

REPUBLIC OF TUNISIA  
Ministry of Education and Training

# SKILLS For LIFE

**Year 4 Secondary**

## **Teacher's Book**

### Writing Team

Jawida Ben Afia , *Inspector General of Education*

Jameledine Aichi , *Teacher Trainer*

Fatma Bechoual , *Teacher*

Rachid Najar , *Inspector*

### Evaluation Team

Mohamed Ben Abdallah , *Inspector*

Abdenmour Khemiri , *Inspector*



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## Introduction

This guide provides a description of the book with its various components and of the sections within the lessons. It also provides answers to almost all exercises. It is a necessary tool that accompanies and supplements the STUDENTS' BOOK. It gives details of the inherent features of the material and the basic choices and underlying principles of the syllabus and its implementation. Some specific aspects of the syllabus have to be inferred through the activities proposed and are not quite obvious if no interpretation is made. This guide highlights those features by explicating the objectives and purposes of the tasks suggested.

A detailed description of each component and feature will appear in the various sections that are listed in this guide Contents .

The Teaching/Learning material consists of a STUDENTS' BOOK, a TEACHER'S BOOK and a Class Cassette or Audio CD with the listening material included in the lessons.

### WHY IS THE STUDENTS' BOOK CALLED 'SKILLS For LIFE'?

The title means that the book will help students acquire the skills that they will use in their everyday life and will last throughout their life.

*For life* refers to lifelong skills.

**SKILLS** is an acronym used for the following activities:

**S** stands for survey, search, scan, skim

**K** ..... know, knowledge

**I** ..... invest, interact, interpret, investigate, infer, identify

**L L** ..... listen, live, learn, look for

**S** ..... select, speak, share, simulate, seek,

Some of these words appear on the front cover of the book ( bottom left corner)

**SKILLS 4 LIFE** caters for the personal, social, academic and educational needs of the Year 4 secondary learners of English and of other subjects .Learners need access to and mastery of both language and skills. They need awareness of the language system and of how it is put to use. The syllabus is laid out in the STUDENTS' BOOK in 5 UNIT OUTLINES . The outline contains all the details of the language and skills in focus and reflects the activities suggested to the learners.

**SKILLS For LIFE** provides approximately 40 to 50 hours of work with **36** lessons aimed at the 3-hour a week classes and 50 to 60 hours for Arts students who have 5 hours a week and **10** extra lessons ,labelled "**sessions**" to distinguish them from the common core 36 lessons.

Lessons are coverable within one hour but some require 90 minutes or 2 hours .Enough free time is left for teachers to work comfortably with their students, making sure the material is covered by mid-May at the latest.

Designed to meet the needs of Year 4 students ,the book uses carefully selected extracts from a variety of sources to develop all four skills.

Special emphasis has been laid on **Writing as a Process** to ensure a respectable mastery of the writing skill .On 8 occasions ,students are invited to produce a piece of writing through the process: the instructions given are phrased in such a way that students follow the steps of the process when performing the writing task.A **whole hour should be devoted to the writing task:** production(drafting redrafting,peer correction,finalizing).This time allocation will help both students and teachers to ensure proper training in writing with the hope that marks in the Bac exam will improve thanks to this intensive training.

# PART I :STRUCTURAL and ORGANISATIONAL FEATURES

## STRUCTURE OF THE STUDENTS' BOOK

The book is made up of **4 main units containing 9 lessons each.**

These are the **COMMON CORE LESSONS** for all branches . The lessons are easily coverable within the 20 weeks (60 hours) devoted to pure teaching throughout the school year.

There are 10 more lessons **FOR ARTS STUDENTS** labelled 'sessions' and numbered from 1 to 10 : Units 1 and 2 contain two sessions each. A third session is added in Units 3 and 4. During these supplementary sessions,the students are exposed to different genres of literary texts: short stories, a sample Shakespearean Sonnet and an excerpt from 'As You Like it': Comprehension focuses mainly on style, inferencing and figurative language.

The book starts with an **INTRODUCTORY UNIT** that checks some important lexical items and gets the students into the new material. It is not divided into separate lessons. All the activities suggested are coverable within approximately 3 to 4hours.

A mini unit labelled **BEFORE WE SAY GOOD BYE** lies before the **ADD-ONS section (devoted to Grammar and Vocabulary).**

This part of the book aims to get the students to:

- self-evaluate the skills they have acquired
- evaluate the textbook
- prepare for the exam

It also provides them with:

- useful recommendations
- organisational ,physical and psychological tips for success

Students are also invited to evaluate their skills and the textbook by filling out the questionnaire provided. The information gathered will be used for the revision of the experimental edition of the Student's Book.

### CHECK YOUR LANGUAGE AND SKILLS 1&2

**To ensure recycling and revision,language as well as skills are consolidated and reinforced regularly to enable students to master what they have learnt and use it comfortably at any time.**

The two **Check your Language and Skills** occur after every 2 units.The first is just after Unit 2 and the second after Unit 4.They contain activities meant to provide learners with opportunities for self-evaluation and recycling. A variety of exercises are suggested to help learners revise and consolidate the language they have come across in the two preceding units.A range of skills-related activities is also provided for further practice and training.

A revision of Year 3 programme is also included at the very beginning of the book.This is called "**Checking Year 3 Programme**"with a range of language tasks and a writing as a process task.

