Excite, educate, inspire your students

NEW FEATURES
• Public Speaking Skills Books
• Express DigiBooks
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Grammar Reference (pp. GR1-GR22)  Word List (pp. WL1-WL25)  Pronunciation (p. PR1)
### Listening
- an advert (note taking)
- an interview (multiple choice)
- a dialogue (sequence of events)
- a conversation (T/F statements, multiple choice)
- dialogues (multiple choice based on visual prompts)
- dialogues (multiple choice)
- an interview (multiple choice)

### Speaking
- ask for – give directions
- describe a photo
- present how lakes are formed
- intonation: stress-shift
- design and present your own emojis
- express preference giving reasons
- compare photos
- express opinion – agree/disagree
- pronunciation: diphthongs /ei/, /ai/, /oa/
- compare lifestyles
- at the dentist’s
- talk about health – advise/sympathise
- describe photos & discuss your eating habits
- intonation: direct/indirect questions
- express lack of understanding
- ask for clarification/clarify points
- make a booking for a performance
- make decisions
- intonation: follow-up questions

### Writing
- a poster advertising a place of natural beauty
- an article about a tourist destination (Skills: techniques to start/end an article; using adjectives, recommending, brainstorming)
- a diary entry
- a story (Skills: setting the scene, descriptive language)
- a paragraph expressing your opinion
- an informal email about your last holiday
- an opinion essay (Skills: techniques to start/end an informal essay; linkers; express opinion)
- a travel blog
- an email describing an annual event (Skills: sequence of tenses, error correction, recommending, brainstorming)
- a blog entry
- a letter describing an annual event (Skills: sequence of tenses, error correction, recommending, brainstorming)
- a quiz
- an online application form
- an informal email suggesting attending an event (Skills: make suggestions, error correction, brainstorming)

### CLIL/Culture
- CLIL (Geography): Fantastic Fjords (article)
- Culture: An Alaskan Cruise
- CLIL (Literature): The Sea-Wolf (extract)
- Culture spot: Daniel Defoe
- CLIL (Science): How Trees Talk
- Culture: The Tube
- CLIL (History): The Changing Face of Transportation (informative text)
- Culture: The Tube
- CLIL (PSHE): Don’t give germs a helping hand (informative article)
- Culture: Make-A-Wish
- CLIL (Art): Entertainment during the Great Depression (article)
- Culture: Broadway

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**Irregular Verbs**

- an advert
- an interview (multiple choice)
- a dialogue (sequence of events)
- a conversation (T/F statements, multiple choice)
- dialogues (multiple choice based on visual prompts)
- dialogues (multiple choice)
- an interview (multiple choice)

- ask for – give directions
- describe a photo
- present how lakes are formed
- intonation: stress-shift
- design and present your own emojis
- express preference giving reasons
- compare photos
- express opinion – agree/disagree
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- compare lifestyles
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- describe photos & discuss your eating habits
- intonation: direct/indirect questions
- express lack of understanding
- ask for clarification/clarify points
- make a booking for a performance
- make decisions
- intonation: follow-up questions

- a poster advertising a place of natural beauty
- an article about a tourist destination (Skills: techniques to start/end an article; using adjectives, recommending, brainstorming)
- a diary entry
- a story (Skills: setting the scene, descriptive language)
- a paragraph expressing your opinion
- an informal email about your last holiday
- an opinion essay (Skills: techniques to start/end an informal essay; linkers; express opinion)
- a travel blog
- an email describing an annual event (Skills: sequence of tenses, error correction, recommending, brainstorming)
- a blog entry
- a letter describing an annual event (Skills: sequence of tenses, error correction, recommending, brainstorming)
- a quiz
- an online application form
- an informal email suggesting attending an event (Skills: make suggestions, error correction, brainstorming)

- CLIL (Geography): Fantastic Fjords (article)
- Culture: An Alaskan Cruise
- CLIL (Literature): The Sea-Wolf (extract)
- Culture spot: Daniel Defoe
- CLIL (Science): How Trees Talk
- Culture: The Tube
- CLIL (History): The Changing Face of Transportation (informative text)
- Culture: The Tube
- CLIL (PSHE): Don’t give germs a helping hand (informative article)
- Culture: Make-A-Wish
- CLIL (Art): Entertainment during the Great Depression (article)
- Culture: Broadway
Components

For the Student

- Student’s Book
- Workbook & Grammar Book
- Public Speaking Skills
- Class Audio CDs & Test Booklet CD-ROM

For the Teacher

- Teacher’s Book (interleaved)
- Workbook & Grammar Book
- Public Speaking Skills Teacher’s book
- Class Audio CDs & Test Booklet CD-ROM

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<td>• a paragraph expressing your opinion</td>
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American English-British English Guide (p. AE-BEG1)
Components

For the Student

- **On Screen**: Student's Book
- **Workbook & Grammar Book**
- **Public Speaking Skills**
- **Class Audio CDs & Test Booklet CD-ROM**

For the Teacher

- **Teacher's Book (interleaved)**
- **Workbook & Grammar Book**
- **Public Speaking Skills Teacher's book**
- **Class Audio CDs & Test Booklet CD-ROM**
Module Objectives

► Vocabulary
  • natural features
  • travel
  • weather
  • places
  • holidays
  • phrasal verbs: GO
  • Word formation: (forming nouns)

► Reading
  • an article
    (T/F statements; answer questions)

► Grammar
  • present tenses
  • (to) infinitive/-ing form
  • adjectives/order of adjectives

► Listening
  • an announcement (gap fill)
  • intonation: stress-shift

► Speaking
  • asking for/giving directions
  • describing a photo

► Writing
  • an article about a tourist destination

► CLIL (Geography):
  Fantastic Fjords!
  Culture: An Alaskan Cruise

► Progress Check

Read the webpage and use the words in the list to complete the gaps.

• sea • lake • forest • island • cave • waterfalls • fjords

Which three places would you like to visit? Why? Tell the class. You can use the words in the list.

Which three places would you like to visit? Why? Tell the class. You can use the words in the list.

I’d love to visit Alaska to see the fjords on its coastline. I think it would be an amazing experience!
Imagine hiking through a remote region in South America. The sun is setting over a snow-capped mountain and all around you guanacos are calmly chewing on grass. Nowadays, there are very few places of unspoilt wilderness on Earth – but with a thick coat and a sturdy pair of walking boots, Patagonia is one of them! This region is at the southern end of South America and covers around 400,000 square miles. Two thirds is in Argentina in the east and one third is in Chile in the west. It’s an area with a variety of landscapes – the perfect destination for adventure seekers!

A good place to start your adventure is in the north. This area borders the Andes mountain range, and it has recently become very popular with foreign tourists. You can stay in the beautiful city of Bariloche and sample Patagonian cuisine. Got a sweet tooth? Well, the city is also famous for its chocolate shops!

Make sure to take a trip to Nahuel Huapi National Park to explore thick forests, tall waterfalls and extinct volcanoes. It’s ideal for extreme sports such as mountain biking, kayaking and canoeing.

Next, you shouldn’t miss the Valdes Peninsula on the Atlantic coastline in the east. This UNESCO Natural World Heritage Site hosts a wide variety of sea animals such as sea lions, elephant seals and orcas. You can even take a boat to go whale watching! It’s an amazing experience to get up close to these gentle giants.

1 Check these words/phrases in the Word List at the back of the book. Use them to complete the sentences.

- hike  • teashop  • wilderness  • sea animals
- cuisine  • extreme

1 Patagonia is one of the few places where you can find unspoilt ____________________.
2 A good place to sample Patagonian ____________________ is in Bariloche.
3 Nahuel Huapi National Park is a good place to try ____________________ sports.
4 On the Valdes Peninsula you can see a wide range of ____________________.
5 In the area around Valdes Peninsula you can relax in a Welsh ____________________.
6 At Los Glaciares National Park, you can go on a glacier ____________________.
Where is Patagonia? What can tourists do there? Read through to find out.

The writer suggests wearing warm clothes when visiting Patagonia. ..... 
Most of Patagonia is within Argentina. ..... 
The Argentinian Lake District doesn't get a lot of visitors. ..... 
Chocolate is popular in Bariloche. ..... 
It's forbidden to do extreme sports in Nahuel Huapi National Park. ..... 
The Valdes Peninsula is on the coast of the Atlantic Ocean. ..... 
The Valdes Peninsula is a protected area. ..... 
There is a Welsh-speaking community in Patagonia. ..... 
The warmest areas of Patagonia are in the south. ..... 
Perito Moreno is a glacier which is no longer moving. ..... 

Answer the questions.
1. Where is Patagonia located?
2. Why should tourists visit Nahuel Huapi National Park?
3. Why is Welsh spoken in Patagonia?
4. Why does Patagonia make you feel “like you are at the ends of the earth”?

