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# TEACHER'S BOOK

# Full Start!

PLUS

LEVEL  
B1+



# Contents of Teacher's Book

## Introduction

## Student's Book with Teacher's Notes

### Contents of Student's Book

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## OUTLINE OF THE COURSE

### Objectives

*Full Blast Plus* is an exciting and easy-to-use course in English. 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. *Full Blast Plus* has been meticulously designed to build learners' ability to communicate their ideas fluently, accurately and confidently.

### Goals

*Full Blast Plus* follows the requirements of the Common European Framework of Reference for Languages (CEFR). It aims at achieving the following goals:

- **Communicative** - to help students establish relations, exchange information and 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 realistic objectives for themselves.
- **Language and cultural awareness** - to help students acquire an understanding of the language and culture.
- **Effective preparation for all exams** (Cambridge FCE, Michigan, etc.)

### Syllabus

*Full Blast Plus* 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 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

*Full Blast Plus B1+*, is designed for Intermediate level students (CEFR Independent User/Threshold). It is the ideal stepping stone between B1 (Intermediate level) and B2 level as it gradually introduces students to the Cambridge FCE and other examinations. However, the primary and most significant focus of the *Full Blast Plus* series is for learners to acquire the English language and use it in real-life situations.

The book is organised in twelve modules, each of which is based on a general topic. 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 been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The course can be completed in 80-120 teaching hours.

The precise time needed 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.
- Systematic development of **reading and listening skills and subskills**.
- A variety of communicative **exam-oriented tasks**.
- A **step-by-step** approach to **writing**.
- Emphasis on **vocabulary building**.
- **Cross-curricular** and **cultural** information.
- Gradual familiarisation with **exam type tasks**.
- **Practical tips** leading to the development of skills and strategies.
- **The language** used. It is principally British English. However, the writers have taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, students are exposed to linguistic varieties as well as texts and information about various English-speaking countries and cultures.
- **Personalisation activities**.
- Opportunities for promoting **learner autonomy** with learning tips, self-assessment (*Now I can*) sections, and learning objectives on the cover pages.
- Opportunities for promoting **critical thinking skills** by relating new information to prior knowledge with warm-up activities, asking open-ended questions and providing students with problem-solving activities.
- The use of **IT (Information Technology)** (e.g. web links, Online multimedia resources for students, Interactive Whiteboard CD-ROM, ELT Platform).

## COURSE COMPONENTS

### Student's Book

The Student's Book contains:

- A table of contents presenting the topics, vocabulary, structures, functions, as well as the language skills practised in each module.
- Twelve modules, each 10 pages long, including a cover page and 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.
- A list of irregular verbs.
- A writing reference section.
- An appendix with differences between British and American English.
- A revision section with revision activities and exam type tasks after every two modules.
- A word list containing the active vocabulary in alphabetical order per section.

### Workbook and Student's CD-ROM

The Workbook is in full colour and is closely linked with the Student's Book. It consists of seven pages per module comprising vocabulary, grammar, reading, listening and writing development tasks.

It provides students with further practice on all the linguistic items dealt with in the Student's Book. 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. It is recommended that some of the exercises in the Workbook should be done in class, but most of them should be assigned for homework.


The Student's CD-ROM includes the speaking activities from the Student's Book along with their suggested answers. It also includes the vocabulary list and is meant to give Ss extra practice at home.

### Interleaved Teacher's Book

The Teacher's Book contains:

- An introduction.
- A table of contents as it appears in the Student's Book.
- Teacher's Notes interleaved with the pages of the Student's Book. Each section includes tables of the functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs. Answers to all exercises and the aims for every activity in the Student's Book are also included.
- Background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes which give more detailed information about the new linguistic items presented in each lesson.
- Suggested answers to all activities where oral production is required.
- The grammar reference section, the list of irregular verbs, the writing reference section, the revision section with overprinted answers and the word list as they appear in the Student's Book.
- The tracks (▶▶ 22 = Track 22) for all the recorded material included in the class CDs.
- A section with all the transcripts of the listening activities included in the Student's Book.
- A section with the key to all Workbook activities.

### Class CDs

The Class CDs include all the recorded material from the sections in the Student's Book and the Workbook where the symbol  appears.

### Teacher's Resource CD/CD-ROM

The Teacher's Resource CD/CD-ROM contains:

- ▶ **Tests**
  - 12 tests, one for every module of the book
  - a mid-term test
  - 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.

### Interactive Whiteboard material

The Interactive Whiteboard material includes textual, visual and audio material.

## THE STRUCTURE OF THE MODULES IN FULL BLAST PLUS B1+

### Modules 1-12 (an overview)

Each module is 10 pages long within which 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 section at the end of each module thoroughly revises the grammar and vocabulary that has been taught in the module and offers a unique opportunity for self-evaluation.

The structure of each module is as follows:

- Cover page (1/2 page)
  - Reading, (2 pages)
  - Vocabulary 1, (1 page)
  - Grammar 1, (1 page)
  - Listening + Vocabulary 2, (1 page)
  - Grammar 2 + Speaking (1 page)
  - Writing (2 pages)
  - Round-up (1 + 1/2 pages)

### Cover page

The cover page is the first page of the module. Students are introduced to the topic of the module through a discussion. The purpose of this activity is to activate students' background knowledge, motivate them and create a sense of anticipation. The second 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.

### Reading

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

#### A. PRE-READING

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

#### B. READING FOR GIST

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

### C. READING FOR DETAIL

Students are required to read the text(s) 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(s) which led them to their answer choice and compare their answers in pairs or small groups before they discuss them in class. Teachers should always ask students to justify their answers and say why they have eliminated the other options.

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

### D. GUESSING THE MEANING OF UNKNOWN WORDS

This activity requires students to guess the meaning of certain unknown words appearing in the text(s) by looking for clues in the context. It is worth mentioning that some of the words appearing in this activity may be beyond the level of B1+ students. However, the aim of the activity is to have students guess the meaning of advanced lexis, which they are likely to encounter in examinations as well as in real life when reading authentic texts. It is important to do this activity in class and it is strongly recommended that students work in pairs or small groups and compare their answers.

### E. POST-READING

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

### Vocabulary

There are two vocabulary sections in each module.

The lexical material presented is relevant to the topic of the module and is semantically grouped. Vocabulary is presented and practised in situational and linguistic context, which facilitates understanding. Particular attention has been paid to the selection of useful, high-frequency lexis appropriate for the students' level, while it is borne in mind that vocabulary is not just words but also phrases or chunks of language, which have the same function as single words. There are 1-3 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.

### Grammar

There are two grammar sections in each module. The aim is to present grammatical structures gradually (building-block strategy). Examples of these structures usually appear in the preceding reading texts. The use of the grammatical structures is illustrated in context through example sentences, and students are actively

involved in their understanding. For example, they are required to make inferences about the functions and formation of grammatical structures. In this way, students develop strategies which help them identify language patterns, develop a greater awareness of the language and become more independent learners. A more detailed presentation of the grammar focus in each module is included in the Grammar Reference section at the back of the book, which students may refer to whenever necessary.

The grammar section ends with one or two simple activities which allows students to use the structure they have learnt in context and enables teachers to check their students' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually.

### Listening

In each module there is one listening section, the topic of which is always related to the general topic of the module. 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. The listening task focuses on listening for gist and/or specific information. There are different task types all of which are to be found in Cambridge FCE and other exams (multiple choice questions, multiple matching and gap filling).

It is always a good idea to have students read through the questions/sentences or look at 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 with the inclusion of useful advice given 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 or groups 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 or groups, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition, pairwork or group work 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.

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 around 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 for the teacher to keep a record of common or basic mistakes and to comment on them at the end of the activity. There is ample opportunity to focus on accuracy and correct errors while doing other types of activities.

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

### Writing

Writing is perhaps one of the most difficult skills for students to master. The writer must take many things into consideration: purpose, audience, syntax, paragraphing, punctuation, spelling and handwriting. For this reason, the course has paid particular attention to this skill. Students build up their writing skills through the integration of skills, as the writing activities are thematically linked to the module. By the time students reach the writing section, which is the final section of each part of the module, 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/email, 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, text organisation, linking words/phrases and cohesion/coherence. Students are provided with guidance concerning layout (Writing Reference section) as well as set phrases and expressions that they can use depending on the writing task they are required to complete. Teachers should instruct students to keep to the word limit given for each task.

The writing tasks are particularly suitable for homework, as they give students the opportunity to revise the language taught in the module 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 that follows, which will help them identify and correct their own mistakes.

|                       |                             |
|-----------------------|-----------------------------|
| <b>WW:</b> wrong word | <b>A:</b> article           |
| <b>S:</b> spelling    | <b>WO:</b> word order       |
| <b>P:</b> punctuation | <b>^:</b> something missing |
| <b>T:</b> tense       | <b>Pr:</b> 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 with the inclusion of useful advice given throughout the book in the form of tips.

### Round-up

The round-up pages consist of exercises revising the vocabulary, grammar and functions dealt with in the module.

There is also a self-evaluation activity at the end of each round-up page where students can check their progress. This gives students the opportunity to take responsibility for their learning and see what they can do with the language they have learnt and evaluate their own strengths and weaknesses.

### Revision

This section, which is at the back of the book, consists of six Revision sections, one for every two modules. Each Revision section includes either a reading or listening comprehension task, several activities focusing on vocabulary and grammar as well as tasks simulating examination-type tasks (open cloze, sentence transformation, multiple choice questions, word building, etc.). It should be dealt with after every second module has been completed as it includes vocabulary and grammar from the respective modules.

## 21st CENTURY COMPETENCIES

### Intercultural awareness

When learning a new language it is important to learn about the cultures associated with it as well. Our focus is not only on vocabulary, grammar and communication. The writers have taken into consideration the need to provide learners with a deeper understanding of the target-language cultures as well as other cultures worldwide.

### Critical thinking

Learners should be encouraged to think for themselves, solve problems, make decisions and express their opinions. Throughout the book there are activities which help learners enhance their critical thinking skills. (e.g. 'Discuss' section and 'Go through the module and find...' section on the Cover page of each module, warm-up, reading for gist, post-reading, guessing the meaning of unknown words, etc.)

### Autonomous learning

Learners should be able to take responsibility for their own learning in order to be successful inside and outside the language classroom. That is why the material is designed in a way that allows learners to set their goals, check their progress and look for opportunities to practise outside the classroom. (e.g. 'In this module you will learn...' section on the Cover page of each module, 'Now I can' section, etc.)

### Communication

Communication in the classroom means expressing oneself, exchanging ideas with others as well as presenting one's work. If communication is effective, it benefits both the learner and the teacher. (e.g. speaking activities, projects in which students present their work, 'Discuss' sections, etc.)

### Cooperation

Cooperation creates opportunities for achievement and promotes a positive self-concept. Learners working in pairs or groups offer help to each other and this facilitates the achievement of their goals. Further to this, cooperation promotes polite behaviour and respect toward others, which are important social skills. (e.g. all pair-work/ group-work)



### Creativity

Creativity is an important skill in real life. Learners become more motivated if they can create something. The book provides learners with activities that promote creative thinking and make classroom work more enjoyable. (e.g. writing, brainstorming activities, songs, etc.)



### ICT literacy

Nowadays, it is vital for learners to use technology as a tool to research, organise, evaluate and communicate information in order to function in society. Since the value and the availability of information are constantly changing, and this affects our lives, we have to train our students to use technological aids (e.g. Student's CD-ROM, Interactive Whiteboard CD-ROM) to their advantage.




### Personal and social responsibility

Educators play an important role in the development of the community. Learners should understand that one of their roles is being active members of their community. That is why a sense of the common good as well as the need for an active involvement in the community should be reinforced in the classroom.

These competencies are developed throughout the series and are clearly indicated in the table of contents in the Student's Book with the following symbols:

#### 21st CENTURY COMPETENCIES

-  → Intercultural awareness
-  → Critical thinking
-  → Autonomous learning
-  → Communication
-  → Cooperation
-  → Creativity
-  → ICT literacy
-  → Personal and social responsibility

- When correcting students' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to students orally or in written form on the board.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms and/or synonyms.
- 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.
- It is advisable that teachers use the students' L1 only when necessary (e.g. to initiate a discussion on a topic in order to activate students' background knowledge, to explain grammar rules).

