count sheep! Nothing helps. I just lay awake all night worrying about the exam I have in the morning.

Mother: That's terrible, dear. You shouldn't get so stressed about your exams.

Daughter: I know. But what can I do to get some sleep?

Mother: You know, since I started putting a few drops of lavender oil on my pillow, I've been sleeping like a baby.

Daughter: Really? I might try that.

Mother: Here, take this lavender oil and try it tonight. I'm sure it will help you.

Daughter: Thanks, Mum.

2.

The first point that must be emphasised is that feeling a little bit depressed when you are first away from home is a completely normal reaction. You should not think that you have a serious problem and that you need to see a specialist. We all miss our family and friends in such a situation. However, it is a mistake to think that this feeling will just go away. You must take some positive steps. Begin by calling or visiting home less often. Next, look for new friends...

3.

Son: But, Dad, I saw it with my own eyes.

Father: Calm down. I'm not calling you a liar. What I am saying is that you wanted to believe this and told yourself that it was true.

Son: Not at all. I am absolutely sure that our mind can control our body and that people can run across burning hot coals without getting hurt.

Father: Have you tried it yourself, son?

Son: Well, not exactly.

4.

Thank you for asking me that. Scientists and philosophers have been arguing for centuries about whether or not the mind can make the body sick. Such illnesses or disorders are known as psychosomatic, and the current debate focuses on the biochemical make-up of the mind. But here in a very, very busy hospital, I basically only have time to treat what I see. The exploration of deeper matters is more for research scientists...

5.

Man: I was told that I had nothing to worry about because it wasn't serious. The doctor explained that it had something to do with the nerve that controls sweating. I was advised to cut down on caffeine drinks, as they make the situation worse. I've already started drinking less coffee. I was given a cream to use three times a day, but it didn't help at all. Basically, I just have to learn to relax and that's the best way to control the sweating. If I manage to do that, I won't be embarrassed to shake hands with people. Recently a friend suggested that I try acupuncture. I'll give it some thought...

6.

Man: The mind is a muscle and, like all the other muscles in your body, it needs to be exercised regularly.

Woman: How do you suggest I exercise my mind?

Man: Well, there are all kinds of ways. Reading a book is a good one, doing crossword puzzles, sudoku, logic puzzles. Why don't you buy a puzzle book to do?

Woman: I do like reading when I have the time, but I don't really enjoy doing puzzles.

Man: Most people don't like exercising but they still do it because they know it's good for them.

Woman: Ooh well, when you put it like that... pass me the newspaper, I'll try the crossword...

7.

Man: After seven months of trying to pinpoint the mystery illness that has been afflicting six-year-old Kevin Roberts, doctors have finally diagnosed a rare chemical deficiency in the brain, which affects only a few people in the world. Research has shown that this condition is treatable. So, the fact that people have died from it should not be discouraging to the afflicted. Doctors are optimistic...

8.

Girl 1: Listen! Listen to this Emily. You won't believe your ears. 'Face life challenges with a strong belief in yourself. Improve your willpower, determination and stamina. Feel better about yourself, with ... wait for it, the Self Esteem CDs. You can accomplish anything you want with the proper use of your mind.'

Girl 2: Are they serious? Who would ever get persuaded into buying something like that!

UNIT 4

Host: Good evening and welcome to the show. Rick Mitchell is here today to talk about the use of aromatherapy to improve athletic performance. So Rick, tell us? What exactly is aromatherapy?

Rick: Thank you. Aromatherapy is the use of essential oils for health purposes. Essential oils are found in various plants, flowers and trees. These oils have important minerals, vitamins and antiseptics that are good for us.

Host: How long has aromatherapy been around?

Rick: Aromatherapy has been around for over 6000 years; the Greeks, Romans and Egyptians all used aromatic oils in medical treatments. In fact, the father of medicine, Hippocrates used essential oils to get rid of the plague in Athens. Modern aromatherapy came into effect in 1930, when a French chemist discovered the healing benefits of various essential oils. And during World War II, a French army surgeon used essential oils as antiseptics.