Match the words in bold to their synonyms. What part of speech are they?
• unharmed • future generation • range • taste • huge • durable

Listening & Speaking
THINK! Listen and read the text again. Tell the class four reasons why someone should visit Patagonia.

Writing
In groups, collect information about a place of natural beauty in your country. Create a poster advertising it. Write: where it is, what visitors can see and do there. Display it to the class.
1b Vocabulary

**Vocabulary from the text**

Choose the correct word.

1 Patagonia has a range of **landscapes/scenes** from mountains to ice fields.

2 You should take a(n) **trip/adventure** to a national park in Patagonia.

3 Going on a glacier hike is a **once-in-a-world/lifetime** experience!

4 The Andes is the biggest mountain **border/range** in South America.

5 Patagonia is the perfect **coastline/destination** for thrill seekers!

Complete the advert. Use: **extreme, unspoilt, sturdy, wide, massive.**

**Visit Patagonia**

7-day all-inclusive package holiday!

- Visit one of the last **1) .......................................** regions on Earth!
- Try 2) ....................................... sports in Nahuel Huapi National Park!
- See a(n) 3) ....................................... variety of sea animals in the Valdes Peninsula!
- Go hiking on a(n) 4) ....................................... glacier in Los Glaciares National Park.
- There’s lots of hiking, so bring 5) ....................................... boots and a thick coat!

Complete with: **nightlife, accommodation, destination, attractions, scenery, entertainment, facilities, sightseeing.**

**Travel Guide**

- Dublin is Ireland’s top tourist 1) ....................................... with up to 7 million visitors per year!
- The 2) ....................................... is expensive, so book your hotel room early for a better deal. Most hotels have 3) ....................................... such as restaurants and gyms.
- Dublin is a great city for 4) ....................................... . There are lots of 5) ....................................... to visit including museums and historic buildings.
- Dublin has a really exciting 6) ....................................... ! In Temple Bar, you can enjoy live 7) ....................................... such as concerts or dance performances.
- In Wicklow, just south of the city, you can see some beautiful mountain 8) ....................................... .

**Weather**

Read the text and choose the correct word. Check in the Word List.

Unlike its name, Iceland isn’t really that 1) warm/icy at all. Average winter 2) temperatures/storms don’t go much below zero. Of course, you do get some 3) rain/snowfall in winter so people can go skiing! Iceland can have very changeable weather in just 24 hours. One minute there is bright 4) sunshine/fog and the next minute it’s 5) freezing/humid cold. There isn’t really a rainy season, but Iceland does get quite a bit of 6) mild/wet weather between October and February. That means the skies are usually 7) sunny/cloudy and visibility is poor if you want to see the famous Northern Lights.

**Places**

Fill in: on, in, with or to.

1 The town is ...... the east coast of the island.

2 I think Patagonia is the most beautiful place ...... Earth.

3 Bariloche is a lively town ...... the north.

4 Patagonia is popular ...... nature lovers.

5 Keith prefers beach holidays ...... adventure holidays.

**Topic vocabulary**

**Travel**

- Dublin is Ireland’s top tourist 1) ....................................... with up to 7 million visitors per year!
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**Travel Guide**

- Visit one of the last **1) .......................................** regions on Earth!
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**Weather**

Read the text and choose the correct word. Check in the Word List.

Unlike its name, Iceland isn’t really that 1) warm/icy at all. Average winter 2) temperatures/storms don’t go much below zero. Of course, you do get some 3) rain/snowfall in winter so people can go skiing! Iceland can have very changeable weather in just 24 hours. One minute there is bright 4) sunshine/fog and the next minute it’s 5) freezing/humid cold. There isn’t really a rainy season, but Iceland does get quite a bit of 6) mild/wet weather between October and February. That means the skies are usually 7) sunny/cloudy and visibility is poor if you want to see the famous Northern Lights.

**Places**

Fill in: on, in, with or to.

1 The town is ...... the east coast of the island.

2 I think Patagonia is the most beautiful place ...... Earth.

3 Bariloche is a lively town ...... the north.

4 Patagonia is popular ...... nature lovers.

5 Keith prefers beach holidays ...... adventure holidays.
Holidays

8. COLLOCATIONS Which of the adjectives in bold does not fit the sentence? Check in your dictionaries.

1. They are staying at a cheap/comfortable/deep hostel in the city centre.
2. There are lots of cafés around the central/main/regular square.
3. Helen enjoys walking through the colourful/convenient/crowded market.
4. Every evening, they explore the expensive/narrow/quiet streets of the city.
5. In the morning, they usually take a swim in the clear/warm/pure sea.
6. Their hotel is quite near a peaceful/dirty/warm beach.
7. They booked a room in a(n) historic/expensive/fresh hotel by the sea.
8. Most tourists agree that the locals are very friendly/warm/sandy.


1. Keith likes to .................. with the stallholders to get good deals.
2. Why not .................. a walk around the town in the evening?
3. Don’t forget to .................. a reservation at the restaurant.
4. The Smiths .................. a cottage on the coast for a month each summer.
5. Greg plans to .................. around Europe this summer.
6. The staff at this hotel always .................. us a warm welcome.
7. Ted wants to .................. a car while in Rome.
8. You can .................. a room at this hotel over the Internet.
9. They’re staying in a hostel because they can’t .................. a hotel.
10. Paul wants to .................. the city on foot instead of going on a sightseeing bus.

Phrasal Verbs: GO

11. Fill in the correct particle: off, on, out. Check in Appendix I.

1. The fireworks will go ............ in an hour.
2. Are Paul and Sarah still going ............ or are they no longer a couple?
3. Are you going ............ this evening or staying at home?
4. After Dublin, Dave is going ............ to Berlin.
5. Lights usually go ............ during a storm.

Word Formation (forming nouns)

12. Read the theory. Then complete the gaps with the correct noun derived from the words in bold.

We use these suffixes to form:

nouns from verbs: -ment (arrange – arrangement); -tion/-sion (relate – relation, decide – decision)
nouns from adjectives: -ance/-ence (important – importance, silent – silence); -ness (happy – happiness); -ity (possible – possibility);
nouns from nouns: -hood (child – childhood); -ship (friend – friendship)

1. The tourist resort is increasing in .................. ................................ every year. (POPULAR)
2. Locals don’t support the .......................... of tourism in the area. (DEVELOP)
3. I like the feeling of .......................... you get on a backpacking holiday. (INDEPENDENT)
4. This book is an .......................... of the different cultures in the country. (EXPLORE)
5. Jane was shocked by the waiter’s ............ . (RUDE)
6. Tom plans to revisit the old holiday cottage from his .......................... . (BOY)

Prepositions

13. Complete with: at, on, in (x2), by, to. Check in Appendix II.

1. The hotel is close ............ a train station.
2. You should book your hotel room ...... advance.
3. The plane cannot take off until all late passengers are safely ............ board.
4. Henry’s flight to Chile departs ............ the same time as mine to Argentina.
5. I hope Ann is ............ time for her flight to Buenos Aires.
6. She wants to travel to Patagonia ............ car from Santiago.
1c Grammar in use

Present tenses – (to) infinitive/-ing form

Hi Wendy,

1) I’m having a great time here in Malaysia! My family 2) goes abroad on holiday every summer, so 3) I’ve visited lots of amazing places, but nothing compares to this country! I’m so glad we decided to come here! For the past week, 4) we’ve been sightseeing around the country. We would like to visit the traditional villages of Sarawak but it might not be possible.

Right now, 5) I’m writing this email in our hotel room. I feel exhausted, because 6) we’ve just returned from Kuala Lumpur’s Central Market. It’s located in a beautiful building in the centre. A lot of craftsmen 7) work there making wonderful handmade souvenirs. It’s the perfect place to go shopping! The only problem is that it’s very crowded and people 8) are always bumping into you!

Anyway, our day hasn’t finished yet! Later, 9) we’re attending a shadow puppet play! The performance 10) starts at 7 pm, so I should get ready! My dad always makes us leave early for these things. By the way, thanks for lending me your camera! I look forward to showing you my photos when I get back!

Talk to you soon,
Sandra

---

1 Read the email. Match the verbs in bold to their uses.

2 Put the verbs in brackets into the present simple or the present continuous. Give reasons.

1 The flight to Astana ....................... (depart) in 20 minutes.
2 They ......................... (not/shop) in the market right now.
3 ......................... (the Smiths/go) on holiday next week?
4 Lisa ......................... (stay) in a hotel until the builders finish working on her flat.
5 ......................... (you/meet) John at the festival later today?
6 Steve rarely ......................... (travel) abroad on holiday.
7 The village ......................... (not/attract) many visitors in winter.
8 ......................... (Jim/work) as a cook in the restaurant?
9 We ......................... (relax) on the beach at the moment.
10 Stan ......................... (constantly/complain) about our hotel room.