#### ABBREVIATIONS USED IN TEACHER'S BOOK

|                    |                         |
|--------------------|-------------------------|
| adj → adjective    | etc. → et cetera        |
| adv → adverb       | sb → somebody           |
| prep → preposition | sth → something         |
| n → noun           | Ss → students           |
| v → verb           | SA → student A          |
| p. → page          | SB → student B          |
| pp. → pages        | TB → Teacher's Book     |
| e.g. → for example | L1 → Ss' first language |

#### 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 Ss to do. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- In the listening tasks, make sure that students have no unknown words in the questions before they do the tasks.
- In the speaking activities, it is important to remind students that there are no right or wrong answers; the aim is to get them to talk about the topic and ideally use new vocabulary.

# Module Structure

## COVER PAGE

Introduction to the topic of the module through visual prompts and brief discussion

# 2

## Home & away

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

- I \_\_\_\_ a barbecue on Saturday. Why don't you come?  
a. have  
b. to have  
c. am having  
d. having
- Perhaps we should invite Toby. What \_\_\_\_?  
a. you are thinking  
b. you think  
c. are you thinking  
d. do you think
- How \_\_\_\_ about your new job?  
a. do you feel  
b. are you feeling  
c. you are feeling  
d. you are used to feeling
- I usually eat with my whole family, so I \_\_\_\_ by myself.  
a. not eat  
b. am used to eating  
c. am not used to eating  
d. often eat
- 'Why don't you jog any more?' 'I \_\_\_\_ time.'  
a. am not having  
b. have  
c. am having  
d. don't have
- 'Can you please fix the computer?' '\_\_\_\_ at it right now.'  
a. I look  
b. I am looking  
c. Am I looking  
d. I am not looking
- Jody \_\_\_\_ by boat. He gets really sick!  
a. not used to travelling  
b. isn't travelling  
c. isn't used to travelling  
d. travels
- Hi, Tina. \_\_\_\_ a good time at the hotel pool?  
a. Are you having  
b. You are having  
c. You have  
d. Have you

### Now I can...

Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.

### Discuss:

- ▶ How do people benefit from going on holiday?
- ▶ Do you link holidays with travel? Why / Why not?

### In this module you will...

- ▶ talk about holidays, travel and transport
- ▶ learn how to use appropriate tenses to talk about past events and situations
- ▶ learn how to describe past habits and intentions
- ▶ learn phrasal verbs and idioms relating to travel
- ▶ learn how to write informal emails and letters
- ▶ acquire skills and strategies that will help you with exams

 Critical thinking  
 Communication

Objectives of module clearly presented

 Autonomous learning



**Critical thinking**  
 **Communication**

Practical tips helping Ss to develop skills and become autonomous learners

**2 Home & away**

**Read**

**A. Discuss.**

- Where do you usually spend your holidays?
- What do you like to do when on holiday?
- What is there for tourists to see and do in the area where you live?

**B. Read the text quickly without paying attention to the missing sentences. What is the purpose of this article?**

1. to criticise a type of holiday
2. to offer advice on a holiday abroad
3. to show what effects holidays can have on our health
4. to contrast one type of holiday with another

**Tip**

When you are presented with a text from which sentences have been removed:

- first read the whole text in order to get an overall idea.
- read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer's meaning and grammatically fit the gap.
- pay attention to sentence linkers (Moreover, on the other hand, as a result, after, etc.) as well as reference items (he, it, this, there, etc.) and identify what they refer to. This will help you understand the text.

perly with some family and friends by the lake in a beautiful park on the outskirts of the city. We all made different food for the picnic, and we even brought a grill. **6** He played The Beatles' Hey Jude as the sun was setting. It was simply perfect.

My second goal was to get a taste of an adventure holiday. Someone came up with the idea of camping up in the mountains that **surround** the city, so that was it. **7** After a three-hour hike up one of the more friendly-looking ones, we put our tents up. We spent the day in conversation, telling stories and jokes and, of course, cooking and eating. That night, as I was staring up at the night sky, I saw a falling star and made a wish. It was an unforgettable experience.

The third item on my list was to get to know my city better. I knew lots of restaurants and cafes, but many of the cultural and fun attractions were **unknown territory** for me. **8** I spent at least two days each week visiting museums (and many of them were free!), art galleries, even the city zoo and aquarium. I learnt a lot more about where I live, and could even become a city tour guide!

The point is that if you don't have the time or the money, or if you simply don't feel like travelling, there's always something to do **on your own doorstep** to keep you occupied.

**No vacation?**

**Try a staycation!**

Remember last year's holiday? The whole family was in a last-minute panic. 'Where are the tickets? Where are the passports?' screams Mum. 'You can't take that on the plane with you, Jody!' shouts Dad. 'Jody, did you pack your sunscreen?' 'Hurry up, Jody! The taxi's here!' Then came the stressful ride to the airport ('We're late! We'll miss the flight!'), where you heard your flight was delayed. You then spent hours on end waiting in the departure lounge before you finally got on the plane and took off.

**1** When you finally got to your destination, the hotel wasn't anything like in the brochure - the rooms didn't have a sea view, the beach was a two-mile walk away and there was nothing to do for anyone under the age of twenty-five. *Boring.* The whole thing drove you up the wall. You're probably thinking it will be the same again this year. Well, it doesn't have to be.

Send Mum and Dad off by themselves (*Home Alone*?) Yes! and try a staycation. What, I hear you ask, is a staycation? It's a made-up word that comes from **combining** two distinct words, stay and vacation. **2** For many people, especially those affected by the **credit crunch**, it's a cheap - and relaxing - alternative to a holiday abroad.

There is a whole range of things you can do locally which can fill your day and keep you entertained. **3** There are both fun and interesting things to do outside the house - the *What's on in town* section of the newspaper has a full listing of fun events - and things you can do at home: listen to music, sleep in, or even just grab the remote control and turn into a **couch potato**.

When I had to spend last summer in the city, I split up my 'holiday' time into three different categories, and assigned each category with a few activities. First of all, I was determined to relax, and, for me, that means anything to do with water. So, I organised an all-day picnic, and

**C. Read the text and complete the gaps. Choose from sentences a-g the one that best fits each gap (1-6). There is one extra sentence which you do not need to use.**

- Just remember, however, to divide your time in a balanced way.
- With backpacks and tents, we set off early one bright sunny morning and headed for the hills.
- One friend brought his guitar along to liven up the evening.
- What's more, activities such as these can add considerably to the cost of your staycation.
- I think that's true of many people who live in cities: they don't often go sightseeing.
- Then you spent three hours in an uncomfortable seat with your knees under your chin.
- In other words, it's staying where you are, but creating the atmosphere of a traditional holiday.

**D. Match the highlighted words/phrases in the text with their meanings.**

1. a period of economic difficulty: \_\_\_\_\_
2. a new experience: \_\_\_\_\_
3. joining two or more things: \_\_\_\_\_
4. very near to where you live: \_\_\_\_\_
5. someone who spends all their time watching TV: \_\_\_\_\_
6. be all around someone or something: \_\_\_\_\_

**E. Discuss.**

- If you had a 'staycation' in the area where you live, what would you do every day?
- What do you think most people are looking for when they go on holiday?

Activities encouraging Ss to make predictions (top-down strategy)

Various types of texts

Activities focusing on detail (bottom-up strategy)

**Communication**  
 **Cooperation**



**Communication**  
**Cooperation**

## 2 Home & away

### Write An informal email/letter

#### A. Discuss.

- Have you ever had a guest from abroad stay with you?
- If yes, what did you do to make his/her stay enjoyable?
- If not, would you like to have someone from abroad stay with you? Why / Why not?

**B. Stephanie has received an email from a friend who will be staying with her while visiting her country. Read this part of Sophie's email. What should Stephanie include in her reply to Sophie?**



**C. Choose from the points: a-d below what Stephanie needs to do in her letter.**

- a.** make suggestions
- b.** ask for information
- c.** give advice
- d.** express an opinion

**D. Now read Stephanie's response and underline the sentences which correspond to the questions in Sophie's letter. Then answer the questions which follow.**

**1.** What kind of language does she use, formal or informal? Underline some examples.

**2.** What extra comments or information does she provide?

**Guided writing task**

**Useful guidance enabling Ss to develop their writing skills**

**E. In an email or informal letter, you may need to perform more than one function. Look at the function headings in the box on the right and write them in the appropriate spaces above the expressions.**

I suggest you go...  
Why don't you go...?  
What/How about going...?  
One thing you could do is go...  
Maybe you could...

I really think/believe that...  
The way I see it...  
It seems to me that...

explaining  
suggesting  
expressing opinion

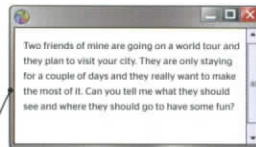
That's because...  
The reason is...  
Apart from that...

**F. Rewrite the sentences using the words in bold.**

- I can't wait to see you next week. **forward**
- One thing you could do is visit the art gallery. **why**
- We could stay in a hotel near the station. **about**
- Anyway, I don't think my parents will let me go. **apart**
- Can I stay at your house next weekend? **put**
- I really think it would be good for you to visit the Archaeological Museum. **while**
- It would be nice if you could join us on the trip. **welcome**

**G. Read the rubric and the email. Underline the key words in the rubric. Which questions should you provide a response for?**

You have received an email from your friend Max. Read this part of Max's email and then write an email to him.



**Write your email to Max based on the plan (140-190 words).**

### PLAN

**When writing an informal letter/email, follow the plan below.**

**GREETING**  
• Greet the person you are writing to.  
• Dear... Hi... Hello... etc.

**OPENING PARAGRAPH**  
• Make a friendly comment and say why you are writing.

**MAIN PART (2-3 paragraphs)**  
• Make sure you include all the necessary information.  
• Use appropriate structures for making recommendations/suggestions, expressing opinion, explaining, etc.

**CLOSING PARAGRAPH**  
• Refer to any points you want to stress and end the letter/email with an appropriate closing phrase, such as:  
• Well, that's all for now.  
• Keep in touch.  
• Write back soon.

**SIGNING OFF**  
• Use a signature ending and your first name below that.  
• Take care, Best wishes, Lots of love, etc.

**TIP**

**When writing an informal letter/email:**

- use informal language and expressions (e.g. well, of course, anyway, you know, you see, actually, by the way).
- use short forms (e.g. I'm, didn't).
- use exclamations (e.g. That's great news!).
- use direct questions (e.g. What are you up to?).
- use standard grammar and spelling conventions. Avoid forms such as wanna, cu, lol, etc.
- respond to requests/questions in the extract according to the rubric and add any comments and/or information that is relevant.
- use appropriate expressions/phrases to express enthusiasm, accept or refuse an invitation, give news, etc.

**Critical thinking**  
**Communication**

**Sample text functioning as a model**

**Creativity**

**Practical tips helping Ss to develop writing skills**

Vocabulary, grammar and communication revision activities

## 2 Round-up

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

This summer, I decided to take a(n) (1) \_\_\_\_\_ route to my uncle's house in Scotland and, instead of flying, I went by train. I always used to (2) \_\_\_\_\_ the aeroplane's poor cousin, but (3) \_\_\_\_\_ reasons led me to this, as it turned out to be a wise decision. One of the advantages was made evident right away, since I didn't have to make the (4) \_\_\_\_\_ months in advance to get a reasonable price. The waiting room was similar to the (5) \_\_\_\_\_ lounge of an airport, with the only difference that everybody still had all of their luggage with them. This was a rather (6) \_\_\_\_\_ thought compared to how you feel when your suitcase may be lost somewhere on an endless conveyor belt at an airport. The moment I got on the train, I put my luggage on the spacious (7) \_\_\_\_\_ luggage rack, sat down by the window to stare out at the amazing scenery, and stretched my legs, glad that I was not stuck in a(n) (8) \_\_\_\_\_ seat on a crowded plane.