### STRUCTURE OF THE 4 MAIN UNITS

Lesson 1 in each of the 4 main units usually provides an introduction to the topic and a contextualized presentation of the major lexical items related to the topic and subtopics to be dealt with in the unit.Each unit is made up of 9 common core lessons, with lesson 9 being devoted to writing as a process. Two or three lessons are added for Arts students: these are labelled and numbered **Session 1,Session 2 ....up to Session10.**

## SAMPLE UNIT OUTLINE (UNIT 4)

| Lesson   | Title   | Constructing meaning   | Communicating   | Functions and linguistic exponents                       | Pronunciation                      |
|----------|---|--|---|--|------------------------------------|
| 1.       | <b>Life Concerns</b>                            | Reading and comparing 2 poems<br>Using a dictionary                                  | <b>Predicting</b> the content of the unit                                     | Collocations   |                                    |
| 2.       | <b>Attitudes</b>                                | Listening to a song<br>Reading quotations  | <b>Speaking</b> :<br>Interpreting and discussing Shakespeare's quotations     | Identifying the tone of a song                           |                                    |
| 3.       | <b>If Poem</b>                                  | Reading a poem   | Writing an If poem  | Expressing opinion and judgement                         | Silent letters<br>Minimal pairs    |
| 4.       | <b>Consumerism</b>                              | Reading an article<br>Reading speed<br>Matching paragraphs to titles                 | Speaking: Oral presentation based on cartoons                                 | Inversion<br>NOR   |                                    |
| 5.       | <b>EcoDriving</b><br><br><b>Global Warming</b>  | Reading: tips to save the environment<br>Reading a leaflet<br><br>Using a dictionary | Speaking:<br>reacting to slogans about the environment<br>Producing a leaflet | Needn't --> Absence of necessity<br>Conditional Type 2   |                                    |
| 6.       | <b>Urban Exodus</b>                             | Reading extracts from a newspaper<br>Matching paragraphs to titles                   | Writing a postcard  | Although<br>Despite<br>Parallel structures               |                                    |
| 7.       | <b>Listening to a Newscast</b>                  | Listening to a newscast<br>Interpreting Metaphors                                    | Speaking: predict the content of a newscast                                   | The passive<br>Converting weight, length and temperature |                                    |
| 8.       | <b>Staff Management</b>                         | Reading an article   | Speaking: Role play   | Parallelism<br>C-Test: completing words                  | Word stress                        |
| 9.       | <b>Job Ads)</b>                                 | Reading ads  | <b>Writing</b> a letter of application  |  |                                    |
| For Arts | <b>Session 8<br/>The Richer,<br/>The Poorer</b> | Reading an extract from a story<br>Using a dictionary                                | A class debate about a specific issue   | The subjunctive  | Word stress                        |
| For Arts | <b>Session 9<br/>A Secret for Two</b>           | Reading an extract from a story  | Writing:<br>Producing a summary   | The subjunctive  | θ ð /f_ / _ou/ /f/ /<br>ou/ / ɔ :/ |
| For Arts | <b>Session 10<br/>What a Wonderful World !</b>  | Listening to two songs   | Writing: Developing notes into a biography                                    | Expressing appreciation of music<br>Comparing songs      | /a:/ae /ɛ/ /ai/                    |

# TYPICAL STRUCTURE OF A LESSON

LESSON ( number)

Title of text or topic

**INTO READING or any other 2 SKILLS BLEND**

**SPEAKING**

**IN PAIRS or IN GROUPS**

**READING or LISTENING comprehension activities**

**LEXICAL FOCUS**

**GRAMMAR FOCUS**

**PRONUNCIATION FOCUS**

\*Develop your Writing Skill/Develop your Speaking Skill

At the end of each lesson ,a summary of the linguistic elements and the competencies developed appear in the 3 boxes below.

| My New Words | My Grammar | WHAT I CAN DO NOW |
|--------------|------------|-------------------|
|              |            |                   |

\*At times a third skill is developed in a particular lesson .It is then suggested in a section - at the end of the lesson- before the summing up.

## **IN PAIRS / IN GROUPS ACTIVITIES**

They provide students with an opportunity to practise communication skills, interaction and social relationships .

## **WHAT I CAN DO NOW**

This is a regular section in all lessons. It is closely linked to the list of skills and strategies in the Official Syllabus (Pages28 -34)

Students have been gradually trained to listing the skills and strategies they have acquired in each lesson and later given more autonomy so as to complete the list on their own.

## PART II : CHOICES, PRINCIPLES and ASSUMPTIONS

### FEATURES of the MATERIAL

The texts used represent different genres and come from various authentic sources: newspapers, magazines, leaflets, brochures, advertisements, diagrams, proverbs, quotations, short stories, novels, plays, poetry, songs, visuals and web-based material. Adaptation of authentic texts has been carried out carefully so as to preserve the coherence of the genuine text.

### APPROACH and PRINCIPLES

The learner is viewed as “an active user of English in the contexts and activities proposed in each lesson rather than a passive recipient of input provided by the teacher” The methodology is mainly communicative. It involves the integration of ICT through Webquests and enhances Project Work and the use of PORTFOLIOS. This will help the learner develop a spirit of creativity and make him / her able to learn beyond the classroom in an autonomous way.

### SKILLS BLEND

There is a balance and blend of the four skills. One skill leads into another with the first meant to activate the learner’s knowledge of the world, to help him/her relate to it in a personal way so as to guarantee a greater involvement and a deeper interest in the issue at hand. The first skill activities serve as a stepping stone to the second skill in focus.

The different combinations of skills covered in the book are: Speaking **into** Reading, Speaking **into** Writing, Speaking **into** Listening, Reading **into** Writing, Reading into Speaking and Listening **into** Speaking.