3 Choose the correct tense.

1 The roses ........................\(\text{smell/are smelling}\) nice.
2 The manager ........................\(\text{fits/is fitting}\) a new air-conditioner in our room.
3 I don’t think/’m not thinking ........................\(\text{this resort is suitable for kids.}\)
4 You ........................\(\text{look/are looking}\) tired today.
5 They ........................\(\text{appear/are appearing}\) to be upset about something.

4 What do you always, usually, often, sometimes, rarely/seldom, never do while on holiday? Use the phrases to tell your partner.

go: sightseeing, canoeing, sailing, skiing, swimming, fishing, hiking, cycling, camping, on a picnic, shopping, out with friends, etc.
play: board games, football, tennis, etc.
do: a puzzle, a crossword, judo, sports

I always go sightseeing when I am on holiday. I usually... I sometimes... etc.
Choose the correct tense. Give reasons.

1 They’ve come/they’ve been coming here for years.
2 Have you heard/Have you been hearing from Helen since she arrived in India?
3 Benny hasn’t received/hasn’t been receiving confirmation of his holiday booking yet.
4 Your skin looks very red. Have you been sunbathing/Have you sunbathed today?
5 We’ve been looking/We’ve looked around the museum all morning.

In pairs, use the prompts to discuss.

1 **excited** – get ready for holiday/pack bags (√), find passport (√), call for a taxi (X)
   A: You look excited. What have you been doing?
   B: I’ve been getting ready for my holiday.
   A: What have you done so far?
   B: I’ve packed my bags and I’ve found my passport, but I haven’t called for a taxi yet.
2 **tired** – shop for souvenirs/buy T-shirt for my brother (√), pick up scarf for my sister (√), find anything for my parents (X)
3 **happy** – try out local sports facilities/go horse riding (√), play golf (√), do archery (X)
4 **exhausted** – walk around the city/visit museum (√), see City Hall (√), eat local food (X)

(to) infinitive/-ing forms

Look at the underlined words in the text. When do we use: to-infinitive, infinitive without ’to’ or -ing form?

Put the verbs in brackets into the correct infinitive or -ing form. Give reasons.

1 A: Do you want .................. (travel) abroad on holiday this year?
   B: I’d prefer .................. (stay) in England.
2 A: How about .............. (visit) the museum?
   B: I don’t fancy .............. (do) any sightseeing.
3 A: I’m looking forward to .............. (try) the local cuisine in Madrid!
   B: Me, too, I love .............. (eat out).
4 A: We’ve decided .............. (book) flights to Lisbon next week!
   B: That’s great! Lisbon must .............. (be) beautiful at this time of the year.
5 A: I enjoy .............. (sail) when I go on a beach holiday.
   B: I’m too lazy .............. (do) water sports!

Put the verbs in brackets into the to-infinitive or the -ing form. Explain the difference in meaning.

1 If you can’t find cheap plane tickets at the travel agent’s, try .................. (look) online.
2 I’ve tried .................. (persuade) Tom to join us on holiday, but he isn’t interested.
3 Let’s stop .................. (have) a snack at the next petrol station.
4 Stop .................. (take) photos inside the museum. It’s not allowed.
5 Remember .................. (give) our room key to the receptionist.
6 I remember .................. (fly) in an aeroplane for the first time.

Sentence Transformations

Complete the second sentence so that it means the same as the first. Use no more than three words.

1 Bill can’t wait until he goes on holiday.
   He is looking forward .................. on holiday.
2 The last time Bill travelled abroad was five years ago.
   He .................. abroad for five years.
3 This year, he’s thinking of staying in a hotel.
   This year, he wants .................. in a hotel.
4 He’s having difficulty finding tickets.
   It’s difficult for him .................. tickets.
5 He is looking for a hotel room.
   He .................. booked a hotel room yet.

Your English-speaking penfriend wants to visit your country for their summer holidays. Use the prompts in the list to make sentences, as in the example.

• You should definitely … • It’s a good idea to go … at … • If you fancy …, then go to …
• Don’t miss … • You should avoid … because … • You shouldn’t leave without …

You should definitely visit Buckingham Palace. It’s where the Royal Family lives.
Listening skills

1d

Note taking

Preparing for the task

1. a) Read the questions and predict the type of word that is missing.

Name of travel agency:
1) Global .................. (adverb/noun)

Type of holiday:
2) ................ holiday (adjective/verb)

Total price:
3) £ .............. per person (number/word)

b) Now read a radio advertisement about a holiday and complete the gaps. Were your predictions correct?

Now, a short message from our sponsors, Global Travel, the number one travel agency in Hereford. They’re offering a new package holiday to Peru! The price is just £1,500 per person. When you consider that the flights alone cost £900, I’m sure you’ll agree this is a great deal! Contact them today!

2. You are going to listen to an announcement about a holiday destination. Before you listen, check these words/phrases in the Word List.

- wrap up
- warm climate
- turquoise waters
- crystal clear
- palm trees
- impressive architecture
- beach resorts

3. a) Look at the advert. What type of word does each gap ask for: noun? adjective? number? etc

A WINTER SUN DESTINATION

Destination: 1) ......................................... , the Caribbean

The dry season: 2) November – 3) ..................................

What it has to offer: beautiful beaches, crystal clear waters, local food

3) ................................................

Where you can stay: small, cheap 4) ...........................................

five-star 5) ........................................ beach resorts

Prices from: 6) £ ....................................... per person

b) Listen to the recording. For each gap, fill in the missing information.

4. Tell your partner three reasons why someone should visit Cuba.

Intonation: Stress-shift

Some words have same noun and verb forms. These nouns have strong first syllables while the verbs have strong second syllables.

5. Identify the forms in bold in the sentences. Listen and repeat.

1 a) I’d like a refund please.

b) They guarantee to refund our money.

2 a) The Sahara is a desert.

b) You shouldn’t desert your post.

3 a) Never insult others.

b) This is an insult.

6. Make sentences using these words as nouns and verbs. Read your sentences aloud.

- contrast
- present
- update

STUDY SKILLS

First, read through the notes to get an idea of what you will listen to. Before you listen to the recording, predict what is missing from each gap (a noun, adjective, verb, number, etc). This will help you complete the task.
Asking for/Giving directions

Lisa is talking to the concierge at the reception of the hotel where she is staying. Where does she want to go?

Listen and read to find out.

A: Excuse me, can you please tell me what the best way to get to the museum is?
B: Of course, madam. When you leave the hotel, go along Cherry Street and turn right into Main Street.
A: Right. And after that?
B: Take the first turning on the right into Orange Street. The museum is on your right opposite an aquarium.
A: Is it far?
B: No, it isn’t. It’s just about 5 minutes on foot.
A: OK, I think I’ve got that. Thanks a lot.
B: My pleasure. Have an enjoyable day.

Read the dialogue and find the route on the map.

Take roles and read the dialogue aloud.

Asking for directions

• Excuse me, can/could you please tell me how I get to ...?
• Excuse me, is there a (shopping mall) near here?
• Excuse me, are there any (Chinese restaurants) in this street?
• What’s the best way to ...?
• Could you please tell me where the (nearest bank) is?
• OK, and then what?
• How far is (the train station) from here?
• Is it far (from here)?

Giving directions

• Go straight on (until you come to ...).
• Turn left/right (into ... Street).
• Go along ... . • Cross ... .
• Take the first/second turning on the left/right.
• It’s on your/your left/right.
• It’s next to/between/opposite/behind/in front of the (bank).
• It’s on the corner of ... Street and ... Street.
• It’s at the end of ... Street.
• No, it isn’t far. It’s ... .
• It’s about 10 minutes on foot.
• It’s 15 minutes by car.

Work in pairs. Take the roles of a concierge and a hotel guest. Use the map and phrases in the box to act out a dialogue similar to the one in Ex. 1.

Student A: You want to go to the supermarket and then afterwards you want to go to a café.
Student B: Give directions to these places.

Describing a photo

Look at the photo carefully. Think about what you can see, the location, what the weather is like, what is happening, what the people are wearing, how they are feeling, etc. Try to use descriptive language with a variety of adjectives.

In this photo, I can see a young 1) ............... sitting on some 2) ............... . Perhaps they are outside a train station, because they have two 3) ............... with them. The weather seems to be 4) ............... – they are both wearing 5) ............... . The woman is also wearing a pair of blue trousers and a black leather 6) ............... , while the man is wearing a grey 7) ............... and brown trousers. Both of them are looking at a 8) ............... , so maybe they’re trying to find their 9) ............... . They both seem to be 10) ............... .

Cover the text and describe the photo. Make three mistakes. Your partner corrects you.
Does strolling along cobbled streets in one of the greenest cities in Europe sound attractive? Then you should go to Ljubljana, the capital city of Slovenia. With a population of just over 250,000, it’s a city full of history and culture.