Host: These days, many athletes use all kinds of nutritional supplements, in the form of food or drinks to help improve their performance. Is it true that essential oils can also be used for the same purpose?

Rick: Yes, it is. In fact, it's all to do with our noses! Out of the five different senses, smell is the most sensitive. Smells produce the quickest reaction from the brain. When we smell something, messages are transported from our nose to the part of the brain which controls emotions and memories. As a result, it is thought that certain smells produce emotional responses. It's well-known that what you eat or drink before and after you do exercise can affect how your body performs. But now researchers have discovered that certain scents can also affect your fitness. In particular, peppermint oil has been found to have a very strong impact on performance.

Host: Is there any scientific evidence to prove this?

Rick: In an experiment, athletes were asked to run on a treadmill while inhaling one of the following scents – peppermint, jasmine and a gas with no smell which was used as a control. It was found that the athletes who sniffed the peppermint experienced an increase in nasal and lung dilation. Also, they felt more motivated to keep running for longer than the athletes in the other groups. The peppermint put the athletes in a good mood, and when we feel good about doing something, we are more likely to do it better.

Host: And is peppermint the only scent that can improve performance?

Rick: Although the results with mint are very good, there are other options. Cinnamon, rosemary and basil are thought to improve concentration. Jasmine is an excellent muscle relaxant which can be used during the cool-down stage of your workout. Lavender is well-known for its relaxing effects on the body and mind; a drop of lavender on your pillow at night will help you sleep. A good night's sleep can help you perform better in sports.

Host: How do we use essential oils?

Rick: I recommend you just put a few drops on a tissue and simply inhale. If you are working out at home, you could put one or two drops into a bowl of water. The important thing to note is that only a few drops are needed because the oils are very strong and if you use too much you could have a bad reaction such as a headache or if you suffer from asthma it could bring on an attack. Also, it's important to make sure you are using good quality oils, so do your research before you buy.

Host: Well, that has been very useful. If you are just joining us, I'm talking to Rick....

MODULE 2 - ROUND-UP

Speaker 1:

A couple of years ago a friend of mine suggested that I try a new all natural diet that claimed I would lose 5 kilos in a week. Of course I jumped at the chance to lose weight quickly. What my friend didn't tell me was that I would have to eat cabbage soup twice a day for seven days, and didn't allow me to eat much else. Needless to say, I didn't make it past the third day, and I never want to see cabbage again.

Speaker 2:

My sister thought it would be a good idea to go on a diet to lose the weight she had put on over the winter. She had read somewhere about a 'miracle fruit' that slims your waistline in no time. This miracle fruit was grapefruit and she would consume three per day either in juice, fruit salad or by itself. She also had to cut out snacks, complex carbohydrates and drink several glasses of water daily. She was pleasantly surprised with the results and recommends it to all her friends.

Speaker 3:

I'm currently on a diet that my doctor suggested I try. I have always been on the chubby side, so I decided that it was time I try a diet. My doctor had just returned from a weight loss conference in Canada and he told me to try drinking 2-3 teaspoons of apple cider vinegar before every meal. At first, I thought he was joking. But when he explained to me that the fermenting apples have pectin, which helps to speed up the digestion process, I tried it. So far I have lost 2 kilos, and I am really happy with the results.

Speaker 4:

My wife was trying to lose weight last year and she went to a new age dietician for some counselling. Well, this woman was right out of her head because she told my wife to try a new idea called Breatharianism. Its main belief is that eating is an acquired habit and that air and sunlight should be the primary form of nourishment. She told my wife to train her body to survive on little or no food and to breath very deeply. Well, the first day was surprisingly effortless, but the second day I could see my wife was eyeing my chicken dinner with envy. The third day, I came home to find my wife on the floor. She was so weak she had passed out from lack of food. I rushed her to the hospital, and since then she's been eating proper meals and exercising regularly.