- ALTERNATE
- CRITIC
- ECONOMY
- ARRANGE
- DEPART
- ASSURE
- HEAD
- COMFORT

B. Read the text and complete the gaps with a suitable word. Use only one word in each gap.

### A stresscation

A few days (1) \_\_\_\_\_, over a coffee and a mid-morning snack, I was talking to a colleague of mine at work about holidays. We both agreed that instead (2) \_\_\_\_\_ being a relaxing and enjoyable fun-filled experience for the whole family, a holiday can (3) \_\_\_\_\_ into a miserable and often stressful two weeks (4) \_\_\_\_\_ from home. Indeed, the stress can even start before you set (5) \_\_\_\_\_ for your destination. Take packing, for instance. Last summer, I walked into my son's bedroom as he (6) \_\_\_\_\_ stuffing things into his suitcase that I knew he was not (7) \_\_\_\_\_ to use: his rollerblades, for one. We were going hiking in the mountains, not strolling around city streets. We argued, and I won, of course, but that (8) \_\_\_\_\_ not make me very popular.



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 five words, including the word given.

1. When I was a child, our family visited the Lake District every spring. **used**  
Our family \_\_\_\_\_ the Lake District every spring when I was a child.
2. Jane intended to buy a car, but finally got a bike. **going**  
Jane \_\_\_\_\_ a car, but finally got a bike.
3. Mike stopped for petrol on his way to work in the car. **driving**  
Mike \_\_\_\_\_ he stopped for petrol.
4. My grandfather always went fishing at the weekend. **would**  
My grandfather \_\_\_\_\_ at the weekend.
5. I wanted to call you, but I forgot to. **was**  
I \_\_\_\_\_, but I forgot to.
6. Carol was in the pool while I was on the phone. **swimming**  
Carol \_\_\_\_\_ talking on the phone.

D. Choose the word or phrase that most appropriately completes each sentence.

1. There was no space for my hand luggage in the overhead \_\_\_\_\_.  
a. aisle  
b. locker  
c. cockpit  
d. lounge
2. As the sun was setting, we decided to \_\_\_\_\_ for home.  
a. go  
b. change  
c. head  
d. turn
3. I didn't realise there was so much to explore right on my \_\_\_\_\_.  
a. doorbell  
b. doorway  
c. doorstep  
d. front door
4. Hugh asked the flight attendant if there was entertainment on \_\_\_\_\_.  
a. board  
b. deck  
c. cruise  
d. flight
5. On our trip around Australia, we had to \_\_\_\_\_ to a budget.  
a. stick  
b. stay  
c. save  
d. stand
6. I don't like flying, because there's no room to \_\_\_\_\_ your legs.  
a. set  
b. push  
c. get  
d. stretch
7. He was in unknown \_\_\_\_\_, but he wasn't worried.  
a. ground  
b. territory  
c. land  
d. place
8. I went to the city by train, and had the \_\_\_\_\_ all to myself.  
a. cockpit  
b. compartment  
c. department  
d. cabin

#### Now I can...







Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.








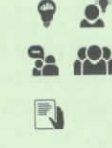
Autonomous learning

A self-evaluation section promoting learner autonomy

| Modules                                              | Vocabulary                                                                                                                                                                                                                                                                                                                  | Structures                                                                                                                                                                                                                                                                                                                                             | Functions                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> page 7<br><b>The bonds between us</b>       | <ul style="list-style-type: none"> <li>• Words relating to family / social relationships</li> <li>• Words relating to personality traits</li> <li>• Words relating to emotions</li> <li>• Phrasal verbs</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>• Present Simple</li> <li>• Present Progressive</li> <li>• Stative verbs</li> <li>• <i>be used to + -ing</i></li> </ul>                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Distinguishing between permanent and temporary situations</li> <li>• Expressing states and dynamic actions</li> <li>• Expressing opinion and elaborating on a topic</li> <li>• Expressing emotions</li> </ul>                                                                                                                                                                                       |
| <b>2</b> page 17<br><b>Home &amp; away</b>           | <ul style="list-style-type: none"> <li>• Phrasal verbs and idioms relating to travel</li> <li>• Compound adjectives</li> <li>• Travel-related vocabulary</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Past Simple</li> <li>• Past Progressive</li> <li>• <i>Used to</i></li> <li>• <i>would</i></li> <li>• <i>was going to</i></li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Distinguishing between completed / repeated or habitual past actions in the past</li> <li>• Distinguishing between past actions that were in progress simultaneously, past actions that were in progress temporarily and past actions that were interrupted by another action</li> <li>• Expressing past habits and typical behaviour in the past</li> <li>• Expressing a past intention</li> </ul> |
| <b>3</b> page 27<br><b>All work &amp; no play...</b> | <ul style="list-style-type: none"> <li>• Collocations, phrases and idioms relating to work and leisure</li> <li>• Word building: nouns ending in <i>-ant, -or, -er, -ee</i></li> </ul>                                                                                                                                      | <ul style="list-style-type: none"> <li>• Present Perfect Simple</li> <li>• Present Perfect Progressive</li> <li>• Past Perfect Simple</li> <li>• Past Perfect Progressive</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Linking past and present time</li> <li>• Sequencing past actions and events</li> <li>• Speculating and making decisions</li> </ul>                                                                                                                                                                                                                                                                  |
| <b>4</b> page 37<br><b>Talk to me!</b>               | <ul style="list-style-type: none"> <li>• Words relating to sounds</li> <li>• Words easily confused</li> <li>• Word building: nouns ending in <i>-ion, -ation, -ment, -ence</i></li> <li>• Expressions with <i>tell</i></li> <li>• Collocations relating to communication</li> <li>• Phrases relating to gestures</li> </ul> | <ul style="list-style-type: none"> <li>• Future Progressive</li> <li>• Future Simple</li> <li>• Future Perfect</li> <li>• Present Progressive (with future meaning)</li> <li>• Present Simple (with future meaning)</li> <li>• <i>be going to</i></li> <li>• Time clauses</li> <li>• Comparative / Superlative form of adjectives / adverbs</li> </ul> | <ul style="list-style-type: none"> <li>• Distinguishing between the uses of the future forms</li> <li>• Making comparisons</li> <li>• Expressing opinion and elaborating on a topic</li> </ul>                                                                                                                                                                                                                                               |
| <b>5</b> page 47<br><b>An apple a day</b>            | <ul style="list-style-type: none"> <li>• Idioms deriving from food</li> <li>• Words easily confused</li> <li>• Lexical set: food</li> <li>• Prepositions + nouns</li> <li>• Adjectives + prepositions</li> <li>• Verbs + prepositions</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>• Defining and non-defining relative clauses</li> <li>• Countable and uncountable nouns</li> <li>• Quantifiers</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Defining people, places, things and ideas, and giving additional information about them</li> <li>• Expressing number and quantity</li> <li>• Giving advice, making suggestions and expressing opinion</li> </ul>                                                                                                                                                                                    |
| <b>6</b> page 57<br><b>Aiming high!</b>              | <ul style="list-style-type: none"> <li>• Idioms and expressions with <i>learn</i> and <i>know</i></li> <li>• Words easily confused</li> <li>• Words relating to education and certain American English equivalents</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>• Reported Speech (Statements, Questions, Commands, Requests)</li> <li>• Reporting verbs</li> </ul>                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Reporting</li> <li>• Expressing preference</li> <li>• Expressing opinion</li> </ul>                                                                                                                                                                                                                                                                                                                 |

| Reading                                                                                                                               | Listening                                                                                                                                     | Speaking                                                                                                                                                                                                                                   | Writing                                                                                                                                                                                                                                                                                        | 21st century competencies                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• A magazine article about people who affect our lives</li> </ul>                              | <ul style="list-style-type: none"> <li>• People talking in different situations</li> </ul>                                                    | <ul style="list-style-type: none"> <li>• Discussing friendship</li> </ul>                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• A descriptive article</li> <li><b>Developing skills:</b></li> <li>• Using descriptive language</li> </ul>                                                                                                                                             |    |
| <ul style="list-style-type: none"> <li>• A magazine article about a different kind of holiday</li> </ul>                              | <ul style="list-style-type: none"> <li>• An interview with a man who travelled the world with the help of a social networking site</li> </ul> | <ul style="list-style-type: none"> <li>• Discussing travel and forms of transport</li> <li>• Comparing forms of travel and discussing the advantages and disadvantages of each one</li> <li>• Talking about a travel experience</li> </ul> | <ul style="list-style-type: none"> <li>• An informal email / letter</li> <li><b>Developing skills:</b></li> <li>• Writing functions: Explaining, Suggesting, Expressing opinion</li> </ul>                                                                                                     |    |
| <ul style="list-style-type: none"> <li>• Four short texts about people whose hobbies are also their jobs</li> </ul>                   | <ul style="list-style-type: none"> <li>• Two monologues in which people are speaking about part-time jobs and free time activities</li> </ul> | <ul style="list-style-type: none"> <li>• Discussing extracurricular activities and hobbies</li> <li>• Speculating and making a decision</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>• A story</li> <li><b>Developing skills:</b></li> <li>• Using narrative tenses and time expressions</li> </ul>                                                                                                                                          |   |
| <ul style="list-style-type: none"> <li>• Two short magazine articles about how animals communicate and about body language</li> </ul> | <ul style="list-style-type: none"> <li>• Five monologues about social networking sites</li> </ul>                                             | <ul style="list-style-type: none"> <li>• Discussing different aspects of communication</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>• A discursive essay</li> <li><b>Developing skills:</b></li> <li>• Using linking words / phrases (introducing points, adding points, giving examples, concluding, contrasting)</li> </ul>                                                               |  |
| <ul style="list-style-type: none"> <li>• A magazine article about how food can affect one's mood</li> </ul>                           | <ul style="list-style-type: none"> <li>• A radio interview with a dietician</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• Helping solve a problem concerning health and fitness</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>• An informal letter / email</li> <li><b>Developing skills:</b></li> <li>• Writing functions: Expressing opinion, Giving advice, Expressing sympathy</li> </ul>                                                                                         |  |
| <ul style="list-style-type: none"> <li>• Four short texts relating to a Careers Day event</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Eight short conversations</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>• Discussing school experiences</li> <li>• Comparing learning situations and expressing preference</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>• A letter (to the editor) expressing opinion</li> <li><b>Developing skills:</b></li> <li>• Using linking words / phrases (giving examples, expressing opinion, expressing result / consequence)</li> <li>• Brainstorming (using a mind-map)</li> </ul> |  |