There are a lot of things to see in Ljubljana. Take a funicular to the top of Ljubljana Castle and enjoy amazing views. Visit the City Museum of Ljubljana and learn about Ljubljana’s history.

You can’t be bored in this lively city. If shopping is your thing, head for Cop Street, a pedestrian street with designer label shops and trendy cafés. Don’t miss a visit to Tivoli Park, a colourful park that contains a zoo.

Ljubljana is the hidden gem of Europe. With its marvellous architecture and relaxing greenery, you’ll feel like you’re stepping into a fairy tale!
Read the theory. Then, put the adjectives in the correct order. Give reasons.

1. Buy a ........................................ rug in a local shop.
   (multi-coloured, large, beautiful)
2. Take a walk through the ......................... streets of the city.
   (narrow, charming, cobbled)
3. Have a meal in a ............................................................ restaurant in the city centre.
   (pleasant, Italian, traditional)
4. Stay in a .............................................................. hotel.
   (modern, comfortable, small)
5. Pick up some ........................................................ souvenirs.
   (popular, wooden, traditional)

Recommending a place

Use the words in the list to complete the gaps.

• offer • feast • visit • experience • bound • choice

1. The architecture in Vienna is a(n) ................... for the eyes.
2. It is a unique ................... to see St Petersburg in the winter.
3. London is a city which is definitely worth a(n) ................... .
4. Brussels is the ideal ................... for a city break.
5. You're ................... to have a great holiday in Rome.
6. Hamburg has something to ................... every type of tourist.

Writing

Brainstorming

Before you start writing, brainstorm for ideas. This will help you do the writing task.

BRAINSTORMING

Read the rubric in Ex. 1. Think of a place in your country. Copy the spidergram into your notebook and make notes under the headings.

comments/recommendation
name
location
what to see
what to do
population

Use your notes to write your article. Use appropriate techniques to start/ end your article.

Useful Language

Name/Location/Population

• … in the centre/middle/heart of …
• … in the north/south/east/west of …
• … on the south/east, etc coast of …
• … has a population of (over/around) … thousand/million.

What to see

• For those who love sightseeing, … is … .
• For … fans/lovers, there is/are … .
• If you like …, the place to head for is … .
• You (really) should/ought to visit … .
• Don’t miss the (open-air market/theatre, etc.)
• The most famous attraction/highlight is … .

What to do

• You can’t be bored in ….
• You (can sit in/try, etc) ….
• … has (parks, squares, etc) where you can ….
• … is a city/ town, etc that is full of (cafés, museums, etc) where you can ….

The nightlife is ….

Recommendation

• If you like/love …, then … is the place for you.
• … is the perfect/ideal choice for ….
• Visiting … is a unique/unforgettable experience that will stay with you forever.
• … has something for every type of tourist.
• You won’t be disappointed!
Fjords are long narrow stretches of water that reach far inland from the sea. These inlets are very deep and usually have steep cliffs or mountains along their sides. The waters in fjords are so deep that they are home to fascinating cold-water coral reefs.

Fjords were made by glaciers. Glaciers are huge masses of ice that form during an ice age. These heavy frozen rivers of very slow-moving ice make deep U-shaped valleys in the land as they flow out to the sea and melt. The sea water then fills the valleys to make fjords, which are much deeper than the sea outside.

Norway is famous for fjords, with around 1,200 of them. In fact, the word ‘fjord’ is a Norwegian word which basically means a place on the water where you can cross over to the other side. However, you can find fjords all over the world, including New Zealand, Greenland, Canada, Alaska and Chile.
Welcome to Middle-earth

What comes to mind when you think of New Zealand? Maybe you think of the kiwi – New Zealand’s famous flightless bird – or perhaps the country’s successful rugby team – the All Blacks! Well, something else that people associate with New Zealand is ‘Middle-earth’! This is the fantasy world that J.R.R. Tolkien created in his novels – and which Peter Jackson created in both ‘The Lord of the Rings’ and ‘The Hobbit’ film series! Jackson is a film director who comes from New Zealand and he decided to make all six ‘Middle-earth’ films in his home country!

The films were a huge success and won countless awards – and they also made New Zealand into the world’s leading destination for film tourism! The stunning shots of mountains, volcanoes and waterfalls inspired millions to visit the county, and now around 8 per cent of tourists say that Jackson’s films were the main reason why they chose New Zealand!

Jackson used over 150 locations in New Zealand for the films, so there are many places for visitors to see! For example, many tourists visit the snowy mountain peaks in the Queenstown region in the South Island. Another attraction is an area of rolling green hills just outside Matamata in the North Island. It used to be just farmland, but now it’s Hobbiton – the village where the Hobbits live in the films! Each day, around 2,000 visitors visit Hobbiton to walk around the fantasy village.

Of course, New Zealand isn’t just one large film set! It’s also a great place for outdoor activities and extreme sports, plus the locals are very hospitable. But for fans of the films, it’s a unique experience to step into Middle-earth. Afterwards you even have proof of your visit! Nowadays, whenever anyone arrives in New Zealand from abroad, they get a ‘Welcome to Middle-earth’ stamp in their passports!

Reading

1) The nickname for New Zealand’s rugby team is the ‘kiwis’.
2) J.R.R. Tolkien first came up with the idea for ‘Middle-earth’.
3) Peter Jackson directed six films based on Tolkien’s books.
4) The films didn’t receive many prizes.
5) Jackson’s films caused visitors to New Zealand to rise by 8 per cent.
6) It took Jackson 150 days to make all six of the films.
7) Jackson used locations on both the North and South Islands in the films.
8) The location for Hobbiton in the film is now a farm.
9) According to the writer, New Zealanders are very welcoming.
10) Officials mark foreigners’ passports in a special way.

Progress Check

1) Listen to the recording. For each gap, fill in the missing information.

Travel agency: 1) ...................................................
Length of holiday: 2) .................................. days
Weather: 3) ...................................
Activities: see view from Belfry Tower; visit 4) ............................................... shops in Market Square
Price: 5) £ .............. per person
Book at: 21 George Street – beside the 6) ........................................

Everyday English

Giving directions

A: Excuse me, 1) .........................................?
B: Yes, there’s one in Henry Street.
A: Great. 2) ...............................................
B: Go straight until you come to a baker’s.
A: OK, 3) ................................................
B: Then, turn left into Henry Street. The post office is opposite a bank.
A: Thanks a lot. 4) .......................................?
B: It’s about 10 minutes on foot.
Progress Check 1

Vocabulary

Choose the correct word.
1 They always bargain/rent/hire a cottage by the sea.
2 He enjoys live entertainment/wilderness/accommodation.
3 Average winter temperatures/snowfalls/storms don’t go below zero.
4 The locals are very warm/convenient/deep.
5 London is a top tourist landscape/destination/facility.

Choose the correct item.
1 The ferry to Malta departs at/on 5 pm.
2 They are travelling to Florida by/in car.
3 This hotel is very popular with/for students.
4 I love watching fireworks go off/on.
5 Book your hotel room in/by advance.

Grammar

Put the verbs in brackets into the present simple, present continuous, present perfect or present perfect continuous tense.
1 This soup ..................... (smell) delicious!
2 She ......................... (look) for a café all morning.
3 The plane .................... (arrive) at noon.
4 Kate ......................... (always/complain) about the weather.
5 ....................... (they/book) their flight yet?
6 I ......................... (think) of going to the beach.
7 Paul ......................... (just/arrive).
8 They ......................... (not/live) in Paris.
9 We ......................... (meet) Ann later.
10 Jane ......................... (appear) to be sad.

Choose the correct item.
1 I’d love visit/to visit China one day.
2 Imagine to see/seeing the Eiffel Tower at night.
3 Why don’t we go sailing/sail this afternoon?
4 We don’t have enough money buying/to buy this souvenir.
5 I don’t remember to see/seeing him before.

Writing

Choose the correct item.
1) .................................................... (just/arrive) in Dubrovnik in Croatia! Right now, we 2) ......................... (wait) for the bus to our hotel. Dubrovnik 3) ......................... (seem) like a really beautiful city, so I’m really looking forward to 4) see/seeing the sights! We 5) ......................... (travel) for the last eight hours, so I’m exhausted! We 6) stay/are staying here for one week, then, we 7) get/are getting a bus to Zagreb on Monday. I 8) ......................... (already/buy) the tickets. Talk soon!

Now I can ...