Speaker 5:

I've tried many diets in my day, and I can honestly say that none of them have worked for me, with the exception of one. Technically speaking it isn't exactly a diet; it has to do with chewing. It is called the Multi Bite diet and it encourages you to chew all your food until it becomes liquid; this aids in the process of informing the brain that you are no longer hungry. It is said that the brain requires 20 minutes to get the signal from your stomach that it is full, and as such, the process of prolonged chewing doesn't allow for overeating. I still practise it to this very day.

UNIT 5

Extract 1

Interviewer: How long have you been designing websites?

Steve: I made my own website when I was 11. I spent most of my free time in front of my computer. When my friends saw my site, they asked me to make websites for them. Back then, my family was suffering from financial difficulties. It was very stressful. I was able to make some extra money on the side. This couldn't have happened at a better time. I had a great sense of pride that I was able to make a contribution. I would work after school; when most kids my age were hanging out, I was in my bedroom designing websites. It was exhausting but it didn't matter to me because I loved it.

Interviewer: How do you manage to study for a degree and manage your business?

Steve: It's tough, especially this year as I'm in my final year and I have a project and lots of exams. The business has been really challenging this year as well. Sometimes it's hard to do everything but I do my best. I'm studying Information Technology. It's been really helpful to me. There have been so many changes taking place in the computer world and I wanted to keep up to date with the technology. There are also modules in Business and Management in my degree which have helped me understand what companies need. I think at the end of the day it was worth going to university because the experience served to broaden my mind and challenge me. Unfortunately, because I've been so busy, I haven't really had the chance to do much socialising. That's something I regret.

Extract 2

Jason: More and more universities are adopting Virtual Learning Environments. However, many feel this form of education is inadequate because it reduces face-to-face interaction between students and teachers. I believe that if e-learning is carried out correctly, it can enhance the learning experience. An e-learning course allows students to do self-study tutorials online and access multimedia course material. There are also enormous online libraries, forums, bulletin boards and chat rooms, which allow students and staff to discuss topics and get supplementary materials. Some universities are even able to provide counselling and study support services online. There are various advantages to e-learning. Firstly, distance learners with busy lifestyles are able to study any time, anywhere as long as they have access to the Internet. Self-paced tutorials can be done at the learner's own pace - I think this is particularly important for those trying to manage study with work. Various learning styles and abilities are catered for. The overall cost

of learning is reduced for the institution and the student. However, there are some disadvantages worth considering. Students who are not disciplined enough to study on their own may fall behind. The lack of social interaction may cause some students to become isolated. Problems with Internet connections can cause frustration and slow down the learning process. Overall, I think that the advantages outweigh the drawbacks. E-learning provides a wealth of information to students, and in using the software, learners gain an additional skill.

UNIT 6

Interviewer: The field of Forensic Science has gained a lot of popularity in the last decade. Here to provide us with an insight into forensic science as a career, is leading Forensic Scientist Dr Robert Saunders. Welcome to the show.

Dr Saunders: Good evening and thank you.

Interviewer: Dr Saunders, is forensic science a glamorous career, as some people imagine?

Dr Saunders: It depends how you see it. While our staff are certainly experts in their fields, they are not knowledgeable about every subject. Forensic scientists do not manage to solve crimes in a matter of minutes, as some people may think. Searching and examining the scene of a crime for clues to support a criminal case is a slow, painstaking process. Forensic scientists also often have to work very unsociable hours. For instance, you might be called to examine a crime scene at 2am on a freezing cold winter's night and have to spend hours outside going over the scene looking for anything that might help solve the crime.

Interviewer: How would you define forensic science?

Dr Saunders: Forensic science is the application of the field of science to the law. We use the science part to solve crimes; the evidence that we collect is analysed and then presented in a court of law so the jury can make a decision about the guilt or innocence of a person. This aspect of the job is the most satisfying because that's when you realise that all the hours of hard work you have spent on a case have really been worth it. As a forensic scientist, you are doing the public a service and that gives you a great sense of achievement.

Interviewer: OK, and what qualities does one need to be a forensic scientist?

Dr Saunders: To work in forensics you need to have a good background in science and a lot of patience and perseverance. Also, you need to be a good communicator both orally and in writing because you may have to appear in front of a jury and explain complex scientific ideas in layman's terms. You should be a team player, as you will

work closely with the police, other forensic scientists and crime officers.