| Modules                                         | Vocabulary                                                                                                                                                                                                                                                   | Structures                                                                                                                                                                                         | Functions                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>7</b> page 67<br><b>Live it up!</b>          | <ul style="list-style-type: none"> <li>Idiomatic expressions</li> <li>Words beginning with <i>under, over</i> and <i>out</i></li> <li>Words with multiple meanings</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>Modal verbs I<br/><i>must - can't</i><br/><i>may - might - could</i></li> <li>Clauses of concession</li> </ul>                                              | <ul style="list-style-type: none"> <li>Making deductions about the past, present and future</li> <li>Expressing possibility in the past, present and future</li> <li>Expressing concession</li> </ul>                                                                                                                                                |
| <b>8</b> page 77<br><b>Earthly matters</b>      | <ul style="list-style-type: none"> <li>Idiomatic expressions</li> <li>Words easily confused</li> <li>Phrasal verbs and vocabulary relating to the environment</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Infinitive and <i>-ing</i> forms</li> <li>modal verbs II<br/><i>must - have to - need</i></li> </ul>                                                        | <ul style="list-style-type: none"> <li>Expressing obligation and absence of necessity</li> <li>Making decisions, expressing and justifying an opinion</li> </ul>                                                                                                                                                                                     |
| <b>9</b> page 87<br><b>Cashing in</b>           | <ul style="list-style-type: none"> <li>Vocabulary, collocations and phrasal verbs relating to shopping</li> <li>Idiomatic expressions</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>Conditional Sentences Types 0, 1 and 2</li> <li><i>should - ought to - had better</i></li> </ul>                                                            | <ul style="list-style-type: none"> <li>Expressing hypotheses about what is likely or unlikely to happen in the present/future</li> <li>Giving advice / making suggestions</li> <li>Expressing a threat or warning</li> <li>Comparing</li> </ul>                                                                                                      |
| <b>10</b> page 97<br><b>Easy on the eye</b>     | <ul style="list-style-type: none"> <li>Vocabulary relating to different forms of art</li> <li>Word building: nouns ending in <i>-ing, -ity, -th</i></li> <li>Words easily confused</li> <li>Adjectives expressing emotions</li> <li>Phrasal verbs</li> </ul> | <ul style="list-style-type: none"> <li>Clauses of purpose and result</li> <li>Question Tags</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>Expressing result and purpose</li> <li>Asking for confirmation</li> <li>Expressing opinion and preference</li> <li>Expressing dissatisfaction</li> </ul>                                                                                                                                                      |
| <b>11</b> page 107<br><b>Eureka!</b>            | <ul style="list-style-type: none"> <li>Vocabulary relating to science and technology</li> <li>Collective nouns</li> <li>Words easily confused</li> <li>Expressions with <i>under</i></li> </ul>                                                              | <ul style="list-style-type: none"> <li>Passive Voice I (all tenses)</li> <li>Passive Voice II (verbs with two objects) (embedding verbs: <i>know, believe, say, think</i>)</li> </ul>              | <ul style="list-style-type: none"> <li>Emphasising an action using the Passive Voice</li> <li>Placing emphasis on the direct / indirect object using the Passive Voice</li> <li>Expressing supposition / fact</li> <li>Speculating and making decisions</li> </ul>                                                                                   |
| <b>12</b> page 117<br><b>The price of crime</b> | <ul style="list-style-type: none"> <li>Vocabulary relating to crime and criminals; law and punishment</li> <li>Phrasal verbs</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>Conditional Sentences Type 3</li> <li>Unreal Past (<i>wish - if only - would rather - as if - as though - it's time</i>)</li> <li>Causative form</li> </ul> | <ul style="list-style-type: none"> <li>Referring to hypothetical situations in the past</li> <li>Expressing wishes and regret about present / past events</li> <li>Expressing preference</li> <li>Complaining and criticising</li> <li>Describing how a situation seems</li> <li>Giving advice, making suggestions and expressing opinion</li> </ul> |

| Reading                                                                                                                                                  | Listening                                                                                                                                 | Speaking                                                                                                                                                                  | Writing                                                                                                                                                                                                                                              | 21st century competencies                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Five short texts about students attending LaGuardia High School of Music &amp; Art and Performing Arts</li> </ul> | <ul style="list-style-type: none"> <li>People talking in different situations</li> </ul>                                                  | <ul style="list-style-type: none"> <li>Discussing different forms of entertainment</li> <li>Speculating and making a decision</li> </ul>                                  | <ul style="list-style-type: none"> <li>A book review</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Organising ideas</li> <li>Using register appropriate for reviews</li> </ul>                                  |    |
| <ul style="list-style-type: none"> <li>A magazine article about World Environment Day</li> </ul>                                                         | <ul style="list-style-type: none"> <li>An announcement about an event taking place on World Environment Day</li> </ul>                    | <ul style="list-style-type: none"> <li>Discussing the importance of environmental education</li> <li>Choosing between options (two environmental programmes)</li> </ul>   | <ul style="list-style-type: none"> <li>A letter / email of application</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Organising ideas</li> <li>Using register appropriate for letters of application</li> </ul> |    |
| <ul style="list-style-type: none"> <li>Four short texts relating to the opening of a shopping centre</li> </ul>                                          | <ul style="list-style-type: none"> <li>A radio interview with a zookeeper talking about an experiment with monkeys</li> </ul>             | <ul style="list-style-type: none"> <li>Discussing shopping habits</li> <li>Comparing shopping methods and discussing advantages and disadvantages</li> </ul>              | <ul style="list-style-type: none"> <li>A report</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Paragraph headings</li> <li>Using linking words and relative pronouns</li> </ul>                                  |   |
| <ul style="list-style-type: none"> <li>Two short magazine articles about street dance and pavement art</li> </ul>                                        | <ul style="list-style-type: none"> <li>Five people talking about their experiences as artists</li> </ul>                                  | <ul style="list-style-type: none"> <li>Discussing different forms of art</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>An opinion essay</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Topic sentences</li> <li>Brainstorming</li> </ul>                                                         |  |
| <ul style="list-style-type: none"> <li>A magazine article about teenage inventors</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Eight short conversations</li> </ul>                                                               | <ul style="list-style-type: none"> <li>Discussing how technology affects our lives</li> <li>Speculating and making a decision</li> </ul>                                  | <ul style="list-style-type: none"> <li>An article</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Organising ideas</li> <li>Using descriptive language</li> <li>Brainstorming (completing a table)</li> </ul>     |  |
| <ul style="list-style-type: none"> <li>Four short texts about unusual crimes</li> </ul>                                                                  | <ul style="list-style-type: none"> <li>Two short monologues in which people are speaking about identity theft and house arrest</li> </ul> | <ul style="list-style-type: none"> <li>Discussing different aspects of cheating during exams</li> <li>Helping solve a problem concerning cheating during exams</li> </ul> | <ul style="list-style-type: none"> <li>An opinion essay</li> </ul> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Text organisation, cohesion and coherence</li> <li>Brainstorming</li> </ul>                               |  |



# The bonds between us

## FUNCTIONS

Talking about a variety of relationships

## VOCABULARY

bonds relationship

be it music, hobbies, a sense of humour or even our philosophy on life. However, there are times when our friends may influence us to do things which really don't express us. For example, the way we dress or what we do.

**Aims:** ① to introduce the topic of the module and activate Ss' background knowledge

② to present the learning objectives of the module

- Draw Ss' attention to the title of the module and the picture on the page.
- Ask Ss what they can see and elicit an answer (hands joined together).
- Ask Ss what the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and initiate a short discussion.

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

## KEY

*Suggested answers*

**How would you describe the relationship you have with the following people?**

### • Your parents – brother(s) – sister(s)

The relationship I have with my parents can be described as one of respect. I always try to take their advice because I know that they are really looking after my own good. There are times, though, they can't really understand my problems or I'm too afraid to talk to them because they might get angry. In such cases, I usually turn to my older brother(s) or sister(s) for help.

### • Your friends

There are different kinds of friends. There are best friends, good friends and then those we just call friends. I spend most of my time with my best friends. We always share our secrets and help each other out whenever we need someone.

### • Your neighbours

The relationship I have with my neighbours depends on how well I know them and how much time I spend with them. Some of my neighbours are friends so we are pretty close. With others, we're just acquaintances, so I limit my interaction with them to a polite 'Hello.'

### • Your teachers

I always respect my teachers. However, my relationship with my teachers depends on the teachers themselves. Some are friendlier than others, so I can approach them more easily whenever I need some advice or help.

### • **Show me your friends and I'll tell you who you are. What do you think this saying means? How far do you agree with it?**

I believe there is some truth to this saying because many times our friends are a reflection of our personalities. This is most likely due to the fact that you have a lot of things in common with your friends,

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

2

# Home & away

- I \_\_\_ a barbecue on Saturday. Why don't you come?  
a. have  
b. to have  
c. am having  
d. having
- Perhaps we should invite Toby. What \_\_\_?  
a. you are thinking  
b. you think  
c. are you thinking  
d. do you think
- How \_\_\_ about your new job?  
a. do you feel  
b. are you feeling  
c. you are feeling  
d. you are used to feeling
- I usually eat with my whole family, so I \_\_\_ by myself.  
a. not eat  
b. am used to eating  
c. am not used to eating  
d. often eat
- 'Why don't you jog any more?'  
'I \_\_\_ time.'  
a. am not having  
b. have  
c. am having  
d. don't have
- 'Can you please fix the computer?'  
' \_\_\_ at it right now.'  
a. I look  
b. I am looking  
c. Am I looking  
d. I am not looking
- Jody \_\_\_ by boat. He gets really sick!  
a. not used to travelling  
b. isn't travelling  
c. isn't used to travelling  
d. travels
- Hi, Tina. \_\_\_ a good time at the hotel pool?  
a. Are you having  
b. You are having  
c. You have  
d. Have you

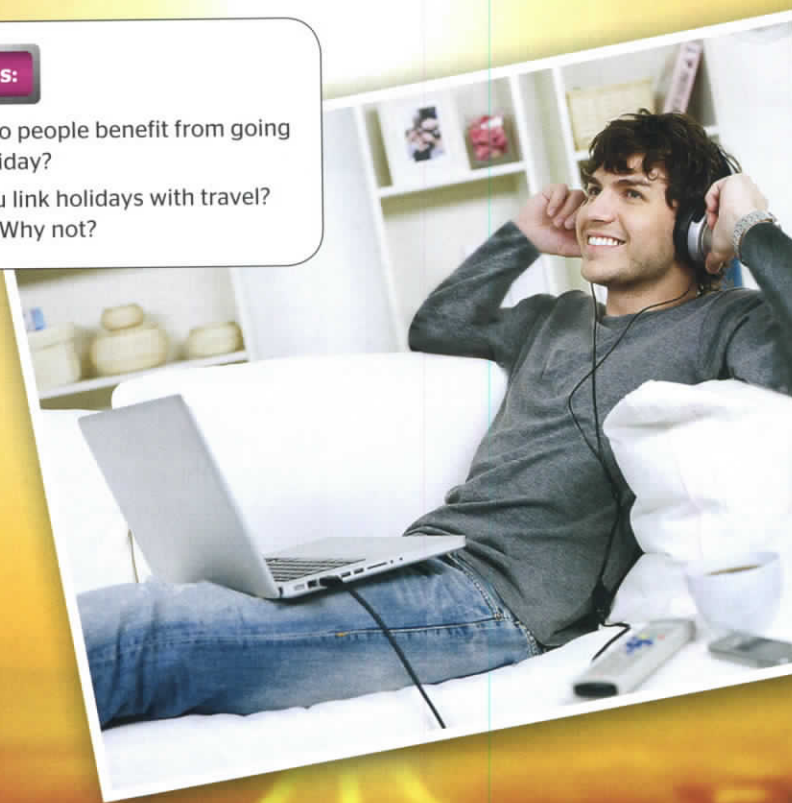
### Now I can...

Turn back to the cover page of the module. Read through the **In this module you will...** section again. How confident are you about each point? Tick the ones you feel you have mastered. For the points you are unsure about, refer to the relevant section in the module.



### Discuss:

- ▶ How do people benefit from going on holiday?
- ▶ Do you link holidays with travel? Why / Why not?



### In this module you will...

- ▶ talk about holidays, travel and transport
- ▶ learn how to use appropriate tenses to talk about past events and situations
- ▶ learn how to describe past habits and intentions
- ▶ learn phrasal verbs and idioms relating to travel
- ▶ learn how to write informal emails and letters
- ▶ acquire skills and strategies that will help you with exams



## Read

## A. Discuss.

- Where do you usually spend your holidays?
- What do you like to do when on holiday?
- What is there for tourists to see and do in the area where you live?

## B. Read the text quickly without paying attention to the missing sentences. What is the purpose of this article?

1. to criticise a type of holiday
2. to offer advice on a holiday abroad
3. to show what effects holidays can have on our health
4. to contrast one type of holiday with another

## Tip!

When you are presented with a text from which sentences have been removed:

- first read the whole text in order to get an overall idea.
- read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences. The correct option must logically complete the writer's meaning and grammatically fit the gap.
- pay attention to sentence linkers (*moreover, on the other hand, as a result, after, etc.*) as well as reference items (*he, it, this, there, etc.*) and identify what they refer to. This will help you understand the text.

## No vacation?

## Try a staycation!

Remember last year's holiday? The whole family was in a last-minute panic. 'Where are the tickets? Where are the passports?' screams Mum. 'You can't take that on the plane with you, Jody!' shouts Dad. 'Jody, did you pack your sunscreen?' 'Hurry up, Jody! The taxi's here!' Then came the stressful ride to the airport ('We're late! We'll miss the flight!'), where you heard your flight was delayed. You then spent hours on end waiting in the departure lounge before you finally got on the plane and took off.