Lexical Competence
• talk about natural features
• talk about travel and places
• talk about the weather & holidays

Reading Competence
• identify T/F statements
• answer questions

Listening Competence
• listen for specific information (note taking)

Speaking Competence
• ask for/give directions
• describe a photo

Presentation Skills
• present: how lakes are formed

Writing Competence
• write an article about a tourist destination
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Components

**For the Student**

- **Student’s Book**
- **Workbook & Grammar Book**
- **Public Speaking Skills**
- **Class Audio CDs & Test Booklet CD-ROM**

**For the Teacher**

- **Teacher’s Book (interleaved)**
- **Workbook & Grammar Book**
- **Public Speaking Skills Teacher’s book**
- **Class Audio CDs & Test Booklet CD-ROM**

**Express DigiBooks**
Pushing boundaries

Module 2

A Look into the Future

1 Read the texts and choose the correct word. How do you think these technological developments are pushing boundaries?

We all know about smartphones, but what about smart bandages? These mini devices are 1) equipped/implemented with tiny electronic sensors. The bandage communicates through Wi-Fi with health professionals and can even release medicine. Researchers expect the bandages will 2) modernise/revolutionise healthcare within the next few years.

The smart home of the future will be a learning ecosystem 5) aware/acquainted of its inhabitants. Residents, wearable devices will send information such as body temperature to a control computer. The home can then 6) determine/designate when they are cold and react accordingly. Such 7) compliant/adaptable environments will literally care for their occupants.

Nanotechnology is the latest buzzword in research and 8) development/advancement. Scientists are building nanobots that manipulate matter at the molecular level. These micro-robots will destroy harmful 9) condiments/contaminants in polluted water, turning it into safe drinking water. It seems that environmental problems of pollution may 10) cease/terminate to exist with nanobots.

2 What are some other technological developments you expect to happen in the areas of: personal computing – medicine – the environment – robots – travel – home living in your lifetime? How will they impact the world?
1 The pictures show Rex, the bionic man. Complete the sentences. Use: pulsating, implants, prosthetic, self-regulating, artificial.

1 Rex has advanced ................. limbs.
2 Rex’s heart pumps ................. blood throughout his body.
3 Rex has cochlear ................. in his head, which allow him to ‘hear’ sounds.
4 Rex has a(n) ................. pancreas, so his blood sugar levels do not require monitoring.
5 Rex’s blood circulates through a network of ................. arteries, which pump the blood around.

2 Which of the sentences in Ex. 1 do you think are true about Rex? Decide in pairs. Then read the newspaper article to check.

He cuts a dashing figure, this gentleman: nearly seven feet tall and possessed of a pair of striking brown eyes. With a fondness for Ralph Lauren clothing, rap music and dining out with friends, Rex is, in many ways, an unexceptional chap. Except that he is, in fact, a real-world bionic man. Housed within a frame of state-of-the-art prosthetic limbs is a functioning heart-lung system, complete with artificial blood pumping through a network of pulsating arteries. He has a bionic spleen to clean the blood, and an artificial pancreas to keep his blood sugar at the right level. Behind deep brown irises are a pair of retinal implants allowing him to view the inquisitive humans who meet his gaze. He even has a degree of artificial intelligence: talk to him, and he’ll listen (through his cochlear implants), before using a speech generator to respond – although, like us, he sometimes stumbles over his words.

Created by a TV company, DSP, with the help of robotics experts, the bionic man was conceived as a response to the question; how close is bionic technology to catching up with, and even exceeding, the capabilities of the human body? DSP got in touch with Dr Bertolt Meyer, a charismatic young Swiss researcher, himself the user of an advanced prosthetic hand, and invited him to create a bionic man from scratch. It’s not the sort of invitation a chap gets every day, so what made Bertolt agree to it? “My aim was to demonstrate that prosthetics can, instead of conveying a sense of loss, pity, and awkwardness, convey a sense of ‘wow’ and amazement – a positive reaction, if you will,” he tells me.

The engineering behind modern prosthetics is certainly mind-boggling. They function by placing electrical sensors directly in contact with the skin. These sensors pick up the signals generated by muscular movements in the residual limb - signals that are then translated by software into natural, intuitive movement in the prosthetic limb. We all know about prosthetic limbs, even if many of us are not aware of just how sophisticated they now are. Less familiar, though, is the idea of bionic organs. These new fully integrated artificial body parts are designed to plug directly into our own metabolism. In effect, they are not within us, they become us. Take Rex’s pancreas, invented by Prof. Joan Taylor. Like a natural pancreas, this device requires no conscious monitoring – it is implanted permanently within the body, potentially liberating us from the chore of blood sugar monitoring. It is, Prof. Taylor hopes, only a few years from general use. Rex’s kidney is, likewise, a self-regulating artificial organ. It requires only the power of the body’s own blood pressure and performs all the functions of a biological kidney. Clinical trials are due to commence very soon.

In this future world, will we blur the boundaries of artificial and natural to an extent that we have to recalibrate our definition of self and non-self? That’s especially pertinent when we consider the reality of neural prosthetics, such as the memory chips developed by Dr Theodore Berger. Many of us are uncomfortable with the idea of brain implants, but should we be? And will broadening our definition of ‘self’ reduce this discomfort? Bertolt is pleased with the increasing normalisation, and even ‘coolness’, of prosthetics. But he expresses caution about the potential for elective use of such technology. It’s one thing to use a bionic organ to replace lost function but would we ever choose to remove healthy tissue to replace it with a stronger, better prosthetic? Elective use would, Bertolt fears, result in market forces becoming more important than medical need. In essence, those who can afford it could build up super-bodies, with the risk that manufacturers would then focus on fulfilling those demands, rather than on less profitable medical need. What’s certain, though, is that artificial body parts can already restore independence in a way never previously possible.

Rex is a real world example of how much of our bodies could soon be replaceable. As an engineering project, he is unparalleled, and as a symbol of future humanity, he is startling.
Read again and, for questions 1-6, choose the correct answer (A, B, C or D). Give reasons.

1. The writer refers to Rex as ‘an unexceptional chap’ in line 6 in order to emphasise
   A. his abilities.
   B. his humanity.
   C. his intelligence.
   D. his appearance.

2. Why did Bertolt accept the challenge to build Rex?
   A. He was keen to design an advanced prosthetic hand.
   B. He felt it would encourage those who’ve lost limbs.
   C. He was keen to see how people would react.
   D. He wanted to change people’s perceptions.

3. The writer mentions Rex’s pancreas and kidney in order to illustrate
   A. how new technology will benefit those who need prostheses.
   B. how straightforward the technology behind bionic organs is.
   C. how bionic organs differ from advanced prostheses.
   D. how difficult it is to integrate bionic organs into the human body.

4. What does the writer imply about brain implants?
   A. They challenge us to re-evaluate who we are.
   B. We are right to be uncomfortable with the idea.
   C. The idea is slowly becoming more acceptable.
   D. Scientists hold wildly different views on them.

5. Bertolt is worried that bionic organ manufacturers will
   A. not be able to gain the trust of the general public.
   B. choose financial gain over helping those truly in need.
   C. struggle to get the finances to further develop their technology.
   D. never fully overcome the extreme challenges they face.

6. In the final paragraph, the writer implies that the main purpose of the bionic man is
   A. to showcase the work of different robotics companies.
   B. to prove that technology has exceeded the human body’s abilities.
   C. to make people less fearful about artificial body parts.
   D. to demonstrate to people what could soon be achieved.

Vocabulary Focus

a) Explain the words in bold. Use your dictionaries.

b) In pairs, explain the meanings of the underlined phrases/parts of sentences in the text.

Text Analysis

Answer the questions. Use your own words.

1. To what extent is Rex like a real human?
2. How could the technology used to build Rex be a cause for concern?
3. How would you suggest prosthetic technology and bionic organs be used?

Listening & Speaking

Listen and read the text. In groups of 4, hold a debate about whether bionic limbs and organs should be used and if the practice should be elective. Support your viewpoints with reasons/examples.

Writing

THINK! Do you think artificial body parts should be transplanted into the human body and should such procedures be elective? Post your comments to the newspaper article.
Vocabulary from the text

1. Choose the correct word. Make a sentence with the other word.
   1. Bionic organs and limbs can now be fully generated/integrated into our own bodies.
   2. The trials of the artificial organs will commence/restore next year.
   3. Scientists expect that bionic organs will broaden/exceed the capabilities of natural ones.
   4. It is hoped that bionic organs will liberate/remove diabetics from constant blood sugar monitoring.
   5. Many find the idea of replacing/recalibrating human organs with artificial ones startling.
   6. The idea of building the bionic man was conveyed/conceived by a TV company.

2. Fill in: mind-boggling, intuitive, pertinent, self-regulating, elective, conscious.
   1. The cost of ......................... surgeries are not covered by most insurance companies as they are considered unnecessary.
   2. Advances in science have produced ......................... organs that use the body’s own blood pressure to work.
   3. I don’t see how this research is ......................... to the idea of artificial organ transplants.
   5. The speed of advances in Artificial Intelligence in recent years is just ......................... .
   6. The creators of Rex made a(n) ......................... effort to make him as human-like as possible.