Interviewer: And what qualifications and experience are needed to become a forensic scientist?

Dr Saunders: The minimum qualification required is a science degree, you don't have to study a forensic science degree; however, many universities are now offering forensic science as an undergraduate course. Competition for forensic jobs is fierce. We had 500 applicants this year for entry level positions and we were only able to take on 10. What can make you stand out from the crowd is relevant work experience in a lab. I can't stress this enough. If you are serious about a career in this area and you don't already have some lab experience, you should be thinking about arranging to do this as soon as possible. A good option is to volunteer your services to a local scientific laboratory in your area.

Interviewer: And what about career prospects?

Dr Saunders: In terms of career prospects, forensic science encompasses many different areas and, due to its interdisciplinary nature, there are many career options available, you can work for the police force, in private labs or teach.... (fade out)

MODULE 3 - ROUND-UP

Presenter:

Bullying is one of the main causes of stress in both adults and children. Here with us today is Dr Scott Moore, who is going to give us some advice and tips on how to deal with bullying whether it be at school or in the workplace. Welcome to the show, Dr Moore.

Dr Scott Moore:

Thank you. Bullying is often a childhood problem so I'd like to start by talking about bullying and young people. First, let me define bullying for our listeners. Bullying can include teasing or name-calling, nasty gossip, abusive or threatening text messages, or e-mails, intimidation and violence. For some children, bullying is the most stressful experience of their lives. It can lead to absence from school, and health and behavioural problems which carry on into adult life.

Some children are more susceptible to bullying than others. For example, children who are different in some way to their peers; obese children or those with disabilities are usually targets for bullies. Those with shy or timid personalities are also vulnerable. Something that is very common among victims of bullying is that they feel very ashamed about what is happening and don't want to tell anyone. Fear of further bullying also prevents many children from talking. This is where parents and teachers play a crucial role. If your child is being bullied, help them understand that it's not their fault and that they don't deserve such treatment. Talk about what you can do together to stop the bullying. Make sure you record any incidences of bullying your child tells you about. If the

bullying is taking place at school, book an appointment to see the form teacher and try to discuss the matter in a calm manner. If we have any young listeners who are being bullied, my advice is talk to someone you trust; a parent, a teacher, an older relative or even a friend. You don't have to suffer in silence. When someone bullies you, try to act as confident as you can and tell them to stop; then try to calmly move away from them. Don't hit the people who bully you as this can be used as evidence against you.

Now, I've talked about the victims of bullying but what about the cause of the problem, what about the bullies themselves? Research has shown that bullies are often victims of bullying themselves, and they are just taking out their own frustration on others. Parents of bullies need to talk to their children and make them understand what effects their actions have on others. If it is a group of students who are carrying out the bullying, there might be peer pressure, and it could be helpful to talk to some of the parents of the other kids involved.

Now, let's look at bullying in the workplace. This happens when someone, a colleague or superior tries to intimidate or humiliate another worker usually in front of other colleagues. It can also include being blamed for problems caused by others and being treated unfairly. If you think you are being bullied, it is important you discuss it with a person that you trust so you can determine if you are being bullied. Sometimes what seems like bullying may not be. For example, if you have a lot more work to do and you feel this is unfair, think about what's behind your heavy workload; it could be due to a change in the way your organisation is run. Maybe you just need to be flexible about the way you work so you can adjust more easily to the change. If you are being bullied at work, then first talk to someone about how to resolve the problem informally; for example, someone from the Human Resources department. They should be able to give you advice about how to deal with the situation. If you feel you are able to talk to the bully, you might discover that the bullying is not intentional; the bully may not even realise that their behaviour is intimidating. Decide what you want to say in advance and describe specific incidents and how they made you feel. Again I can't stress this enough, keep a record of all incidents with dates. People are more likely to take you seriously if you have written evidence.