① When you finally got to your destination, the hotel wasn't anything like in the brochure - the rooms didn't have a sea view, the beach was a two-mile walk away and there was nothing to do for anyone under the age of twenty-five. *Boring.* The whole thing drove you up the wall. You're probably thinking it will be the same again this year. Well, it doesn't have to be.

Send Mum and Dad off by themselves (*Home Alone? Yes!*) and try a *staycation*. What, I hear you ask, is a staycation? It's a made-up word that comes from **combining** two distinct words, stay and vacation. ② For many people, especially those affected by the **credit crunch**, it's a cheap - and relaxing - alternative to a holiday abroad.

There is a whole range of things you can do locally which can fill your day and keep you entertained. ③ There are both fun and interesting things to do outside the house - the *What's on in town* section of the newspaper has a full listing of fun events - and things you can do at home: listen to music, sleep in, or even just grab the remote control and turn into a **couch potato**.

When I had to spend last summer in the city, I split up my 'holiday' time into three different categories, and assigned each category with a few activities. First of all, I was determined to relax and, for me, that means anything to do with water. So, I organised an all-day picnic and



## VOCABULARY

aquarium alternative category combine  
considerably conversation credit crunch  
departure lounge determined distinct falling star  
locally outskirts range scream (v) surround  
territory vacation (AmE) wish (n)

**Expressions / Phrases:** all-day couch potato  
drive one up the wall hours on end  
on your own doorstep to do with two-mile walk

**Phrasal verbs:** come up with head for liven up  
put up set off sleep in split up take off  
turn into

## Read

### A. Aim: to prepare Ss for the reading activity

- Ask Ss to read the questions and initiate a short discussion.

### KEY

*Suggested answers*

#### Where do you usually spend your holidays?

I go camping with my family every year. We go to a beautiful campsite in a large olive grove, right near a huge sandy beach. The site has lots of facilities and a restaurant, so we don't have to cook. I love taking my sleeping bag onto the beach at night and watching the stars.

or:

We always go abroad. Sometimes we go to Germany to visit my cousins and sometimes we make a reservation at a hotel for a week in another country. This year we are planning to go to Italy to visit Florence, Venice and Rome. I can't wait.

#### What do you like to do when on holiday?

I like to get up whenever I want, have a late breakfast and then go to the beach. I take a nap in the afternoon and then go out for a meal. I also love going to museums and seeing the sights. What is more, I enjoy shopping for souvenirs.

#### What is there for tourists to see and do in the area where you live?

There are tons of things for tourists to do where I live. There are ancient sites for anybody interested in archaeology or history. We have great beaches in the area and also beautiful mountains if you get tired of the sea. There are some really picturesque villages nearby as well as souvenir shops.

### B. Aim: to give Ss practice in reading for gist

- Draw Ss' attention to the pictures and ask them what they can see (a tent in the mountains, two boys, someone with a backpack sitting and looking at an aeroplane, a man reading, people at the zoo, an aquarium, a picnic).
- Draw Ss' attention to the title of the text and have them relate it to the content of the pictures.
- Ask Ss to tell you what they think the text will be about, but don't reveal the answer (Staycation: a vacation (AmE) during which one stays at home and which might involve short trips to local places of interest.)
- Ask Ss to read the options carefully. Explain any unknown words.

- Ask Ss to read the text quickly and choose the most appropriate answer. Point out that they should not worry about the gaps in the text at this point.
- Check the answer with the class. Ask Ss to provide justifications for their answer. Explain why the other options are wrong.

### KEY

The answer is 4 because the text compares a holiday abroad (first two paragraphs) with a holiday in and around your hometown that doesn't involve travelling.

1. Although the first two paragraphs concentrate on the disadvantages typical of a holiday abroad, this is not the purpose of the whole text.
2. The text offers advice on a staycation, not a holiday abroad.
3. Apart from stress, health is not mentioned.

**C. Aim: to raise Ss' awareness of text cohesion**

- Point out and explain the Tip on p.18.
- Ask Ss to read through the sentences a-g.
- Have Ss do the activity and provide justification for their answers.
- Check the answers with the class.

**KEY**

- 1. f** (*It refers to what happened after the plane took off.*)
- 2. g** (*It explains what a 'staycation' is.*)
- 3. a** (*It links the range of things previously mentioned to balancing activities both at home and outside the home.*)
- 4. c** (*'One friend' links with 'He' in the next sentence, and 'guitar' links to 'played.'*)
- 5. b** (*It links the phrase '...that was it!' to what they did.*)
- 6. e** (*'...that's true...' refers to the previous statement the author made about cultural and fun attractions being unknown territory.*)

Sentence **d** is not used.

- Ask Ss some comprehension questions:

What kind of things went wrong on last year's holiday?

*The family was in a panic, the drive to the airport was stressful, the flight was delayed, the hotel was not like it appeared in the brochure, the rooms didn't have an ocean view, the beach was not close, there was nothing for young people to do.*

What is different about a 'staycation'?

*Although you stay at home, you create a holiday atmosphere. What is more, it's not expensive.*

Where can you find a list of events going on in your city?

*In the 'What's on in town' section of the newspaper.*

What three categories did the writer split up her holiday time into?

*Relaxation, adventure, getting to know her city.*

What did the writer do when she saw a falling star?

*She made a wish.*

What was the writer not familiar with in her own city?

*Many of the cultural and fun attractions.*

**D. Aim: to give Ss practice in guessing the meaning of unknown words**

- Draw Ss' attention to the highlighted words/phrases in the text.
- Explain to Ss that they should deduce the meaning of the words from the context.
- Check the answers with the class.

**KEY**

- |                             |                                |
|-----------------------------|--------------------------------|
| <b>1.</b> credit crunch     | <b>4.</b> on your own doorstep |
| <b>2.</b> unknown territory | <b>5.</b> couch potato         |
| <b>3.</b> combining         | <b>6.</b> surround             |

- Explain any unknown words.

**E. Aim: to give Ss the opportunity to elaborate on the topic of the reading activity**

- Ask Ss the questions and initiate a short discussion.

**KEY****If you had a 'staycation' in the area where you live, what would you do every day?**

If I had a staycation, I would go to the beach every day and on bike rides with my friends in the evening.

**What do you think most people are looking for when they go on holiday?**

This depends on the kind of holiday, but generally I think most people are looking for something completely different from their everyday lives. They want a nice place to stay, good food and total relaxation with absolutely no worries.



party with some family and friends by the lake in a beautiful park on the outskirts of the city. We all made different food for the picnic, and we even brought a grill. **4**  He played The Beatles' *Hey Jude* as the sun was setting. It was simply perfect.

My second goal was to get a taste of an adventure holiday. Someone came up with the idea of camping up in the mountains that **surround** the city, so that was it. **5**  After a three-hour hike up one of the more friendly-looking ones, we put our tents up. We spent the day in conversation, telling stories and jokes and, of course, cooking and eating. That night, as I was staring up at the night sky, I saw a falling star and made a wish. It was an unforgettable experience.

The third item on my list was to get to know my city better. I knew lots of restaurants and cafés, but many of the cultural and fun attractions were **unknown territory** for me. **6**  I spent at least two days each week visiting museums (and many of them were free!), art galleries, even the city zoo and aquarium. I learnt a lot more about where I live, and could even become a city tour guide!

The point is that if you don't have the time or the money, or if you simply don't feel like travelling, there's always something to do **on your own doorstep** to keep you occupied.



**C. Read the text and complete the gaps. Choose from sentences a-g the one that best fits each gap (1-6). There is one extra sentence which you do not need to use.**

- Just remember, however, to divide your time in a balanced way.
- With backpacks and tents, we set off early one bright sunny morning and headed for the hills.
- One friend brought his guitar along to liven up the evening.
- What's more, activities such as these can add considerably to the cost of your staycation.
- I think that's true of many people who live in cities – they don't often go sightseeing.
- Then you spent three hours in an uncomfortable seat with your knees under your chin.
- In other words, it's staying where you are, but creating the atmosphere of a traditional holiday.

**D. Match the highlighted words/phrases in the text with their meanings.**

- a period of economic difficulty: \_\_\_\_\_
- a new experience: \_\_\_\_\_
- joining two or more things: \_\_\_\_\_
- very near to where you live: \_\_\_\_\_
- someone who spends all their time watching TV: \_\_\_\_\_
- be all around someone or something: \_\_\_\_\_

**E. Discuss.**

- If you had a 'staycation' in the area where you live, what would you do every day?
- What do you think most people are looking for when they go on holiday?

# Vocabulary 1

## A. Look at the phrasal verbs from the text on pages 18-19 and match them with their meanings.

- The basketball team **headed for** home after winning the game.
- They **put up** a tent beside the lake.
- I'm not sure exactly what Gina does, but it's something **to do with** fashion.
- The holiday wasn't my idea - Jill **came up with** it.
- What time must we **set off** for the airport tomorrow?
- Don't call me early on Sunday morning because I always **sleep in**.
- The plane **took off** on time, but for some reason we landed ten minutes late.
- We **split up** the work that had to be done so that everyone could do a little bit.
- This sofa **turns into** a bed.
- Why don't you put some posters on the wall to **liven up** the room?



- stay in bed longer than usual
- leave the ground
- fix in place/construct
- go in the direction of
- separate
- connected with
- make more interesting/exciting
- begin a journey
- think of/suggest
- become

## B. Match the idioms in bold with the meanings given.

- cheat/deceive sb
- cause trouble/upset a situation
- always wanting to travel to or discover new places
- be in the same unpleasant situation as sb else
- begin a journey
- annoy/irritate greatly

- My brother **has itchy feet**. He can never stay long in the same place.
- I know you have no money. **We're in the same boat**. I'm broke, too.
- It's getting late. Let's **hit the road** now and we'll take the last bus home.
- Don really **rocked the boat** when he told the design department that their work could be better.
- I can't take any more of his silly excuses. He's **driving me up the wall**.
- The guy in the shop **took me for a ride**. I paid £40 for this, then saw it in another shop for £20.



## C. Look at these compound adjectives from the text. What do they mean?

...an **all-day** picnic...  
 ...a **two-mile** walk...

### Now rewrite the sentences with compounds.

- We went on holiday for two weeks.  
 \_\_\_\_\_
- Harry lives in a flat with three bedrooms.  
 \_\_\_\_\_
- I paid with a note. It was five pounds.  
 \_\_\_\_\_
- They had a party. It lasted all night.  
 \_\_\_\_\_
- He gave a speech. It was an hour long!  
 \_\_\_\_\_
- She drives a BMW. It has got four doors.  
 \_\_\_\_\_



## D. Look at this compound adjective from the text. What does it mean?

...one of the more **friendly-looking** ones

### Now match the compound adjectives with the nouns.

- a strange-tasting
- a French-speaking
- a fast-flowing
- a funny-sounding
- a meat-eating
- a long-lasting

- name
- friendship
- animal
- fruit
- river
- tour guide

## VOCABULARY

fast-flowing French-speaking funny-sounding  
long-lasting meat-eating strange-tasting

**Expressions / Phrases:** be in the same boat  
drive sb up the wall have itchy feet hit the road  
rock the boat take sb for a ride

### Vocabulary 1

**Aim:** to present phrasal verbs from the text and have Ss match them with their meanings

- Tell Ss to read the sentences and locate the phrasal verbs in the text.
- Tell Ss to match them with their meanings.
- Check the answers with the class.

#### KEY

1. d 2. c 3. f 4. i 5. h 6. a 7. b 8. e 9. j 10. g

**B. Aim:** to present idioms deriving from travel/transport

- Point out that these idioms derive from transport or travel, but that their meaning may have no connection with either.
- Tell Ss to do the exercise.
- Check the answers with the class.

#### KEY

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

**C. Aim:** to familiarise Ss with certain compound adjectives and give them practice in forming them

- Refer Ss to the text and tell them to find the compound adjectives.
- Ask Ss to tell you the meaning of 'all-day picnic' (a picnic that lasts all day) and a 'two-mile walk' (a walk that covers two miles.)
- Point out the formation of such compound adjectives: They are made up of two words connected with a hyphen. More importantly, if the second word is a noun, it is always in the singular form.
- Elicit the answers.
- Have Ss do the activity.
- Check the answers with the class.