3. Choose the correct word. Make a sentence with the other word.
   1. Bionic organs and limbs can now be fully generated/integrated into our own bodies.
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   5. Many find the idea of replacing/recalibrating human organs with artificial ones startling.
   6. The idea of building the bionic man was conveyed/conceived by a TV company.

4. Read the sentences and choose the word in bold that does not mean the same as the others. Use the chosen word in another sentence.
   1. Scientists have predicted/indicated/hypothesised/conjectured that we will all be using self-driving cars in the near future.
   2. It’s important to adhere to strict guidelines when overseeing/conducting/carrying out/undertaking research to ensure the validity of the results.
   3. Doctors are trying to establish what facilitated/triggered/prompted/initiated the patient’s severe headaches.
   4. Many scientists have disputed/contested/refuted/contradicted the results of his research but not his methods.

5. a) Listen to four people talking about new technologies. Match the speakers (1-4) with the problems (A-D) they believe technology can help solve.
   A illiteracy   B disease   C hunger   D air pollution
   1. Speaker 1
   2. Speaker 2
   3. Speaker 3
   4. Speaker 4

   b) Using the ideas from Ex. 5a, discuss with your partner how technology will be used in the future to solve the problems of illiteracy, air pollution, disease and hunger.
Everyday computing & Gadgets

6 a) Complete the sentences with the verbs in the list in the correct form. What do the words mean in everyday context? Make sentences to show an alternative usage for each.

• browse • freeze • drag • crash • load

1 You can use the mouse to .................. the file and move it into a new folder.
2 My computer just ................. and I lost all my work.
3 The screen ................... and the cursor won’t move.
4 It takes ages to .................. programs on my computer because it’s so slow.
5 Jason .................. the Web for hours looking for a present for his sister and he still hasn’t found one.

b) Answer the questions in pairs.

1 What gadgets do you use on a daily basis? What for?
2 How often do you surf the Internet? Why?
3 Do you know how to: download a file/program? use a scanner? edit a photo? bookmark a web page? Choose one and describe the procedure to the class.

Idioms (related to technology)

8 Fill in: light years, rocket science, plug, wires crossed, wavelength. Explain the meaning of the idioms.

1 Bob and Hilary got their ......................... online and showed up at different times! 2 The design for the self-driving car is .................. ahead of its time. 3 I don’t know why Sally is finding it so hard to print that document; it’s not ..................! 4 Jill and Tony make a good team in Science class because they are on the same .................. . 5 I’m afraid our funding has been cut and they’re pulling the .................. on the research project.

Prepositions

9 Fill in: for, to, with (x2), from. Check in Appendix I.

1 Have you been in contact .................. the client today about the software upgrade?
2 I’m not familiar .................. this program.
3 I think everyone will benefit .................. the development of automated cars.
4 This new program scans your PC .................. viruses.
5 Having WiFi means you don’t have to use cables to connect your computer .................. the Internet.

Phrasal verbs

10 Complete the gaps with fall or turn in the correct form so they match the synonym in brackets. Check in Appendix II.

1 Simon .................. down the job offer at the software company. (refused)
2 I can’t find my smartphone; it must have .................. out of my pocket! (dropped from)
3 Frank .................. on his Bluetooth to connect his wireless headphones to his tablet. (activated)
4 Brian knew he could .................. back on his Biology degree if he needed to. (rely on)
5 Technology is being developed that will .................. any surface into a touchscreen! (transform into)

Word formation

11 Read the text. Use the words in capitals to form a word that fits the gaps (1-8).

Do you want a Robot?
Then get a library card!

It’s a common belief these days that public libraries are on the verge of extinction with most books now online. This, however, is not the case in the city of Chicago. The city has reinvented its libraries as high-tech hubs with the help of various technologies such as 3D printers and laser cutters. The constant workshops help to transform old or new technologies to fit the needs of visitors. Also, in the case in the city of Chicago, the public library lends out Finch Robots. These cute cartoon stingrays, are easy to operate and teach their users about basic computer coding. In this way, the library hopes to bring technology into the hands of the public.

2b
Future tenses

1 a) Read the text and choose the correct options.

The Final Frontier

There's one TV programme that has captured the imagination of audiences for generations. The futuristic technology on the show has inspired scientists for decades and even seems to have predicted new inventions. This programme is Star Trek.

Some imaginary gadgets featured on the show that once seemed utterly impossible now exist. One example is Doctor McCoy's hi-tech hypospray, which he used to give injections without needles. Scientists have taken this idea a step further by developing a device which they hope to inject/ will inject/ have injected liquids at the speed of sound, completely painlessly.

It's incredible to think that in the not-too-distant future, we will be using/ will have been using/ are using many of the fantastic medical gadgets shown in Star Trek. However, this isn't the only industry that's reaching for the stars.

Star Trek has also inspired space travel. Large amounts of time, talent and money have been invested in our dream of following in the footsteps of Captain Kirk and his crew. Now, all that is paying off and NASA expects that humans are going to have visited/ will have visited/ will have been visiting other planets by the time we reach the end of the century.

The 100-Year Starship project also shows how sci-fi can guide reality. It brings scientists from diverse fields together with science-fiction writers in order to solve the problems that prevent intergalactic space travel. By the end of next year, this project will have been running/ will have run/ will be running for four years, and it's already changing the way we think about space travel.

So it seems that Star Trek, with so many ground-breaking ideas, is going to inspire/ will have inspired/ will inspire scientists for many more years to come.

c) What tense do we use after time words (when, by the time, until, before, after, etc.) to refer to the future? Find an example in the text, then write two more examples of your own.

2 Put the verbs in brackets in the correct future tense.

1 A: Look at the time, Sam! We .................................
   B: Sorry, I ......................................................

2 A: I can't believe we've finished the research!
   B: I know. This time next week, we ........................................

3 A: ...........................................
   B: I don't know. I ....................................................................

4 A: Do you think humans .........................................................
   B: I'm not sure, but I think we ................................................

5 A: Could you help me with my Science project please, Peter?
   B: Well, I'm busy this evening, but I .......................................

6 A: .................................................................
   B: Oh, he's already got one! By the end of the year, he .............................................

Other future forms

3 a) Read the sentences in the box. Which phrases are used to imply the future? What do they mean in your language?

1 Scientists are on the verge of manufacturing living tissues using 3D printing.
2 Holly has been studying very hard, so she is bound to do well in her exams.
3 The professor is due to give a presentation on robot nurses in a few minutes.
4 When your visitors arrive, they are to sign in at reception.

b) Rewrite the notices/headlines below using the expressions in Ex. 3a, as in the example.

Dr Robinson is to speak on robot intelligence at 9 am in the main auditorium.

Dr Robinson speaking on Robot Intelligence
9 pm, Main Auditorium

TOP SCIENTISTS TO MEET IN ROME THIS WEEKEND.
Degrees of certainty

a) Look at the phrases (A-J) and put them in order of certainty from the most to the least likely.

A I'm positive it will
B There's no way we will
C I'm almost certain
D It's unlikely that we will
E I'm fairly sure
F I suppose we
G I doubt if
H It's possible that
I There's not much chance
J I wouldn't be surprised if we had

b) Replace the words in bold in the sentences about the future with synonymous phrases from the box in Ex. 4a.

In fifty years’ time:
1 maybe people will have bionic bodies. ...........
2 we probably won't have transporter technology. ...........
3 I'm nearly sure people will live longer. ...........
4 I'm certain we won't all be flying spaceships. ...........
5 I don't think we will move to another planet. ...........
6 I'm pretty sure doctors will have cured many diseases. ...........
7 there's a chance that we might be exploring other planets. ...........
8 it's definitely going to get hotter. ...........
9 we might have our own robots. ...........
10 I don't believe that aliens will be living on Earth. ...........

b) Insert it or there in the correct place.

1 Mark made clear that he didn’t want anyone to touch his smartphone.
2 Is any reason we won’t explore the galaxy in the future?
3 I find exciting that science may give humans bionic body parts in the future!
4 If is life on other planets, I think we should look for.
5 I don’t know if is a chance that we will all have self-driving cars in the near future.
6 I like when the whole family watches a film together.

b) Rewrite the sentences to make them sound more natural by using it or there, as in the example.

1 To go to the lecture about nanotechnology would be interesting.
   It would be interesting to go to the lecture about nanotechnology.
2 Experts now think that water exists on Mars.
3 To buy an SLR camera if you don’t know how to use one is a bad idea.
4 Does this café offer free Internet access?
5 Robots totally replacing humans seems unlikely.
6 A few similarities between sci-fi films and real life now exist.

Key word transformations

Complete the second sentence so that it means the same as the first, using the word in capitals. Use between three and six words.