If the bullying still persists, then the next step would be to make an...(fade out)

UNIT 7

Speaker 1

As we tumbled along the river in our raft, I tried to ignore its deafening roar. I was using all my strength to row through the powerful rapids that seemed intent on capsizing our raft. At that moment I experienced a strange but not altogether unpleasant surge of fear. This must be what adrenaline junkies seek. It was quite invigorating. I was on the Franklin River in Tasmania, and my team consisted of seven other people including two guides. The following day, after a morning of zipping through a forest

of eucalyptus trees, we embarked on a hike up a snow-capped mountain. After an exhausting five-hour trek, those of us that could still stand were rewarded with a breathtaking view. I came back from my holiday fitter and wiser and with an intense desire to do it all again.

Speaker 2

I have a hectic lifestyle, I work long hours and I have little time for rest and recreation so when I go on holiday, all I want to do is laze by the beach with a good book. When my brother told me that he had discovered an idyllic island paradise, I was all ears. The paradise in question was Zanzibar, an island off the east coast of Africa. I stayed there with my brother in a lovely spa hotel. After a few days of spa treatments, healthy food, lying on the beach and swimming in azure-coloured water I was completely chilled out. I even went snorkelling one day; it was fascinating to watch the brilliant flashes of colour as the fish zipped past me. I felt happy and refreshed by the end of the holiday.

Speaker 3

On our 40th wedding anniversary, my wife and I decided to go on a trip down the Nile. My wife is very interested in ancient Egypt and when she discovered we would be visiting the Valley of the Kings, she was over the moon. We were very pleased with the facilities on the ship. I particularly enjoyed doing lengths in the Olympic-sized pool at the break of dawn, just as a pearly light broke over the horizon. The voyage would have been perfect if it were not for the quality of the food on board, which was to say the least, of a questionable standard. In fact, my wife took ill for three days after eating from the buffet.

Speaker 4

The very thought of this sport used to invoke feelings of dread. So when my friend, Steve suggested I join him on a beginners' course in the Alps, I refused point blank. Fortunately, Steve doesn't give up easily and after a few days I gave in. As the cable car made its jerky journey up the snow-covered mountain, I glared angrily at Steve. He flashed me a happy grin and pointed at a man expertly gliding down the mountain. Our first lesson was not as bad as I thought it would be; in fact, despite my initial terror, I quite enjoyed it. Actually, it's not as hard as it looks. Once I got over my fear of falling, I found myself smugly gliding down hills and at one point I was even able to look up and take in the beautiful snowy scenery.

Speaker 5

Every year we go on holiday to the Lake District. Staying in hotels is too expensive for a family of six so we prefer to find a nice site and pitch our tents. Anyway, the kids enjoy the sense of adventure that goes with sleeping outdoors. Last summer we stayed in Cartmel, which is famous for its racecourse. It's also home to the Cartmel Sticky Toffee Pudding Co, and there are plenty of opportunities to sample this at the numerous cafés and restaurants in the village. We were very pleased with the wealth of activities available to keep the kids happy including acres of fields and forests to explore, trips by steamer boat across the lake and a kids' club. On wet days the World of Beatrix

Potter Attraction is not far away and there's also the Lakeside Aquarium.

UNIT 8

Presenter: It is almost a century since his tomb was excavated, and Tutankhamun, the boy pharaoh, retains an enduring grasp on our popular imagination. Modern science is beginning to unravel the mysteries of the life and death of King Tut. Egyptologists Sean Wilson and Arnold Greene are here to give us some interesting facts about this fascinating topic. Doctor Wilson.

Sean: Let me begin by saying that the tombs and bodies of most of the 18th Dynasty kings had been discovered by the beginning of the 20th century. Just one king remained – archaeologists could read Tutankhamun's name in the hieroglyphic inscriptions that decorated ancient monuments and they realised that he, too, must have a tomb in the Valley of the Kings. Tutankhamun's tomb vanished off the cemetery map when builders, working on the tomb of Ramesses VI, allowed the rubble from their excavations to cover his tomb entrance and then built their huts on top of the mound. This, rather than security measures, saved Tutankhamun from tomb raiders and enabled archaeologists to excavate a tomb which was intact and packed with treasures.