These labels have specific colours in the STUDENTS’ BOOK. A different colour is used for a particular blend of skills. The colour code helps both teachers and learners to identify the skills in focus. Check the colours used in the book.

The label “**INTO**” replaces the traditional divisions of the lesson into PRE, WHILE and POST main skill stages. Lessons used to be divided into a pre-listening/reading stage, followed by the while-listening/reading stage which would lead to a post-listening/reading stage devoted to a writing or a speaking activity.

## PART III :SPECIAL FEATURES and FOCI

### READING SPEED

This is meant to develop reading speed and the skimming strategy. Learners get training in reading for gist and main points instead of being concerned with the articulation of sounds and lip movement.

### WRITING as a PROCESS

A special emphasis has been placed on the Writing Process which has been introduced from the very beginning (in Check Year 3 Programme) so that the students learn to be autonomous writers step by step, to share their compositions and to respond to peer review.

1. Generating ideas
2. Planning and organizing the ideas
3. Writing the first draft
4. Sharing and responding (peer review)
5. Revising and editing
6. Writing the final draft

A correction code is provided in the Student's Book. The teacher can use any other checklist.

Teachers are kindly requested to devote a whole session to developing the writing skill as stated in the tasks included in the book and raising students' awareness to the different steps of the writing process.

### LEXIS and WORD ATTACK SKILLS

The lexical items are presented in meaningful contexts. The main criterion for the choice of vocabulary is **frequency**.

A wide range of strategies and activities is used to get the students to work out the meaning of new words themselves.

Such activities include matching words and definitions, finding synonyms and antonyms, exploiting dictionary entries, listing synonyms, exploring thesauruses, working on word-building and morphology. A sampling of the various activities is available in the Lexical Focus section within each lesson.

If a new, unfamiliar word appears in some instructions, do not bother about it: just use an easier equivalent. Such words have been simplified or explained in the instructions but at times, it is crucial to use a specific item the synonym of which would not convey what is meant or required in the question or instructions.

A list of the new lexical items, specific to year 4, is provided at the end of the book. It is arranged in alphabetical order with a mention of the unit and lesson where each word appears.

### GRAMMAR

The structures are presented through examples taken from the texts and the students are asked to focus on them and say what they notice; then they work out the rule for themselves **inductively**. (A) practice exercise(s) is/are suggested for further consolidation of the new structure. The structures that appear in the syllabus in boldtype are considered new at this level. Other structures dealt with at the previous levels are also revised for the sake of consolidation.

# PORTFOLIO MANAGEMENT

## What is a PORTFOLIO?

A portfolio is a purposeful collection of students' work compiled during the course and meant to exemplify the learner's learning style, development and achievement as a result of a continuous process of reflection and self-assessment. It demonstrates efforts and progress in given areas. It is evidence to learners of their efforts and their achievements.

## What are its Purposes ?

- Stimulate reflection and improvement of a learner's performance.
- Promote reflection on one's learning process as a means to develop and improve one's learning.
- Assess one's learning strategies
- Learn about how one is changing.

**My portfolio shows who I am. Without reflection, the portfolio remains merely a folder of all my papers".**

## What Benefits does it have?

- It affirms creative and critical thinking.
- It encourages students to examine their efforts and the consequences of their actions.
- It increases the learners' motivation and involvement.
- It helps the learners to organize their work in a better way.
- It helps the learners to become less stressed .
- It enables the learner to better control his/her own learning.

## What to insert in a PORTFOLIO?

Some work is to be **inserted into the students' PORTFOLIO whenever they are asked to do so in the lessons.**

Below is a list of the items supposed to be inserted in the PORTFOLIO.

1. Vocabulary files: synonyms, antonyms, homophones, homographs
2. Webquest findings
3. Cultural notes
4. Biographical notes
5. Poems written by poets or by the students themselves
6. Summaries and book reports
7. Project reports
8. Texts produced by learners
9. Texts read and appreciated
10. Favourite short stories read at any time of the students' schooling

There is a section at the end of the book entitled 'Organising your PORTFOLIO' . which tells students what to do to best exploit their Portfolios when revising for the exam.

## PART IV :SKILLS AND SUBKILLS

( implemented in the STUDENTS' BOOK ,listed in the order in which they appear in the lessons)

### READING:

- Identify text type
- Transfer information onto a table
- Guess the meaning of unfamiliar words through context clues
- Scan an ad
- Get information from a non-linear text
- Scan a leaflet for specific details
- Acquire knowledge about a given topic
- Build vocabulary
- Identify the communicative value of a text
- Evaluate information
- Appreciate Shakespeare work
- Paraphrase a text title
- Infer the meaning of idiomatic and other expressions
- Identify features of American English
- Use a dictionary entry to find the meaning of a specific word
- Appreciate a literary text
- Get to know different types of narratives
- Identify the different parts of a narrative
- Get the gist of an extended reading
- Predict the ending of a tale
- Differentiate between fact and opinion
- Appreciate a literary text
- Get the gist of an extended reading
- Transfer information onto a flowchart
- Identify character's attitude and react to it
- Extract salient events for subsequent use in speaking
- Scan a pie chart/a graph for specific details
- Interpret a title
- Identify meaning expressed in a grammatical structure
- Interpret quotations
- React to content
- Interpret data and figures
- Transfer information: completing a Venn Diagram
- Compare 2 systems of education
- Sort out information
- Scan large texts
- Draw on background knowledge
- Develop knowledge of aspects of the target language