#### KEY

1. We went on a two-week holiday.
2. Harry lives in a three-bedroom flat.
3. I paid with a five-pound note.
4. They had an all-night party.
5. He gave an hour-long speech.
6. She drives a four-door BMW.

**D. Aim:** to present more compound adjectives and have Ss make adjective-noun collocations

- Ask Ss to locate the compound adjective in the text.
- Ask Ss what it means and elicit answers (one of the mountains that looked friendly.)
- Have Ss do the activity.
- Check the answers with the class.

#### KEY

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



**FUNCTIONS**

Distinguishing between completed/repeated or habitual past actions

Distinguishing between past actions that were in progress simultaneously, past actions that were in progress temporarily and past actions that were interrupted by another action

**STRUCTURES**

Past Simple

Past Progressive

**Grammar 1****A. Aim: to revise the use of the Past Simple/Past Progressive**

- Write on the board: *I was watching TV last night when the phone rang.* Ask Ss to identify the tenses.
- Elicit answers and ask Ss why we use Past Progressive and then Past Simple in this sentence.
- Encourage them to provide a few more examples.
- Ask Ss to read the dialogues in activity A and match the verbs with the rules.

**KEY**

was walking (b)  
 saw (4)  
 waved / smiled (2)  
 saw/escaped (1)  
 were running/were screaming /was laughing/waving (c)  
 was living (a) bought/drank (3)  
 left/jumped/got/took (2)

- Refer Ss to the Grammar Reference, Module 2.

**B. Aim: to give Ss practice in using the Past Simple/Past Progressive**

- Tell Ss to read through the sentence beginnings 1-8 and the endings a-h and do the activity.
- Check the answers with the class.

**KEY**

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

**C. Aim: to give Ss practice in using the Past Simple and Past Progressive**

- Ask Ss to read through the text.
- Have Ss do the activity.
- Check the answers with the class.

**KEY**

1. did... have
2. went
3. chose
4. were carrying
5. took
6. were checking
7. was rising
8. sat
9. watched
10. were taking
11. called
12. wasn't working
13. got
14. were calling
15. made

# Grammar 1

## Past Simple - Past Progressive

### A. Match the verbs in bold with the rules about uses of the Past Simple and the Past Progressive.

Guess what! I **was walking** down the street yesterday when suddenly I **saw** my favourite actor jogging along! I **waved** at him and he **smiled** back.

**A:** I **saw** a funny video last night of a lion that **escaped** from its cage.

**B:** Yes. It was hilarious! Some people **were running** while others **were screaming**, but that little baby **was** just **laughing** and **waving**.

**C:** So, how do you like this place, Miguel?

**D:** Oh, it's very nice. It reminds me of Paris. When I **was living** there, every morning I **bought** a croissant and **drank** my coffee in a cosy little café like this one.

I **left** the house, **jumped** into a taxi, **got** to the airport and **took** a flight to Rio.

### PAST SIMPLE

1. completed actions in the past
2. completed actions that happened one after the other in the past
3. past habits or repeated actions in the past (often used with adverbs of frequency)
4. an action in the past that interrupted a 'longer' action in progress

### PAST PROGRESSIVE

- a. temporary past states or actions
- b. an action in progress in the past that was interrupted by another action
- c. simultaneous actions in progress in the past

See Grammar Reference

### B. Match the sentence beginnings 1-8 with the endings a-h.

1. She was running down the street to catch the bus
2. She ran for five miles yesterday,
3. I was training at Media Tech in 2008
4. I trained at Media Tech,
5. Jason was trying to study for his exams
6. Jason studied for his exams
7. We were watching a spooky film
8. We watched a spooky film



- a. ... and then he went to the library.
- b. ... and then we went to bed, but I couldn't sleep.
- c. ... and then I worked at NewsSnap.
- d. ... when she dropped her mobile phone.
- e. ... but I left a couple of years later.
- f. ... when my mum suddenly turned on the lights.
- g. ... then came home and had a shower.
- h. ... while his twin brothers were fighting, so he decided to go to the library.

### C. Complete the text with the Past Simple or the Past Progressive of the verbs in brackets. Use the Past Progressive wherever you can.

**A:** So, (1) \_\_\_\_\_ you \_\_\_\_\_ (have) a good time at your cousin's wedding?

**B:** Well, our trip to Germany was a hassle, but in the end it all (2) \_\_\_\_\_ (go) well. It was too expensive to leave our car at the airport, so we (3) \_\_\_\_\_ (choose) to take the train to the airport instead. The six of us (4) \_\_\_\_\_ (carry) a suitcase each and we (5) \_\_\_\_\_ (take) up most of the space in the carriage on the train. Anyway, as we (6) \_\_\_\_\_ (check) in, the sun (7) \_\_\_\_\_ (rise), so we (8) \_\_\_\_\_ (sit) at one of the cafés and (9) \_\_\_\_\_ (watch) all the planes taking off and landing till it was time to board our flight.

**A:** What about your journey back?

**B:** Well, that was a nightmare. On the Monday morning, just as we (10) \_\_\_\_\_ (take) our luggage out to the front gate, my uncle (11) \_\_\_\_\_ (call) to tell us his car (12) \_\_\_\_\_ (not work). Anyway, to cut a long story short, we (13) \_\_\_\_\_ (get) to the airport just as they (14) \_\_\_\_\_ (call) our names over the airport loudspeakers. We only just (15) \_\_\_\_\_ (make) the plane!



Listen 

• Before you listen, read the incomplete sentences or notes carefully to get a better idea of what the speakers are going to say, and try to predict what kind of information is missing in each gap.

## A. Discuss.

- What do you know about Twitter?



## B. You will hear an interview with Mark Dixon, a man who travelled the world with the help of the social networking site Twitter. For questions 1-8, complete the sentences.

1. Mark was lacking \_\_\_\_\_ for the subjects he was studying at college.
2. Mark decided to leave London because he was \_\_\_\_\_.
3. Mark got the idea to use Twitter when he overheard people talking in a(n) \_\_\_\_\_.
4. New Zealand is the other side \_\_\_\_\_ from London.
5. Food, \_\_\_\_\_ were the only things Mark spent money on.
6. Mark relied on the \_\_\_\_\_ of other Twitter users.
7. He could ask for help at any time, \_\_\_\_\_.
8. For Mark it was \_\_\_\_\_ that so many people followed him on Twitter.

## Vocabulary 2

Read the dialogues and complete the gaps with words from the boxes.

I. **agency cabin luxury crew resort brochure cruise on deck rough sights**

- A: The sea's not so (1) \_\_\_\_\_ now. Let's go up (2) \_\_\_\_\_.
- B: OK. Do you have the keys to the (3) \_\_\_\_\_? I want to lock the door.
- A: They're over there, next to the (4) \_\_\_\_\_ they gave us at the travel (5) \_\_\_\_\_.
- B: I'm enjoying this (6) \_\_\_\_\_, aren't you?
- A: Yes. Well, it is a(n) (7) \_\_\_\_\_ ship, the (8) \_\_\_\_\_ are very friendly and it's better than staying at a(n) (9) \_\_\_\_\_. Plus we see different (10) \_\_\_\_\_ every day.

II. **on board aisle seat in-flight view pilot flight cockpit flight attendant take-off overhead locker**

- A: Where do you want to sit? Do you want the window seat?
- B: No, you take it and enjoy the (1) \_\_\_\_\_. I'll have the (2) \_\_\_\_\_.
- A: OK. Can you put this bag in the (3) \_\_\_\_\_ for me? Now, I'm thirsty. Where's the (4) \_\_\_\_\_?
- B: She went into the (5) \_\_\_\_\_. Maybe the (6) \_\_\_\_\_ wanted something before (7) \_\_\_\_\_.
- A: How long is this (8) \_\_\_\_\_, anyway?
- B: About six hours. I hope there's some (9) \_\_\_\_\_ entertainment (10) \_\_\_\_\_.

III. **corridor announcement restaurant carriage ticket window waiting room conductor passengers compartment tunnel luggage rack**

- A: I've searched for my purse in my bag and in the (1) \_\_\_\_\_ above my seat, but I can't seem to find it.
- B: You definitely had it with you when we were sitting in the (2) \_\_\_\_\_ at the station, and when we paid our fare at the (3) \_\_\_\_\_.
- A: I know I had it on the train, because I was holding it when the (4) \_\_\_\_\_ asked to see our tickets.
- B: Maybe you dropped it when we were walking down the (5) \_\_\_\_\_ looking for the right (6) \_\_\_\_\_?
- A: No, because I remember I put my ticket back in my purse after we checked our seat numbers.
- B: Well, you paid for lunch, so you had it when we were in the (7) \_\_\_\_\_.
- A: You know, the last time I saw it was just before the train passed through that (8) \_\_\_\_\_ and it was dark for a moment.
- B: I'll ask for a(n) (9) \_\_\_\_\_ to be made over the loudspeakers. Perhaps one of the other (10) \_\_\_\_\_ has found it.



## VOCABULARY

aisle seat announcement brochure cabin  
 carriage cockpit compartment conductor  
 corridor crew cruise flight flight attendant  
 in-flight lack (v) luggage rack luxury  
 on board on deck overhead locker overhear  
 passenger pilot resort restaurant carriage  
 rough sights take-off (n) ticket window  
 travel agency tunnel view waiting room

**Listen** ▶▶ 14, 15 (for transcript see page 169)

**A. Aims:** to activate Ss' background knowledge to prepare Ss for the listening task

- Discuss the question in class.

### KEY

*Suggested answer*

Twitter is a service that allows friends, families and co-workers to stay connected by exchanging quick, frequent messages.

### Background note

Twitter is an online social networking service that enables users to send and read text-based posts of up to 140 characters, informally known as tweets. It was created in 2006 and is extremely popular worldwide. By 2011 it had 300 million users. It is often described as the SMS of the Internet.

**B. Aim:** to give Ss practice in listening for specific information and doing a sentence-completion activity

- Read out and explain the Tip.
- Ask Ss to read through the gapped sentences and check understanding.
- Point out to Ss that they should write no more than three words in the gaps.
- Play the CD twice and have Ss listen and do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

### KEY

1. passion
2. bored and frustrated
3. supermarket
4. of the world
5. drink and souvenirs
6. kindness and generosity
7. day or night
8. amazing

## Vocabulary 2

**Aim:** to present vocabulary related to travel and means of transport

- Tell Ss to go through the words relating to travel and transport and check understanding.
- Ask Ss to do the activity.
- Check the answers with the class and explain any unknown words.

### KEY

I.

1. rough
2. on deck
3. cabin
4. brochure
5. agency
6. cruise
7. luxury
8. crew
9. resort
10. sights

II.

1. view
2. aisle seat
3. overhead locker
4. flight attendant
5. cockpit
6. pilot
7. take-off
8. flight
9. in-flight
10. on board

III.

1. luggage rack
2. waiting room
3. ticket window
4. conductor
5. corridor
6. compartment
7. restaurant carriage
8. tunnel
9. announcement
10. passengers

**FUNCTIONS**

Expressing past habits and typical behaviour in the past  
 Expressing a past intention  
 Talking about travel and means of transport

**STRUCTURES**

used to / would / was going to

**VOCABULARY**

confined fascinating stress-free stuffy  
 time-saving

**Expressions / Phrases:** have in common in the open air  
 physically tiring stick to a budget stick to a schedule  
 stretch one's legs

**Grammar 2**

**A. Aim: to revise and practise the structures used to, would and was/were going to which are used to express past habits, intentions and typical behaviour in the past**

- Ask Ss to read the sentences and choose the sentence which best describes the meaning.
- Check the answers with the class.
- Have Ss justify their choices.
- If necessary, give examples to explain the difference in usage of *would* and *used to*.
- Refer Ss to the Grammar Reference, Module 2.

**Language Plus**

*Would* is not used to describe permanent past states. For example:

I used to be thinner when I was young.