Tutankhamun's tomb actually consisted of several rooms. The antechamber was effectively a small warehouse packed with all the goods a king might need, as they believed then, in an eternal afterlife. A second undecorated chamber, cut into the western hall, held more boxes and bundles. And in the northern wall was the sealed entrance to the burial chamber. There, Tutankhamun lay within three concentric coffins housed in a quartzite sarcophagus. The walls of this room were decorated with scenes which, in those days, were thought to help the dead king achieve rebirth and eternal life. Finally, there was the Treasury, an undecorated subsidiary room, holding, among other things, the mummified remains of two baby girls, who Egyptologists believe may have been Tutankhamun's daughters.

Presenter: Dr Greene, Tutankhamun was only 18 when he died; I guess there must be several theories about the cause of his death.

Arnold: Yes, in fact, there are. In 1923, for example, Egyptologist Arthur Mace speculated that Tutankhamun had been killed by his successor, Ay. Mace produced no evidence to support his theory, but the notion of an ancient murder was put in place. In 1968, anatomist RG Harrison carried out X-rays and spotted a detached bone fragment within the skull. But this damage was caused by the

postmortem. Murder-theorists focused on an area of thickening at the base of the skull. Was this a haemorrhage caused by a blow? Possibly. But the blow would not necessarily have been a fatal one. In 2005 a team led by archaeologist Zahi Hawass used CT scan analysis to study the body. They confirmed that, shortly before his death, Tutankhamun suffered a fracture to the lower left femur, which may have led to blood poisoning and death. They concluded that the king, an active man, died following a chariot or boating accident.

Presenter: Dr Greene, what exactly is facial reconstruction and how was it used in the case of King Tut?

Arnold: Well, facial reconstruction is a well-established technique and is a means of identifying skeletal remains. The technique relies on the relationship between the soft tissues of the head and face and the underlying bone. In 2005, three teams of experts – one Egyptian, one French and one American – used facial reconstruction to create three-dimensional models of Tutankhamun's head. The models were based on more than 1900 CT scan images taken by an Egyptian team led by Dr Zahi Hawass, who scanned Tutankhamun's body as he lay in his tomb. CT scans generate a 3D image from a series of X-ray images. While the French and Egyptian teams knew that they were working on Tutankhamun, the American team worked blind. Despite this, the three reconstructed heads proved to be strikingly similar in appearance.

Presenter: One final question for you, Dr Wilson? Does any evidence support the existence of a deadly curse?

Sean: The legend that the tomb was cursed was born in 1923, when Lord Carnarvon, the man who financed the excavations in Tutankhamun's tomb, died. A rumour was spread that a curse was engraved above the tomb's entrance warning: 'Death comes on swift wings to those who disturb the rest of the king.' Some believed Tutankhamun had set a biological booby trap. Others, that he had protected himself with elemental spirits. In 1934, Egyptologist Herbert Winlock studied the fates of all 26 people present at the tomb's opening – just six had died within a decade. However, according to Dr Zahi Hawass there is no such thing as ancient curses. His point is that the tombs remained closed for 3000 years, and mummies and organic material create germs. In the past, archaeologists were always in a hurry to enter a tomb, and the germs entered their bodies and killed them.

MODULE 4 - ROUND-UP

Extract 1

- Boy:** So how long did they say the flight will be delayed for, Dad?
- Man:** There's no expected time on the screen.
- Boy:** What shall we do?
- Man:** We can't do anything now, so it's best just to find something to occupy yourself with while we wait. Why don't you go and buy a magazine from the shop over there?
- Boy:** But we can't stay here all night!
- Man:** What else could we do?
- Boy:** Maybe we should go and get a train...
- Man:** It's minus 15 degrees outside. All the roads and tracks are covered in snow. Most trains aren't even running. Do you think that's a good idea?
- Boy:** I suppose you're right. It's just we are going to miss the wedding if we don't fly out tonight.
- Man:** Don't jump to conclusions. Look, some of the flights have started taking off now. We'll make it. Don't worry.