- Infer implicit logical relations within paragraphs
- Recognize text structure
- Reorder sentences to get a coherent paragraph
- Complete a paragraph
- Skim short texts
- Identify and Understand information on back covers of different books
- Read a long text fast(speed reading)
- Complete a text title
- Build vocabulary using a thesaurus or a dictionary
- Outline a text
- Understand petnames
- Identify different parts of a narrative
- Locate and analyze elements of a narrative text
- Identify characters' profile
- Identifying the moral of a story
- Scan dictionary pages
- Skim a text to identify / infer the main idea
- Read notes
- Study a table
- Reorder the scrambled paragraphs of a text
- Match parts of an argumentative text with paragraphs
- Paraphrase grammatical and lexical phrases
- Read and compare 3 different texts
- Appreciate linguistic aspects of various text
- Differentiate between relevant and irrelevant information
- Match synonyms
- Interpret idioms
- Express cause, purpose and result
- Match words and definitions
- Understand figurative language
- Show appreciation of poetry
- Identify features of genre (sonnet)
- Identify main idea and purpose of a sonnet
- Identify attitude and point of view of a poet
- Show appreciation of the aesthetic value of Shakespeare's work
- Rephrase quotations
- Interpret an extract from Shakespeare's play
- Identify and Use metaphors
- Identify text type and function
- Read and understand job ads
- Identify the tone of a character's speech
- Identify the moral of a story
- Provide titles for paragraphs

## LISTENING

- Scan for specific details
- Distinguish between relevant and irrelevant items
- Identify a singer's feelings
- Identify the communicative value of a song
- Listen to extended texts appropriate to the level and report orally or in writing on gist, main points and specific details
- Predict content and plausible outcomes from events described
- Extract salient points for subsequent use in writing
- Acquire knowledge about a given topic
- Transfer information onto a table
- Identify writer's opinion
- Evaluate information
- Pronounce properly at word and sentence level
- Listen to a genuine interview
- Infer meaning of unfamiliar words from context
- Match parts of sentences in a song
- Distinguish between relevant and irrelevant information
- Infer attitudes described in a song
- Determine the tone of a song
- Complete a gapped text

## SPEAKING

- Exchange information in real situations
- Report actions and activities
- Expanding notes about a leaflet, and producing a publicity spot
- Talk about likes
- Use a map to make statements
- Interpret non-verbal information
- Plan a guided tour
- Talk about a place
- Describe one's impressions about a given topic
- Work in pairs to perform a task
- Pronounce properly
- Give information appropriately according to context
- Express opinion / judgments about specific issues / topics
- Take part in a group discussion
- Recount a tale
- Take part in an interactive conversation relating to information presented non verbally
- Discuss quotations
- Exploit pictures
- Predict content from title
- Present information to class
- Reinvent new words/expressions/structures to produce a speech
- Exchange information in real situations
- Report orally
- Ask and answer questions
- Expand vocabulary

- Speak fluently in interactive situations
- Talk about benefits and drawbacks of video games
- Talk about future careers
- Take part in a videoconference
- Rephrase written input
- Predict the content of the unit
- Use collocations
- Interpret pictures
- Debate a controversial issue
- Discuss and interpret Shakespeare's quotations
- Interpret a cartoon
- Discuss excerpts of texts
- React to facts about the environment
- Match pictures with headlines
- Provide titles to paragraphs
- Role play
- Complete a spidergram and discuss a specific topic

## WRITING

- Apply the writing process strategies to produce an article.
- Follow the different steps of the writing process.
- Exchange information in real-life situations
- Reinvest knowledge about text structure in writing.
- Report actions
- Compare and contrast
- Producing a leaflet
- Write an e-mail
- Develop notes to write a biography
- Summarize a short story using notes
- Develop notes into a cohesive unified narrative
- Peer correction
- Write a letter asking for information / presenting arguments/ convincing tactfully.
- Punctuation : using commas for apposition
- Produce an outline and develop it into a summary
- Summarize a short story using elements of a narrative
- Produce a paragraph from notes and revising it
- Using the writing process to produce a narrative
- Produce sentences about nobel prize winners
- Use commas in apposition
- Use all punctuation marks correctly
- Imitating a model with grammar focus (who, whose)
- Make adjustments, proofread and finalize a summary
- Write a formal letter
- Write an argumentative article.
- Write a poem
- Reinvest newly-acquired vocabulary to complete a paragraph
- Write a postcard
- Write a letter of application

## PART V : KEY

### Checking Year 3 Programme

#### Check your Language

1. a) outbreak - known - affected - to keep - have been - have never had - illness – started - advice – best

c) The head said that he had been head of the / that school for 2 years at that time and that he had never had to shut for illness before. He added that they had started on Monday with 119 pupils off sick and that that day, they were up to 135, so they had decided, after advice that they should close.

2 . as – boil – Although – longer – carer – bathe – piles – sloppy – would

4. Check the words in a dictionary. There should be 2 words in each column.

5. more-stay-cope-huge-about-consider-instead-straight-anxious-without-through-concerned-early-deal.

7. raise-but-a lot of-depressed-clear-powered-requires.

#### WRITING as a PROCESS

**Make sure the students follow the steps of the process and apply the various strategies that enable them to write effectively. Insist on the instructions that correspond to the steps of the writing process.**

**A whole hour is to be devoted to the writing task so that students start the academic year and their new programme on solid ground.**

# Introductory Unit

## First Impressions

### What is a thesaurus?

thesaurus /\_is\_r\_s/ n. Pl. -ri /-r/, -ruses. [L f. Gk thesauros store, treasure, storehouse.] 1 A dictionary; an encyclopedia. b A collection of words arranged in lists or groups according to sense.