**NOT:** I would be thinner when I was young.

**KEY**

used to work - b / would spend - a / was going - c

**B. Aim: to give Ss practice in using would/used to/was going to**

- Ask Ss to rewrite the first sentence and decide what it expresses (*typical behaviour in the past*).
- Allow Ss some time to complete the activity.
- Check the answers with the class.

**KEY**

1. When I was living in Egypt, I would go to the Archaeological Museum every day.
2. They were going to buy a summer house on the coast, but after the tsunami they changed their mind.
3. Louisa used to walk to school because she hated waiting for the bus.
4. Jose used to ride a motorbike, but after the accident, he stopped riding it.
5. We would spend our holidays swimming and gathering seashells when we were kids.
6. Lucy was going to stay in Brazil for a week, but she ended up staying for a month.
7. I didn't use to like milk.
8. When they were in Italy, they would eat at the same restaurant every night.

**Speak**

**A. Aim: to give Ss the opportunity to talk about their personal travel experiences**

- Draw Ss' attention to the questions.
- Elicit answers.

**KEY**

*Suggested answers*

**When you travel, what form of transport do you like to use? Why?**

Personally, I like travelling by ship. It gives me a real sense of freedom, sitting on the deck watching the seagulls flying in the sky. I really feel relaxed and far away from my daily routine.

**Where did you go this/last summer? How did you get around? Why?**

This/Last summer I went to an island with my/some friends. We rented a Jeep on the island as we wanted to be able to go everywhere, even off roads. There was so much to see so it turned out to be a really good idea.

**B. Aims: to give Ss practice in comparing photographs to provide topic-related vocabulary and practice in comparing**

- Divide Ss into pairs.
- Ask Ss to look at the photos and consider the place and situation. (A. Some people sitting in an aeroplane, B. Two travellers with backpacks looking at a map).
- Have Ss go through the words and expressions in the boxes and explain any unknown words.
- Tell Ss to take turns in order to compare the photographs and say what they think the advantages of each way of travelling are, using the words and expressions provided.

**KEY**

*Suggested answers*

Both photos show people travelling.

In the first photo, the people are travelling by plane. This is a time-saving way to travel and really relaxing. The disadvantage of air travel is that you spend quite a few hours in a confined space and you can't really stretch your legs. It's also an expensive way to get around.

In the second photo, the people are probably on a walking/hiking holiday because they are carrying large backpacks. This is a nice way to travel because you are out in the open air and you don't need to stick to a schedule. You are free to go and do what you want. However, it can be physically tiring and probably a little uncomfortable if you are camping.

I think the people in the second photo are feeling relaxed and happy, working out the route that they are going to take, whereas the people on the plane are probably bored and can't wait to get to their destination.

**C. Aim: to give Ss the opportunity to elaborate and expand on the topic of the speaking activity**

- Discuss the question in class. Ask Ss to share their travel experiences.

For **KEY** go to TB Round-up p.26

# Grammar 2

## Past habits - Past intentions

A. Look at the sentences and decide which of them expresses a) *typical behaviour in the past*, b) *a permanent state in the past* or c) *a past intention*.

Mark **used to work** for a radio station.

He **would spend** a lot of time using Twitter.

He decided he **was going to leave** the radio station.

See Grammar Reference

## B. Rewrite the sentences with the words in bold.

1. When I was living in Egypt, I went to the Archaeological Museum every day. **would**

\_\_\_\_\_

\_\_\_\_\_

2. They wanted to buy a summer house on the coast, but after the tsunami, they changed their minds. **going**

\_\_\_\_\_

\_\_\_\_\_

3. Louisa always walked to school because she hated waiting for the bus. **used**

\_\_\_\_\_

\_\_\_\_\_

4. Jose rode a motorbike, but after the accident he stopped riding it. **used**

\_\_\_\_\_

\_\_\_\_\_

5. We spent our holidays swimming and gathering seashells when we were kids. **would**

\_\_\_\_\_

\_\_\_\_\_

6. Lucy planned to stay in Brazil for a week, but she ended up staying for a month. **going**

\_\_\_\_\_

\_\_\_\_\_

7. I didn't like milk as a child, but now I do. **to**

\_\_\_\_\_

\_\_\_\_\_

8. When they were in Italy, they ate at the same restaurant every night. **would**

\_\_\_\_\_

\_\_\_\_\_

# Speak

## A. Discuss.

- ▶ When you travel, what form of transport do you like to use? Why?
- ▶ Where did you go this/last summer? How did you get around? Why?

B. Look at photographs A and B. Compare the photographs and say what the advantages and drawbacks of each form of travel are. How do you think the people in each photo feel? Try to use some of the words and expressions in the boxes.



### COMPARING

Both photos show...  
 One thing the photos have in common is...  
 The people in each photo are...  
 The photos are similar because...

### ADVANTAGES

|             |                                   |
|-------------|-----------------------------------|
| variety     | stress-free                       |
| challenging | in the open air                   |
| cheap       | time to think                     |
| relaxed     | exciting/fascinating/interesting  |
| time-saving | free to do what you want          |
| convenient  | don't have to stick to a schedule |

### DRAWBACKS

|               |                         |
|---------------|-------------------------|
| uncomfortable | physically tiring       |
| expensive     | stressful               |
| dangerous     | in a confined space     |
| stuffy        | can't stretch your legs |
| inconvenient  | stick to a budget       |

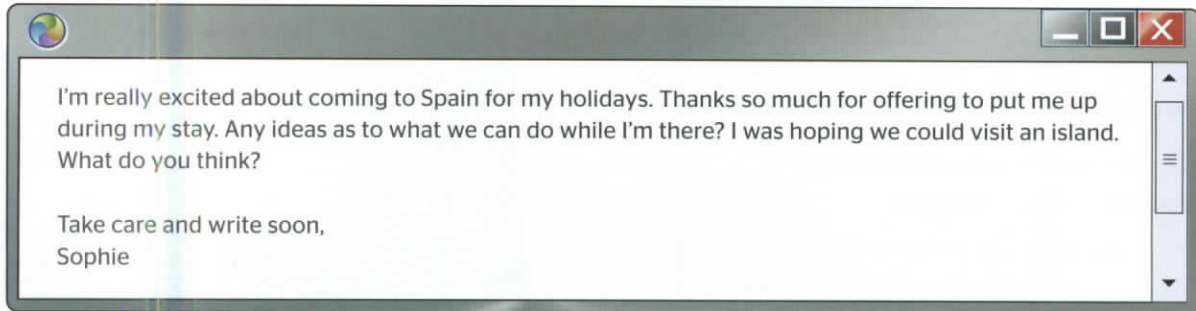
C. Look at the photographs again. Have you ever had a bad experience while travelling in these ways?

## Write An informal email/letter

### A. Discuss.

- Have you ever had a guest from abroad stay with you?
- If yes, what did you do to make his/her stay enjoyable?
- If not, would you like to have someone from abroad stay with you? Why / Why not?

### B. Stephanie has received an email from a friend who will be staying with her while visiting her country. Read this part of Sophie's email. What should Stephanie include in her reply to Sophie?



### C. Choose from the points a-d below what Stephanie needs to do in her letter.

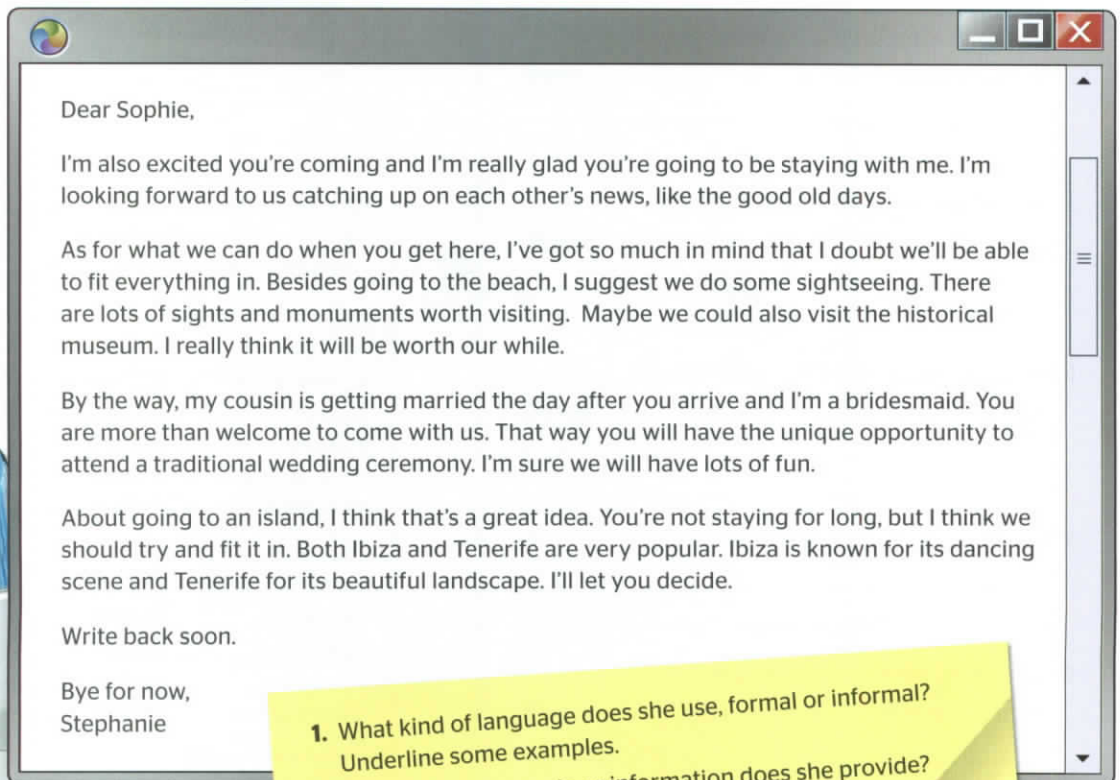
a. make suggestions

b. ask for information

c. give advice

d. express an opinion

### D. Now read Stephanie's response and underline the sentences which correspond to the questions in Sophie's letter. Then answer the questions which follow.



1. What kind of language does she use, formal or informal? Underline some examples.
2. What extra comments or information does she provide?



## FUNCTIONS

Making suggestions  
Expressing an opinion  
Explaining / Justifying

## VOCABULARY

bridesmaid monument

**Expressions / Phrases:** worth one's while  
the good old days

**Phrasal verbs:** catch up on fit in put sb up

## Write

### A. Aims: to activate Ss' background knowledge to prepare Ss for the writing task

- Ask Ss to read the questions and discuss them in class.

#### KEY

*Suggested answers*

#### Have you ever had a guest from abroad stay with you?

I had my epal Gabriella come and stay with me. She is Italian and we had never actually met face-to-face. We communicate via email and Skype, so it was strange to meet her at last. She stayed a week and we did lots of things together.

#### If yes, what did you do to make his/her stay enjoyable?

It turned out that Gabriella and I had similar interests so having a good time was not a problem. We both love the sun and the sea so we spent a lot of time on the beach and even managed to visit a nearby island for a couple of days. We also did some sightseeing and visited an archaeological museum. She loved the traditional cuisine so we ended up eating out quite a few times at a nearby restaurant that serves local dishes.

#### If not, would you like to have someone from abroad stay with you? Why / Why not?

I would definitely like to put up a foreign friend. This would give me the opportunity to show him or her the many interesting sights in my country and help him or her learn about the history and understand the culture of my country. Besides, I would have the chance to practise my English all day!

### B. Aim: to help Ss to focus on the task requirements

- Tell Ss to read Sophie's email to Stephanie.
- Ask Ss to answer the question in the rubric.
- Check the answers with the class.

#### KEY

She should:

- make suggestions as to what they can do while Sophie is visiting.
- state her opinion as to whether they should visit an island.
- justify her opinion.

### C. Aim: to help Ss identify what language functions are required

- Have Ss match Stephanie's notes to the functions a-d.
- Check the answers with the class.

#### KEY

- a. make suggestions - what they can do while Sophie is visiting
- d. express an opinion - if they should visit an island or not

### D. Aim: to focus Ss' attention on questions of appropriate content and register

- Tell Ss to read Stephanie's response and answer the questions.
- Check the answers with the class.