Extract 2

- Man 1:** So how was your trip, Ben?
- Man 2:** It wasn't what I expected. Somehow I imagined I would wake up to an exotic fruit breakfast, I would then slowly make my way down to the banana plantation, do a bit of work for a few hours, then sidle back to camp for lunch and a nap.
- Man 1:** Oh dear! These working holidays are hard.
- Man 2:** I certainly worked hard. On my first morning, I was woken up at the crack of dawn and driven down to the nearby banana jungle. I had to help pick bananas. It was hot and tiring work I tell you, but there was lots of variety! That made it interesting.
- Man 1:** That sounds exciting.
- Man 2:** I stopped at lunch time for a good hearty meal. My next task was to prune trees. That was tough going in the afternoon heat. By the end of the day I was ready to collapse.
- Man 1:** Did you have any days off to explore the island?
- Man 2:** Yeah, on my day off I went with some of the other volunteers to a clean sandy beach. We also went to a farmers market where I had delicious coconut muffins and guava shave ice which was really refreshing.
- Man 1:** So would you do it again?
- Man 2:** Definitely!

Track list

| CD 1 | | |
|-------|-------------------|---------------------------------|
| Track | Unit | Listening Activity |
| 1 | Titles | |
| 2 | Unit 1 | Rubrics and radio interview |
| 3 | Unit 2 part 2 | Rubrics |
| 4 | Unit 2 part 2 | Talk |
| 5 | Unit 2 part 4 | Rubrics |
| 6 | Unit 2 part 4 | 5 Speakers |
| 7 | Module 1 Round-up | Rubrics and short conversations |
| 8 | Unit 3 part 2 | Rubrics |
| 9 | Unit 3 part 2 | Radio interview |
| 10 | Unit 3 part 3 | Rubrics and Question 1 |
| 11 | Unit 3 part 3 | Situation 1 |
| 12 | Unit 3 part 3 | Question 2 |
| 13 | Unit 3 part 3 | Situation 2 |
| 14 | Unit 3 part 3 | Question 3 |
| 15 | Unit 3 part 3 | Situation 3 |
| 16 | Unit 3 part 3 | Question 4 |
| 17 | Unit 3 part 3 | Situation 4 |
| 18 | Unit 3 part 3 | Question 5 |
| 19 | Unit 3 part 3 | Situation 5 |
| 20 | Unit 3 part 3 | Question 6 |
| 21 | Unit 3 part 3 | Situation 6 |
| 22 | Unit 3 part 3 | Question 7 |
| 23 | Unit 3 part 3 | Situation 7 |
| 24 | Unit 3 part 3 | Question 8 |
| 25 | Unit 3 part 3 | Situation 8 |
| 26 | Unit 4 | Rubrics |
| 27 | Unit 4 | Radio interview |
| 28 | Module 2 Round-up | Rubrics |
| 29 | Module 2 Round-up | 5 Speakers |

| CD 2 | | |
|--------------|-------------------|---------------------------|
| Track | Unit | Listening Activity |
| 1 | Titles | |
| 2 | Unit 5 | Rubrics |
| 3 | Unit 5 | Extract 1 |
| 4 | Unit 5 | Extract 2 |
| 5 | Unit 6 | Rubrics |
| 6 | Unit 6 | Radio interview |
| 7 | Module 3 Round-up | Rubrics |
| 8 | Module 3 Round-up | Listening |
| 9 | Unit 7 part 2 | Rubrics |
| 10 | Unit 7 part 2 | 5 speakers |
| 11 | Unit 7 part 3 | Rubrics |
| 12 | Unit 7 part 3 | 5 speakers |
| 13 | Unit 8 | Rubrics |
| 14 | Unit 8 | Radio programme |
| 15 | Module 4 Round-up | Rubrics |
| 16 | Module 4 Round-up | Extract 1 |
| 17 | Module 4 Round-up | Extract 2 |

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.

Suggested Pacing Chart for Traveller 6

(for Holy Qur'an Memorization Schools)

Three sessions per week

The weekly pacing chart on pages 175-180 has been created for a sixteen-week semester, in which the students have three sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be forty-six.