### Answers:

a → C

b → B

c → A

### Check your definitions

1. Formal
2. conversations
3. combined
4. collocations
5. idiom
6. opposite
7. revising
8. a thesaurus
9. an encyclopedia
10. Dictionaries

### Webquest :GB versus US English

Baggage = luggage

On the sidewalk = on the pavement

Vacation = holidays

Cab = taxi

Eraser = rubber

Apartment = flat

Garbage = rubbish

Truck = lorry

# Pronunciation

- (k) psychology-stomach-chorus-chemistry-ache
- (ʃ) machine-moustache
- (tʃ) achievement-chores
- (dʒ) spinach

## Recognizing Text Types

| Text Number | Text type                 | Field                  |
|-------------|---------------------------|------------------------|
| 1           | Poster/brochure/leaflet   | tourism                |
| 2           | Receipt                   | Shopping / finance     |
| 3           | Bibliography              | Books, Publications    |
| 4           | Description of an item    | Hygiene                |
| 5           | Chemical formulae         | Analysis of components |
| 6           | Medical advice            | Diets                  |
| 7           | Instructions for use      | Medicine               |
| 8           | Store Receipt             | Customers' rights      |
| 9           | Advertisement(commercial) | Drinks(coffee)         |
| 10          | Instructions              | Services(phone cards)  |

### 3. Fill in the table with information from text 3.

| Last name   | Initial of first name | Date of publication | Title of book or article in italics   | Editor                                |
|-------------|-----------------------|---------------------|---|---------------------------------------|
| 1. Asher    | j                     | 1977                | Learning another language through actions : The complete teacher's guidebook                  | Los Gatos, CA : Sky Oaks Productions. |
| 2. Cameron  | L                     | 2001                | Teaching Language to Young Learners   | Cambridge University Press.           |
| 3. Crandall | J.                    | Not mentioned       | Collaborate and Cooperate: Teacher education for integrating language and content instruction | English Teaching Forum 36 (1) : 2-9   |

# UNIT 1

## Lesson 1                      Holidaying

**Recognising text type:**

**2.Enclosed in this envelope.**

## Lesson 2                      Space Tourism

Words associated with space:

6.shuttle-port-travel-trip-flight

**Lexical Focus:**

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

7.a) something that happens for the first time

b) also, too.

c) flights that last 2 hours and a half

d) on the border, close to

e) an unknown customer whose name is not mentioned

f) people say that it is aimed at.../people report...

g) passengers from the private sector who want to travel into space.

**Grammar Focus:**

Show the difference in meaning in both sentences.

Joan stopped working: she was working and she stopped her work.

She stopped to eat: she stopped doing something other than eating-in order to eat.

Focus on the meaning of to for purpose.

## Lesson 3                      Art Shows

Answer key

1. b.

| A               | B   |
|-----------------|---|
| 1. foyer        | a. entrance hall or large open space      |
| 2. refreshments | b. drinks                                 |
| 3. interactive  | c. helping to communicate with each other |
| 4. performances | d. shows                                  |
| 5. to book      | e. make reservations                      |
| 6. free         | f. at no cost                             |

**2. am** means ante meridiem or before midday

**pm** means post meridiem or after midday

## Grammar Focus

Compounds:

bright-coloured umbrellas; naturally-produced silk and cotton; stone-walled streets; a one million-year-old teak tree; elephant-training centre; flower-ornamented park.

**Can you sing a song of Ray Charles?**

**Matching words and definitions:**

Inspiration =d  
Single-handedly =b  
Posthumous = g  
Pioneering =h  
Encompassed =f  
Stature =c  
Spell =a  
Indisputably =e

## Lesson 4 Immortality

In Groups: 2-a) stardom b) superstar status d) prowess e) convene f) mortgage g) renown

**Listen to the whole song**

- 1- power – symbol – eternity – fate – fulfil – memory – faith
- 2- hope – determination
- 3- we must do everything to fulfil our dreams

**4-. must/ to/ can/ my/ can/ of/ in/ must/on**

**Pronunciation :**

- 1.[ou]- so – grow – only – follow – road – won't  
[ei] - faith – makes – say  
2.a) S b) S c) D d) D

## Lesson 5 A Walking Tour

The map should be used to clarify the difference between Great Britain and the United Kingdom.

**Answers:**

**1. a)** the United Kingdom and Ireland . They are bordered by the Atlantic Ocean ...

**2.b)** England is one of the constituent countries of the United Kingdom. It occupies the southern third of the island of Great Britain and shares a land border to the north with Scotland and to the west with Wales.

**3-** inform

**4-** border – constituent - cosmopolitan - year round - venues

## See More of London

1. a) former official residence of Prince Charles  
b) celebrated home of the queen
2. The Changing of the Guards
3. a) Trafalgar Square    b) Big Bus Information Centre
4. Former
5. spectacular

## Grammar Focus

oldest – warmest- youngest – most captivating – most memorable.

## Pronunciation

Walk, explore, recorded (long vowel o:)

Church, world (e:)

Heart, remark (a:)

Novel (o)

## Lesson 6            A Package Tour

In Pairs

1)

| Accommodation  | Means of transport                                 | Tourism   | Sightseeing                                    |
|--|--|---|--|
| - full board<br>- camp site<br>- single room<br>- check in | - coach<br>- jet<br>- passenger<br>- return ticket | - package tour<br>- journey<br>- travel agent<br>- trip | - monument<br>- temple<br>- palace<br>- statue |

3)

| Name of the tour          | Duration | Destination | Event                   |
|---------------------------|----------|-------------|-------------------------|
| Tulip Experience Passport | 10 days* | Canada      | Canadian Tulip Festival |

Students will find out that the Tulip Experience Passport provides free 19-day access to several things during the festival.