#### KEY

The following parts should be underlined:

*As for what we can do when you get here... Besides going to the beach, I think we should do some sightseeing. There are lots of sights and monuments worth visiting. Maybe we could also visit the archaeological museum. I really think it will be worth our while.*

*About going to an island, I think that's a great idea. You're not staying for long but I think we should try and fit it in.*

#### 1. What kind of language does she use, formal or informal? Underline some examples.

Informal

#### Examples:

*I'm looking forward to us catching up on each other's news like the good old days.*

*...I've got so much in mind that I doubt we'll be able to fit everything in.*

*I'm sure we will have lots of fun.*

*I'll let you decide.*

*...I think that's a great idea.*

#### 2. What extra comments or information does she provide?

How she feels about her friend's visit:

*I'm also excited you're coming...*

How she feels about putting her friend up:

*...I'm really glad you're going to be staying with me.*

What alternative activity is available:

*By the way, my cousin is getting married the day after you arrive and I'm a bridesmaid. You are more than welcome to come with us. That way you will have the unique opportunity to attend a traditional wedding ceremony.*

#### What islands Sophie can consider:

*Both Ibiza and Tenerife are very popular. Ibiza is known for its dancing scene and Tenerife for its beautiful landscape.*



**E. Aim: to familiarise Ss with phrases/expressions relating to specific functions**

- Tell Ss to look at the function headings in the box.
- Have Ss do the exercise.
- Check the answers with the class.

**KEY**

**suggesting**

I suggest you go...  
 Why don't you go...?  
 What/How about going...?  
 One thing you could do is go...  
 Maybe you could...

**expressing opinion**

I really think/believe that...  
 The way I see it...  
 It seems to me that...

**explaining**

That's because...  
 The reason is...  
 Apart from that...

**F. Aim: to raise Ss' awareness of the difference between formal and informal language**

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

**KEY**

*Suggested answers*

1. I'm looking forward to seeing you next week.
2. Why don't you visit the art gallery?
3. What/How about staying in a hotel near the station?
4. Apart from that, I don't think my parents will let me go.
5. Can you put me up at your house next weekend?
6. I really think it would be worth your while to visit the Archaeological Museum.
7. You would be/are welcome to join us on the trip.
8. What/How about taking the kids to the park?

**G. Aim: to give Ss practice in writing an email**

- Draw Ss' attention to the Plan and explain it.
- Read out the Tip and explain it.
- Have Ss write an email to Max giving him all the information he needs, based on the plan. Explain that they have to use expressions from activity E.
- Allow Ss some time to write their email.
- Alternatively, this activity can be assigned as homework.

**E. In an email or informal letter, you may need to perform more than one function. Look at the function headings in the box on the right and write them in the appropriate spaces above the expressions.**

explaining    suggesting  
expressing opinion

|                                 |
|---------------------------------|
|                                 |
| I suggest you go...             |
| Why don't you go...?            |
| What/How about going...?        |
| One thing you could do is go... |
| Maybe you could...              |

|                                |
|--------------------------------|
|                                |
| I really think/believe that... |
| The way I see it...            |
| It seems to me that...         |

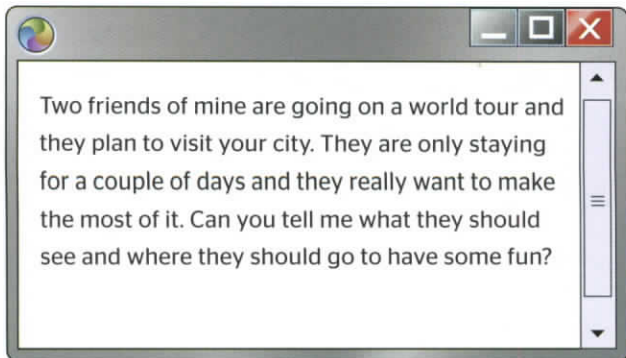
|                     |
|---------------------|
|                     |
| That's because...   |
| The reason is...    |
| Apart from that,... |

**F. Rewrite the sentences using the words in bold.**

- I can't wait to see you next week. **forward**  
\_\_\_\_\_
- One thing you could do is visit the art gallery. **why**  
\_\_\_\_\_
- We could stay in a hotel near the station. **about**  
\_\_\_\_\_
- Anyway, I don't think my parents will let me go. **apart**  
\_\_\_\_\_
- Can I stay at your house next weekend? **put**  
\_\_\_\_\_
- I really think it would be good for you to visit the Archaeological Museum.. **while**  
\_\_\_\_\_
- It would be nice if you could join us on the trip. **welcome**  
\_\_\_\_\_
- I suggest you take the kids to the park. **taking**  
\_\_\_\_\_

**G. Read the rubric and the email. Underline the key words in the rubric. Which questions should you provide a response for?**

You have received an email from your friend Max. Read this part of Max's email and then write an email to him.



**Write your email to Max based on the plan (140-190 words).**

PLAN

**When writing an informal letter/email, follow the plan below.**

**GREETING**

- ▶ Greet the person you are writing to.
  - Dear..., Hi..., Hello..., etc.

**OPENING PARAGRAPH**

- ▶ Make a friendly comment and say why you are writing.

**MAIN PART** (2-3 paragraphs)

- ▶ Make sure you include all the necessary information.
- ▶ Use appropriate structures for making recommendations/suggestions, expressing opinion, explaining, etc.

**CLOSING PARAGRAPH**

- ▶ Refer to any points you want to stress and end the letter/email with an appropriate closing phrase, such as:
  - Well, that's all for now.
  - Keep in touch.
  - Write back soon.

**SIGNING OFF**

- ▶ Use a signature ending and your first name below that.
  - Take care, Best wishes, Lots of love, etc.



When writing an informal letter/email:

- use informal language and expressions (e.g. *well, of course, anyway, you know, you see, actually, by the way*).
- use short forms (e.g. *I'm, didn't*).
- use exclamations (e.g. *That's great news!*).
- use direct questions (e.g. *What are you up to?*).
- use standard grammar and spelling conventions. Avoid forms such as *wanna, cu l8r*, etc.
- respond to requests/questions in the extract according to the rubric and add any comments and/or information that is relevant.
- use appropriate expressions/phrases to express enthusiasm, accept or refuse an invitation, give news, etc.

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

This summer, I decided to take a(n) (1) \_\_\_\_\_ route to my uncle's house in Scotland and, instead of flying, I went by train. I always used to (2) \_\_\_\_\_ the aeroplane's poor cousin, but (3) \_\_\_\_\_ reasons led me to this, as it turned out to be, wise decision. One of the advantages was made evident right away, since I didn't have to make the (4) \_\_\_\_\_ months in advance to get a reasonable price. The waiting room was similar to the (5) \_\_\_\_\_ lounge of an airport, with the only difference that everybody still had all of their luggage with them. This was a rather (6) \_\_\_\_\_ thought compared to how you feel when your suitcase may be lost somewhere on an endless conveyor belt at an airport. The moment I got on the train, I put my luggage on the spacious (7) \_\_\_\_\_ luggage rack, sat down by the window to stare out at the amazing scenery, and stretched my legs, glad that I was not stuck in a(n) (8) \_\_\_\_\_ seat on a crowded plane.

**ALTERNATE**  
**CRITIC**  
**ECONOMY**  
**ARRANGE**  
**DEPART**  
**ASSURE**  
**HEAD**  
**COMFORT**

**B. Read the text and complete the gaps with a suitable word. Use only one word in each gap.**

## A stresscation

A few days (1) \_\_\_\_\_, over a coffee and a mid-morning snack, I was talking to a colleague of mine at work about holidays. We both agreed that instead (2) \_\_\_\_\_ being a relaxing and enjoyable fun-filled experience for the whole family, a holiday can (3) \_\_\_\_\_ into a miserable and often stressful two weeks (4) \_\_\_\_\_ from home. Indeed, the stress can even start before you set (5) \_\_\_\_\_ for your destination. Take packing, for instance. Last summer, I walked into my son's bedroom as he (6) \_\_\_\_\_ stuffing things into his suitcase that I knew he was not (7) \_\_\_\_\_ to use: his rollerblades, for one. We were going hiking in the mountains, not strolling around city streets. We argued, and I won, of course, but that (8) \_\_\_\_\_ not make me very popular.



**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 five words, including the word given.**

- When I was a child, our family visited the Lake District every spring. **used**  
Our family \_\_\_\_\_ the Lake District every spring when I was a child.
- Jane intended to buy a car, but finally got a bike. **going**  
Jane \_\_\_\_\_ a car, but finally got a bike.
- Mike stopped for petrol on his way to work in the car. **driving**  
Mike \_\_\_\_\_ he stopped for petrol.
- My grandfather always went fishing at the weekend. **would**  
My grandfather \_\_\_\_\_ at the weekend.
- I wanted to call you, but I forgot to. **was**  
I \_\_\_\_\_, but I forgot to.
- Carol was in the pool while I was on the phone. **swimming**  
Carol \_\_\_\_\_ talking on the phone.

## Round-up

To be most effective, the exercises in the *Round-up* section should be completed and checked in class. Ss should calculate and write down their own scores.

**Aim:** to help revise the structures, functions and vocabulary presented in Module 2 through various activities.

A.

### KEY

1. alternative
2. criticise
3. economic
4. arrangements
5. departure
6. reassuring
7. overhead
8. uncomfortable

### Language Plus

**economic** = relating to money

**economical** = not requiring a lot of money/fuel, etc

B.

### KEY

1. ago
2. of
3. turn
4. away
5. off/out
6. was
7. going
8. did

C.

### KEY

1. used to visit
2. was going to buy
3. was driving to work when
4. would always go fishing
5. was going to call you
6. was swimming while I was

## Speak *Student's Book* p.23

C.

### KEY

*Suggested answers*

### Have you ever had a bad experience while travelling in these ways?

I had a pretty scary experience once on a camping trip. I was camping with some friends. We would stay a couple of days at a campsite or on a beach and then move on somewhere else. One day we got caught in a really bad storm with thunder and lightning. We were really scared and everything got soaked. That night we had to find rooms to stay in until the storm passed.

Once when I was flying to France, there was a lot of turbulence and the captain told us to fasten our seatbelts for an emergency landing. I was terrified. The plane was bumping up and down and I thought we were going to crash. After we landed, the captain told us that one of the engines hadn't been working properly. I was so relieved to be back on the ground.

D.

**KEY**

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

**Now I can ...**

**Aim:** to give Ss a chance to check their progress and to encourage learner autonomy

- Draw Ss' attention to the points listed under *In this module you will...* on the cover page of Module 2 and get Ss to read through them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the ones they are unsure of, they should refer back to the relevant sections in the module.

**3**

# All work & no play

**FUNCTIONS**

Talking about a variety of jobs and hobbies

**VOCABULARY**

**Expression / Phrase:** All work and no play makes Jack a dull boy

- Aims:**
- ▶ to introduce the topic of the module and activate Ss' background knowledge
  - ▶ to present the learning objectives of the module

- Draw Ss' attention to the title of the module and the picture on the page.
- Ask Ss' what they can see and elicit an answer (a man and a boy - possibly father and son, having fun with a wheelbarrow).
- Ask Ss what the module will be about and elicit answers.
- Ask Ss the questions in the *Discuss* section and initiate a short discussion.

**KEY**

*Suggested answers*

**All work and no play makes Jack a dull boy. What do you think this saying means?**

This saying means that having no hobbies or interests in life makes your life boring. Hobbies help you get to know your true potential and help you learn more about yourself and possibly your future career. Also, they give you the opportunity to make new friends and interact with a variety of people. Last, but not least, other people may admire you for your abilities which will enhance your self-confidence and even promote your social life.

**How do you like to relax in your free time?**

In my free time, I usually read non-fiction books or I listen to music on my iPod. Recently, I have taken up guitar lessons and practise and sing with my best friend. I also like surfing the Net and playing computer games.

**What sort of job would you like to do in the future? Why?**

When I grow up I would like to work in the field of medicine/information technology/art/music/business/sport, etc. I feel this job would be suitable for me because it would provide me with the chance to help people/travel/interact with many people/express myself, etc. I also believe that there is a future in this field and that I would excel in it.

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