So, $16 \text{ weeks} \times 3 \text{ sessions per week} = 48 \text{ sessions}$ minus 2 sessions for holidays = 46 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 three.

The number of sessions required for each module varies depending on the material needed to cover the Grade 12 Syllabus.

Two sessions are 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 session.

Three 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. |

Week 2

| Sessions | Student's Book | Workbook |
|------------------|---|--|
| Session 1 | <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. |
| 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. |

Week 3

| Sessions | Student's Book | Workbook |
|------------------|--|---|
| Session 1 | <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 2 | <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. |
| Session 3 | <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. |

Week 4

| Sessions | Student's Book | Workbook |
|------------------|---|---|
| Session 1 | <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 2 | <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 3 | <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 5

| 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 | |

Week 6

| Sessions | Student's Book | Workbook |
|------------------|--|--|
| Session 1 | <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. |
| 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 & 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 3 | <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. |

Week 7

| Sessions | Student's Book | Workbook |
|------------------|--|--|
| Session 1 | <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 2 | <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. |
| Session 3 | <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. |

Week 8

| Sessions | Student's Book | Workbook |
|------------------|--|--|
| Session 1 | <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 2 | <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 3 | <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 9

| 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. |

Week 10

| Sessions | Student's Book | Workbook |
|------------------|---|--|
| Session 1 | <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. |
| Session 2 | <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 3 | Test on Module 2 | |

Week 11

| Sessions | Student's Book | Workbook |
|------------------|--|---|
| Session 1 | <ul style="list-style-type: none"> • Module 3 Getting ahead, cover page p. 55. Discuss cover page. • 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. |

Week 12

| Sessions | Student's Book | Workbook |
|------------------|---|---|
| Session 1 | <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. |
| Session 2 | <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 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. • Tell Ss to revise for the test on Module 3. | <ul style="list-style-type: none"> • Unit 6 Work and money p. 41. Assign exercises A and B for homework. |

Week 13

| 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 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. |
| Session 3 | <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. |

Week 14

| Sessions | Student's Book | Workbook |
|------------------|---|--|
| Session 1 | <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 2 | <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 3 | <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. • Tell Ss to revise for the test on Module 4. | <ul style="list-style-type: none"> • Unit 8 Culture p. 53. Assign exercises A and B for homework. |
| Session 2 | Test on Module 4 | |
| Session 3 | Revision | |

Week 16*

| Sessions | Student's Book | Workbook |
|------------------|----------------|----------|
| Session 1 | Revision | |

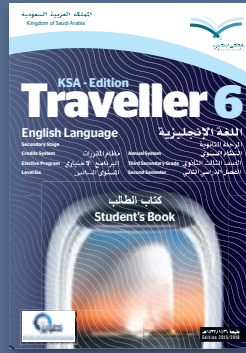
*There are two sessions missing from week 16 which correspond to the sessions not done due to holidays.

Traveller

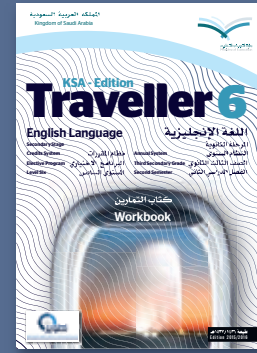
is an exciting course that takes learners from **Beginner** to **Advanced** level. It follows the modular approach and is organised into topic-based modules.

Course Features:

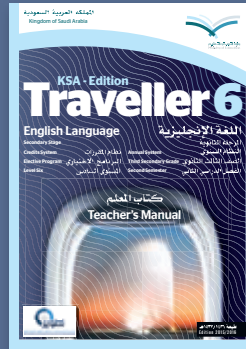
- Motivating and contemporary topics with multicultural and cross-curricular information
- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities encouraging personal response
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- A grammar reference section



Student's Book



Workbook



Teacher's Manual



Workbook Teacher's Edition

Digital Material:

- Student's CD
- Class CD
- Tests
- Model lesson
- Interactive Whiteboard Material

CEF

A1

A2

B1

B2

C1

C2



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