The correct answer for duration is then 19 days but the picture says 10 days of celebrations. Once the students read the text they will come across 19. This will generate a lot of discussion which is motivating.

## Reading

- 10 days
- a-exhibition b-discount c-souvenir d-admission e - several
- This requires a separate concert ticket or pass
- It is a symbol of international friendship
- To persuade people to take this package tour.

## Lesson 7: At the Travel Agency

Introduce the expression 'package holiday'

Play the section as many times as necessary (Remember that listening comprehension isn't a test of memory)

The first section ends at 'Marion paid a deposit, and booked the holiday.'

Then play the next sentence to help your learners find the word 'disappointed'

Section 2 starts at: **Agent** : Ah! It's Miss Ward. Did you have a good holiday?'

The Grammar Focus aims at reminding the learners of the use of the indirect speech.

Draw your learners' attention to the differences between direct speech and indirect speech.

Refer them to the Grammar Reference section at the end of the book.

## Answers:

1. a)She's planning to take a trip to St. Cuthbert in the Caribbean  
b)She won't have to pay airport taxes  
c)It's a very modern hotel, it was built last year.

## Grammar Focus

This is meant to review the uses of the reported speech.

"It was all his own idea." said Pat Peters. "Bob has just drawn up a 'motherhood contract'; so from now on, he'll take care of the children as well as the household chores. I've been around children so much; tomorrow, I will start looking for a job."

Pat Peters told me that it **had been** Bob's idea. He **had just drawn** 'a motherhood contract'; therefore, she added, he **would** take care of not only the children **but also** the household chores. She complained that **she had been** around children so much, and finally said that she **would** start looking for a job **the next day** .

## Lexical Focus

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|   | R | E | F | I | N | E | R | Y |   | I |   | I |
|   | E |   |   |   |   |   |   |   |   | N |   | N |
|   | S |   |   |   |   |   |   |   |   | T |   | C |
|   | E |   | S | C | H | E | D | U | L | E |   | L |
|   | R |   |   |   |   |   |   |   |   | R |   | U |
|   | V |   |   | R | E | C | O | M | M | E | N | D |
|   | A |   |   |   |   |   |   |   |   | S |   | E |
|   | T |   |   |   |   |   | D |   |   | T |   | D |
| D | I | S | A | P | P | O | I | N | T | E | D |   |
|   | O |   |   | A |   |   | S |   |   | D |   |   |
|   | N |   |   | C |   |   | C |   |   |   |   |   |
|   |   |   |   | K |   |   | O |   |   |   |   |   |
|   |   |   |   | A |   | S | U | P | E | R | B |   |
|   |   |   |   | G |   |   | N |   |   |   |   |   |
|   |   |   |   | E |   |   | T |   |   |   |   |   |

### Pronunciation

Group these words according to whether they are stressed on the first or the second syllable

| Words stressed on the 1st syllable | Words stressed on the 2nd syllable |
|------------------------------------|------------------------------------|
| package; schedule; travel          | deposit; refinery; discount        |

## Lesson 8

### Put a little drama in your travels

5. 1-b ;2-a ;3-d ;4- c

6. theatre (US spelling of GB theatre)

7. stage=present on stage see the verb entry in the dictionary excerpt.

### Develop your writing skill

The students' task is to use the biographical notes provided in the box and the list of linkers to produce a cohesive ,coherent piece of writing.

## Lesson 9

## Tales from Shakespeare

Answers

### Reading

2."My poor little prisoner,I have done as little wrong as you have."

Matching words with synonyms:

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

### Combine the sentences:

a- The queen was so respectful of her husband that she followed his recommendations.

b- The king was so jealous that he put his wife in prison.

c- The little prince was so sad that he stopped eating.

### For Arts Students Session 1 "The Winter's Tale" Part 2

This lesson is designed for Arts students. The aim is to expose them to a relatively long passage and to train them to reading literary texts extensively.

Grammar Focus:

1. "a noble-spirited friend' is: a friend who has a noble spirit.

What do you call... ?

a. a kind-hearted person

b. a bad-tempered person

c. open-minded parents

d. a strong-willed person

### For Arts Students 2:

#### Tale end ...?

Have students follow the different steps to produce the narrative.

Make sure they use the correction code for peer correction.

Have them edit and proofread their writing.

## UNIT 2

### Lesson 1

2.The opposites game:

teach-learn ;clever-stupid ;good-bad ;hard-easy ;pass-fail ;practical-theoretical . candidate-examiner ;worse-better ;attend-leave ;last-first ;work-holiday.

### Reading

2.b)they refers to the children.

3.WFP=World Food Programme

5. the correct answer is b

7.a=providing ;b=priority ;c=denied ;d=nutritious ;e=boosts.

Grammar Focus:

1.

a)You are too busy to finish what you planned to do.

b)I am too tired to help you.

c)It is too late to go to the cinema.

2.Get the students to write words related to the lesson in the various forms suggested in the spidergrams.This is an opportunity to revise vocabulary and word forms.

### Lesson 2

### Education for all

#### Useful hints:

**UNICEF** : The United Nations International Children’s Emergency Fund was created in 1946. Its purpose is to uphold children’s rights and provide them with food, medicines, health care, education and a decent living.