1 Daniel hates being interrupted by the telephone while he’s studying. WHEN
   Daniel ............................................... him while he’s studying.
2 There’s no way we will be visiting virtual doctors in the next five years. CERTAIN
   In the next five years, I’m ............................................ virtual doctors.
3 I’m certain Andy will win the Young Inventors’ competition. BOUND
   Andy ............................................... the Young Inventors’ competition.
4 Next month, the company will be celebrating ten years in the field of robotics. WORKING
   By this time next month, the company ........................................ in the field of robotics for ten years.
5 I doubt that Robyn can’t send an email. HARD
   I find ........................................ that Robyn can’t send an email.

c) Make predictions about your future. Use the phrases in Ex. 4a to tell the class.

s) Research online about gadgets of the future. Choose one and say what it would be used for. Present it to the class.
Listening skills

Multiple choice – short extracts

Preparation for the task

STUDY SKILLS

Read each rubric to get an idea of what you are going to hear. Then, read the questions and answers, and think about what you will listen for e.g. specific information, the speaker’s purpose, feelings, attitudes & opinions, etc. Remember, information may come from anywhere in the extract and be paraphrased. Listen carefully to the entire dialogue before choosing your answers.

a) Read the rubric and questions 1 and 2. Underline the key words. What is each question asking about?

You hear two people talking about young children and technology.

1 Both speakers feel that young children cannot handle responsibility.
   A They can cause some students to feel isolated.
   B They take a little more work to get right.
   C They are a major distraction for students.

2 What do the speakers disagree on?
   A Children are too young to learn about technology.
   B Children find it difficult to understand things.
   C Children should not be given so much freedom.

b) Read questions 1 and 2 in Ex. 1a again. Then read the extract to find what the speakers agree/disagree on. Now answer the questions.

Woman: I find it quite disturbing that there are smartphones on the market aimed at primary school children. I don’t think it’s good for them to have access to that kind of smart technology at such a young age.

Man: Oh, I don’t know about that. Technology is such a big part of our lives these days. I think it’s important for them to learn about it when they’re young, when they find it easier to take in what they’re exposed to.

Woman: I’ll go along with that. Young people are more adept at learning things, but I don’t believe the freedom and responsibility that goes with having a mobile is something they should be entrusted with until they are old enough to understand it.

Look at the underlined phrases in the extract in Ex. 1b. Which expresses agreement/disagreement? Replace them with sentences from the Useful Language box.

3 Listen and for questions 1-6, choose the answer (A, B or C) which fits best.

Extract one

You hear two teachers talking about a learning resource.

1 What does the woman suggest is a drawback of interactive whiteboards?
   A They can cause some students to feel isolated.
   B They take a little more work to get right.
   C They are a major distraction for students.

2 Why does the woman mention the use of calculators?
   A to show that the situation is unlike anything else
   B to emphasise the need for change
   C to demonstrate her knowledge of the subject

Extract two

You overhear two friends talking about some new technology in their old school.

3 How does the woman feel about the introduction of the new technology?
   A She never thought it would happen.
   B She doesn’t believe there’s a budget for it.
   C She thought it should have been done sooner.

4 What does the man think is the main advantage?
   A making the school day easier
   B increasing motivation
   C improving essential skills

Extract three

You hear part of a radio discussion about young people and the study of science.

5 Both speakers feel that many young people lose interest in science because
   A they don’t find their lessons exciting enough.
   B it seems irrelevant to their professional lives.
   C they aren’t receiving adequate careers advice.

6 What does the woman feel would best promote the further study of science?
   A visits to schools from science experts
   B work experience in science professions
   C students working together in classes

4 What could schools do to make science more interesting? Discuss in groups.
Speaking skills

Making/Responding to suggestions

1 Read the first exchange. What is the dialogue about?

2 Complete the gaps (1-6) with the phrases: It might be a good idea to, What are your thoughts, Have you considered, We could I suppose, I couldn’t agree with you more, I see what you mean but.

Listen and check.

Angie: Tony, Director Collins has asked for suggestions on how to raise the profile of the college using the Internet.

Tony: Well, I think the existing website needs updating. 1) .............................................?

Angie: 2) ............................................. . The website definitely needs a makeover. Including interviews with students would show why they enjoy studying at the college. What about promoting the college on social networks?

Tony: 3) ............................................. . Young people use social media more for socialising with friends and I’m not that sure they would pay attention to a college advert.

Angie: 4) ............................................. creating a video channel on a video sharing website?

Tony: Hmm. 5) ............................................. . How does that work?

Angie: Well, we would upload eye-catching videos about the college and potential students could follow the channel to see more videos.

Tony: I see. Let’s write down our ideas and present them to Director Collins.

3 In pairs act out similar dialogues using phrases from the Useful Language box and the ideas below.

• hold an open day • update prospectus • run a stall at college fair

Making a suggestion

• It might be a good idea to ...

Inviting a response

• What are your thoughts?

Accepting a suggestion/idea

• Great, I hadn’t thought of that.

Rejecting a suggestion/idea

• I see what you mean, but ...

Comparing & Speculating on pictures

4 The pictures (A-C) show different ways of learning. What can you see in each picture?

A

B

C

5 Compare two of the pictures and say:

• How are these technologies used for learning?

• What are the benefits of these ways of learning?

Use the phrases in the Useful Language box below.

Comparing

• Both pictures are similar as they show ...

• In the first picture ..., whereas in the second one ...

Speculating

• I suppose/imagine/assume that ...

• I’m convinced that ...

Which way of learning in Ex. 4 is the most effective? Tell your partner, giving reasons.
General introduction

A proposal is a formal, informative piece of writing which outlines plans and/or suggestions for a future course of action, and is submitted for approval to a superior at work, a local council, a college headmaster, a peer group such as colleagues or club members, etc.

General outline for proposals

Beginning ► state who the proposal is to and from, the subject and the date
Introduction Para 1 ► state purpose & content of proposal
Main body Paras 2-4 ► present each aspect under separate subheadings
Conclusion Para 5 ► summarise the points made in the main body and if necessary express your own opinion

Formal style characteristics

• complex sentence structure (e.g. Presently, the computer system and most of the other equipment are incredibly outdated, which is a cause of frustration for many members of staff.)
• advanced vocabulary (e.g. It is everyone’s responsibility to protect school property.)
• advanced phrasal verbs (e.g. It is essential we find ways to bring about improvements.)
• full verb forms (e.g. It is my firm belief that we should employ a technician to help oversee the installation of new equipment.)
• formal linking words/phrases (e.g. What is more, some students have expressed concern about the lack of school facilities.)
• impersonal tone (e.g. It would be a good idea to upgrade the computer system in the office.)
• frequent use of passive forms (e.g. Some available funds could be used to improve the office environment.)

Understanding the rubric

1 Read the rubric and answer the questions.

The director of the school where you are studying English, Mr. Fraser, has received funding to improve technology facilities at the school and has invited students to send him a proposal suggesting how the money should be spent. In your proposal you must evaluate the school’s existing facilities, suggest what improvements could be made and outline the likely benefits for students. Write your proposal in 220-260 words.

2 Read the model and fill in the missing words/phrases in the list.

- as to how • As requested • Finally
- Consequently • I propose • In summary
- In addition • It would be beneficial
- To begin with

To: Mr. Fraser, director
From: Maria Angelo
Subject: funding to improve technology
Date: 22nd March

A Introduction

1) ……………………., I am submitting this proposal to make suggestions 2) ………………… funds for improving technology facilities should be used for maximum benefit to students.

B Classrooms

3) ……………………, the school is lacking up-to-date technologies in classrooms. Students are unable to access the latest programs because of the extremely old machines on site. I believe that 4) ………………… to update all classrooms with tablets and interactive whiteboards. This way, students will be able to take notes and do online research and lessons more interactive and interesting.

C Library

5) ……………………, although the school library has a number of computers, most of them are outdated. Therefore, I would strongly recommend the school replace the existing computers and install a multi-media room in the library. It can be equipped with new computers, a projector and a large screen. 6) ……………………, students will be able to collaborate on shared projects and make audio-visual presentations there.

D Online platform

7) ……………………, other than a school website, students do not have additional academic support outside of school hours. Therefore, 8) ……………………. the school creates an online platform where both teachers and students can share information about lessons. Teachers, for instance, can post homework assignments and extra study materials for students to access. As a result, students can share notes and collaborate on group projects online.

E Conclusion

9) ……………………, I suggest that the funding should be used mainly to update technologies in school classrooms and install a multi-media room in the library as well as create an online platform accessible by teachers and students. I expect that this will help maintain students’ interest levels and enhance learning during their lessons and study time.

3 In pairs, find examples of formal language in the proposal. Then think of an alternative heading for each paragraph.
Read the table above. Replace the linkers in bold in the model in Ex. 2 with other appropriate ones from the box.