**UNESCO**: The United Nations Educational, Scientific and Cultural Organization was founded in 1945. Its role is to contribute to peace and security by promoting collaboration among nations through educational, scientific and cultural relations of the people of the world.

**WFP** : The World Food Programme was created in 1963 to fight against hunger in the world . It is based in Rome, Italy.

#### Answers:

2- UNICEF - UNESCO

3-a) enrollment – b) therefore

UNICEF AD:

C- Test:words to complete:

1- chance - just - provide - books - containing - games - class - please.

2- persuade people to donate money

3- an equation

4-a) If we don’t give to UNICEF children won’t have a chance.

b) Unless we give to UNICEF children won’t have a chance.

A contains a negative verb after IF but b an affirmative verb after UNLESS.

Draw students’ attention to this difference and do the exercises in the GRAMMAR FOCUS section.

## Lesson 3 Virtual schools

### Answers:

2/ January – husband – opened – on-line – 22 .  
3/ 1-f / 2-d / 3-e/ 4-a / 5-b

| Name    | Age | Reason for enrolling in virtual school       |
|---------|-----|--|
| Zack    | 12  | Suffering panic attacks and bullying         |
| Natalie | 13  | Afraid of speaking in class / strict teacher |

### Grammar Focus

1. We use **do+verb** to emphasize meaning.
2. Complete the paragraph: **enrol – do – bullying – bustling – more – log on – texting.**

### Pronunciation

1. All the words contain silent letters
2. The verb is “burnt”.

## Lesson 4 On- line Learning

Quotation C would foster several alternative options for making more time. Done in groups ,it will provide students with opportunities to exchange ideas and list the options they suggest individually then pool them into a group or class list to be shared by all.

The reading activity leads the students into the use of commas when adding a phrase to another as an explanation. Quotation C, line 1, contains such commas before and after “like all learning”. Reflecting on the use of commas will facilitate the understanding of the apposition in the next task. John Bears , author of.....,

Make sure the students follow the steps of the writing process when producing the letter .Peer correction is very much recommended.

You might want to help improve a sample letter by copying it for the whole class and getting everyone to edit it. Use the correction code in the “ Check Year 3 Programme “section .

## Lesson 5 Comparing Educational Systems

This lesson provides opportunities for discovery of different systems of education and gets students to compare and discuss. Finding out about other people and countries is fundamental to expand one’s knowledge of the world and evaluate one’s own context.

If time allows, explore in depth some of the details mentioned in the various systems.

## Lesson 6 Age or ...?

### In Pairs

1. Classes are rather large with an average number of 35 students per class.
2. grouping per age.
3. Explain “outstanding” if you find out that students do not know it for some reason. Use excellent instead. Link the use of “outstanding” to pioneer schools that receive very good achievers.

4. Education is free and compulsory from the age of six to sixteen.

Get a copy of the Education Act from your school library or access the internet to find information about education in Tunisia. The edunet site provides such information.

### Title: Age or Ability

1. this school groups children by ability, not by age.
- 2.

| Reason for stating this school          | How students' level is chosen   | Location                          |
|---|---|-----------------------------------|
| A radical initiative to boost education | Assessed via tests by teachers then allocated to one level according to their abilities | Deprived urban areas in Hampshire |

3. the paragraph belongs to section B

4. to help children achieve their potential.

7. a) boost -b) assessed -c) deprived - d) numeracy -e) I am of the opinion that.

### Lesson 7 Lifelong Learning

- A. We must use the learner's experience ‡ 4
- B. Adult education should not be only professional ‡ 2
- C. Education is life ‡ 1
- D. We should start with situations not subjects ‡ 3

2 - b

- simply: **merely**
- consequently: **therefore**
- limited: **confined**
- full growth and development: **maturity**

4.b **conventional ;adjust**

### Grammar Focus

1. a) **childhood** b) **boyhood** ;c) **adulthood** ;d) **manhood**
3. **fatherhood ;brotherhood ;sisterhood.**

### Coherence

First, lifelong education is seen as building upon and affecting all existing educational providers, including both schools and institutions of higher education... Then, it extends beyond the formal educational providers to encompass all agencies, groups and individuals involved in any kind of learning activity... Last, it rests on the belief that individuals are, or can become, self-directing, and that they will see the value in engaging in lifelong education. (Tight 1996) .

### Lesson 8 Reading the back cover of a book

#### In Pairs

1. A book cover is a thick protective outer page of a book. There is a front cover and a back cover. The title of the book and the name of the author(s) usually appear on the front cover

whereas the back cover provides information or ..... about **the content** .

- 2/ Back covers : A/ **b** (dictionary of homophones)  
B/ **a** (pocket dictionary)

### Compound adjectives:

piercingly-accurate ;brilliantly-depicted ;closely-observed.

4. a-odd                      b- accurate              c-acute              d-half- dozen    e)depicted  
f- unforgettable        g- characters            h- landscape

### Pronunciation Focus

|             |             |             |              |
|-------------|-------------|-------------|--------------|
| <b>a :D</b> | <b>b :D</b> | <b>c :D</b> | <b>d :S</b>  |
| <b>e:D</b>  | <b>f :S</b> | <b>g :D</b> | <b>h:S .</b> |

## Lesson 9                      Alexander Graham Bell, the....

**Reading rate:**Get the students to skim read as quickly as they can **getting only the gist.**

2. the teacher.  
3. a- no stranger to        b- biographer        c-the deaf and dumb        d- impediments  
e- misfortune    f- timeless        g- worldwide

### Lexical Focus

- 1 .a)impediment  
b)lasting

These synonyms can be found in a thesaurus.