Choose the correct linker. What is each used for?

1. In this way/What is more, some employees are concerned about the lack of equipment in the office.
2. In particular/Although, work is done more efficiently as users can share applications and data quickly and easily.
3. Secondly/To begin with, it is necessary to discuss how computers have become essential in classrooms as a learning resource.
4. Therefore/Whereas, students can achieve instant communication with other class members with just a click of a mouse.
5. Whereas/As a result, students can experience a wealth of new learning material online.
6. Productivity in the office is low, owing to/namely the fact that the company computers are slow and outdated.
7. Since/In doing so, students will be able to use the latest technology such as webcams to interact with students abroad.
8. Although/As the costs for upgrading the office equipment are fairly high, the future financial benefits will be considerable.
Choose the correct words/phrases.

1. The office should/would install an online network to back up documents. As a result, we anticipate/intend fewer documents will be lost.

2. I expect the potential/proposed improvements to the computer room will be completed/will have been completed by the end of the summer. This way any unforeseen/coming problems will be avoided at the beginning of the school year.

3. By creating a website for the shop, we can look forward to/propose increased sales in the future/coming year.

4. I suggest/predict the company should create an online help desk for clients. Consequently, clients will receive/will be receiving faster service in the future.

Future & Hypothetical constructions

Proposals always refer to events that should, might or will happen. We mostly use future and hypothetical constructions:

- **future simple** tense e.g. By upgrading the computer system in the office, we will increase overall efficiency.
- **future continuous** tense e.g. As a result of online advertising, the company will be reaching customers all over the world.
- **future perfect** tense e.g. By creating an online shop, the company will have increased its profits by 30% by the end of the year.
- **modals** e.g. This should/could/might result in fewer software bugs.

Certain verbs such as propose, intend, expect, hope, predict, forecast, look forward to, anticipate are also commonly used to suggest the future.

Adjectives are used to make collocations with a future meaning e.g. the proposed improvements, the potential hazards, the future plans, any foreseeable problems, in the coming days/weeks, etc.

8 a) Read the two extracts. Which is written in the correct style? Why?

Technology in schools

A Presently, some schools have brought in compulsory tablets for children. I suggest that all students should be encouraged to use tablets in the classroom. This way, students not only become computer literate but also acquire skills needed to enter the workforce.

In addition, in order to remedy the information imbalance in textbooks, I propose they should be replaced with tablets altogether. This will bring many benefits as students can use the cloud and will not be obliged to carry textbooks. Thus, they will become computer savvy technistas who can use mobile operating systems such as iOS. As a result, students’ interest levels and learning experiences will be boosted.

b) Read the section of a proposal and replace the underlined words/phrases with the more advanced/formal language from the list.

- enable them to grasp the benefits of following a scientific career
- could also entice them • dynamic science professionals
- An effective method of heightening students’ interest
- As a result, they would gain insight into • placements

Motivating students

1) One great way to get students more interested in science and technology would be to offer them work experience jobs with science professionals.

2) This would give them the chance to see the essential role of scientists in society and help them realise why it would be good to become a scientist.

3) Inviting lively and interesting workers into schools to speak to students would also maybe make them like science or technology.

9 a) Read the rubric and answer the questions.

Your are studying in an exchange programme at a college in the UK. The college is planning a Science and Technology week and the head teacher, Mr Albertson, has asked for proposals suggesting what kinds of activities should be planned and how they would benefit the students. Write your proposal in 220-260 words.

1. What is the purpose of your proposal?
2. Who is the target reader?
3. What style should you write in?
4. What information should you include in your proposal?
b) Look at the two plans below. Which plan do you think is best for the rubric in Ex. 9a? Why?

**Plan A**

- **(Para 1)** State why you are writing the proposal.
- **(Paras 2-4)** Suggest activities under separate subheadings indicating how they would benefit the students.
- **(Para 5)** Summarise your ideas.

**Plan B**

- **(Para 1)** State the problem.
- **(Paras 2-4)** Give examples of past school activities and say how they affected students.
- **(Para 5)** Suggest a few activities explaining how they could benefit the students.

10 a) Read the headings 1-4. Match them to the details (a-d).

1  Class trips to science museum  
2  Science competitions  
3  Presentations from professionals  
4  Visits to science workplaces

- a) could invite into classrooms to put subjects in context – perform ‘shows’ or experiments – highlight fun side of science  
- b) has four floors of interactive exhibits & excellent reviews  
- c) could work in groups to carry out experiments/invent something etc  
- d) shadow a professional for a day – question them about their job

b) Listen to two people discussing the topic in Ex. 9a. Which of the points in Ex. 10a do they mention?

11 Listen again. What benefits have they mentioned? Make notes in your notebook.

12 Use the ideas in Exs 10a & 11, phrases from the Useful Language box and appropriate linkers to write your proposal. Follow the correct plan from Ex. 9b.
1. Read the sentences. Underline what types of words are missing in each sentence.

2. For questions 1-8, read the text below and think of the Word which best fits each gap. There is an example at the beginning.

3. For questions 1-8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and six words, including the word given.

4. Mike wandered off. 
   He .
   a) The writer could have described the software in this way.
   b) The writer could have illustrated the software in this way.

5. Students spend too much time online at school has led to the imposition of Internet restrictions. Internet restrictions at school are a result of student spending too much time online.

6. Although there is little evidence that this computer is good, many people still want to buy it. 
   a) LACK
   b) greed

7. Young people have started to buy the computer in .
   a) town
d) in good

8. Only when Lenin looked up from his laptop did he notice his right hand had left. 
   a) table
   b) put

9. The lecture gave me enough inspiration to programme a robot.
   a) put
   b) put

10. In your job machine operators make .
    a) work
    b) work

11. A recent survey was carried out .
    a) by a group of researchers at the University of Oxford.
    b) by a group of researchers at the University of Oxford.

12. The factory doesn’t have enough employees, so a select .
    a) production
    b) production

13. There are a variety of machines at the factory. Several of which are individually operated. Some machines are individually operated. The factory doesn’t have enough employees, so a select .
    a) production
    b) production

14. Technology can be used to create and sell virtual worlds and experiences are regularly used by companies.
   a) work
   b) work

15. The high tech is .
   a) hard
   b) hard

16. The computer programmer made .
    a) work
    b) work

17. Be careful to check the packaging to avoid .
    a) confusion
    b) confusion

18. He used a .
    a) type
    b) type

19. Fill in the gaps with the words below. Then put the words in brackets into the correct form.

20. Grammar in Focus
    a) Fill in the gaps with the words below. Then put the words in brackets into the correct form.
    b) Fill in the gaps with the verbs that best complete each sentence.

21. Language Focus
    a) Fill in the gaps with the words below. Then put the words in brackets into the correct form.
    b) Fill in the gaps with the verbs that best complete each sentence.

Language Knowledge

2. Open close text

3. Studying for the task

4. The missing words in open close tasks are commonly pronouns (it, the, etc.), relative pronouns (that, which, etc.) and prepositions (of, in, to, on, by, for, from, with, etc.).
Progress Check 2

Listening

You will hear two colleagues talking about new technologies.

Extract 1

1. What is the company’s opinion of new technology?
   A. They are concerned about its impact.
   B. They think it’s expensive.
   C. They don’t see any problems.

2. What happens when children are given too much screen time?
   A. They become more creative.
   B. They become more adventurous.
   C. They become less active.

Extract 2

1. How might a student benefit from using new technology?
   A. They can improve their communication skills.
   B. They can learn more about a subject.
   C. They can develop their problem-solving skills.

Grammar

Choose the correct items.

1. Kate is due to speak to her dad about her exam this week. She’s joining him for lunch today.
   A. Kate is due to speak to her dad about her exam this week. She’s joining him for lunch today.
   B. Kate is due to speak to her dad about her exam this week. She’s joining him for lunch today.
   C. Kate is due to speak to her dad about her exam this week. She’s joining him for lunch today.

Reading

Read the text and, for questions 1-4, choose the correct number (A, B, C, or D).

1. What does the writer imply about his mother’s attitude to his father?
   A. She is fond of his father.
   B. She is critical of his father.
   C. She is indifferent to his father.
   D. She is excited about his father.

2. In the first paragraph, the writer seems to imply that
   A. he is looking for a job.
   B. he is working for a newspaper.
   C. he is working on a computer.
   D. he is working on a computer.

3. What the writer said that the possibilities of the technology shown by all four of them means
   A. he is satisfied with the design.
   B. he is really interested in technology.
   C. the designs are identical.
   D. he will become too complicated to use.

Vocabulary

Fill in the blanks with the words in brackets.

1. There is a particular word (technological)

Progress Check 1

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Vocabulary

Fill in the blanks with the words in brackets.

1. There is a particular word (technological)
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