### Grammar Focus

- 4.**Social or Economic:** **the** rich, **the** homeless, **the** hungry, **the** unemployed  
Physical or Health: **the** sick **the** deaf, **the** disabled, **the** blind , **the** srong,  
Age: **the** middle-aged, **the** old, **the** young **the** elderly.

### Pronunciation

The 3 words are: misfortune,lecture,teaching .They contain a different sound.  
Ask the students to say all the words aloud and check the difference.

### Summary of the text

Make sure the 11 instructions are followed and respected by all students.

**The words in boldtype are extremely important.**

#### **Words related to summary skills:**

outline, topic sentence, support, concluding sentence,link.

#### **Words related to the writing process:**

link, improve ;revise.

LINK belongs to both aspects: summarising and steps of the process.

**Get the students to list the writing task types that represent the samples inserted in the PORTFOLIO.**

## PROJECT WORK

This has a text type focus to familiarise students with expository texts and their functions.  
4. Newspaper articles, editorials, reports, lab reports: analyse, inform, describe, persuade, classify, explain, compare .

Brochures, ads, lists, directions, maps, definitions, biographies: Inform, describe, define, compare, explain, classify.

Show students how each text can have several functions and purposes.

5. Noun forms:

analysis, persuasion, information, definition, explanation, classification, description, comparison.

6. Check a dictionary for noun and verb stress.

For Arts students / Session 3

Later

Answers:

1/ A – b / B – e / C – d / D – a / E – c

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

|               | Father | Daughter |
|---------------|--------|----------|
| Regretful     | X      |          |
| Polite        |        | X        |
| Well-mannered |        | X        |
| Sad           | X      |          |
| Busy          | X      |          |

Hints :

Explain to students that a narrative is composed of the following elements :

Setting the scene for the story / Introducing the main characters, Setting events in motion / Focusing on the story / Developing the drama / Concluding.

Show them that to write a narrative they have to develop those elements..

- Students should choose vocabulary carefully to create the appropriate atmosphere
- Use the past continuous or the simple past
- Use direct speech to make a narrative more immediate and dramatic
- Make the final sentence of each paragraph prepare the reader for the development of the story in the next part
- Think of a suitable title

**FOR ARTS STUDENTS** Session 4

Have the students develop the narrative step by step.

Make them revise their draft to check for grammar, vocabulary, spelling, punctuation and capitalization, and read out the first paragraph for the whole class to comment on it.

Make sure they insert their final version of the narrative in their **PORTFOLIO**.

## CHECK YOUR LANGUAGE AND SKILLS 1

### Reading comprehension

#### A Foreign Student in Britain

#### Answers:

2- c

3- a- a wide range of / b- highlight /c- enable /d- dissuade /e- enlightening

4- b

6. b Contrast

### Check your Language

1. He complained that **he was getting** tired of waiting because **he had been sitting** there for half an hour. He added that the same thing **had happened when he had come there the day before** and ended by saying that **the next time it happens, he shall report it.**

2. qualified - enjoyable - accommodation - provide - tours - friendly - gifts.

### Check your Skills

**READ and WRITE** aims to encourage students to write creatively and think of some **praise and a prize.** This fosters their inspiration and makes them feel eager to win. From reading **INTO** writing, students will have been exposed to a sample which they will imitate. Exposure to features of poetry such as rhymes enables learners to focus on format and overcome any constraints in vocabulary choice, rhythm, rhyme, verse and content adequacy.

## UNIT 3

### Lesson 1

### Inventions related words

#### Answers

**1. Proverb 3 should read :** Genius is one per cent inspiration and ninety-nine per cent perspiration.

**2. conceive** is stronger than devise; **scheme** is stronger than plan

**4. Definition 1:** A human being is a soft weak creature. It needs constant supplies of air, water and food. and it can't work if the temperature is too hot or too cold; it has to spend one third of its life asleep.

**Definition 2:** A robot is made of strong metal. It is stronger, more efficient than human beings. It uses electrical energy directly, never sleeps and can work in any temperature.

**5. Word forms:** granted – running – inventing – discovering – continuously – collaboration – entirely – essentially - solving-

**Internet terms :** 1-d , 2-e , 3-a , 4-g , 5-b 6-j , 7-i , 8-c , 9-k , 10-f , 11-h .

Pronunciation

**3. a** and **b** are similar                      **c** and **d** are similar

**4. b** All the words contain the sound /z/

### Lesson 2

### Technology: A Blessing in Disguise?

#### Answers

1.

Identify = pinpoint

Place = location

Expanding = emerging

Immediately = instantly

Exactly = literally

Babyhood = infancy

Number = host

Disturbing = intrusive

## The iPod: Any Future?

Draw students' attention to the deletion in paragraph 4.

[.....] indicates that a part of the text has been removed.

1. The text does not answer the question, because no one can predict what the future of the iPod will be.

2. The future battlefield between Apple and other competitors will be the 'living room', CD players, TV sets, DVD players, etc...

3. False statements :

a- the iPod ecology must grow beyond the handheld realm and inhabit the larger context in which we consume media

b- Apple's iron-fisted control of hardware, software and content sales

## Lexical Focus

1. 'omnipresent' means almost  $\ddagger$  present everywhere at all times

2.

a- a strong effect = impact

b- surprising = astonishing

c- change and modify = shift

d- last=ultimate

4. a) realm ; b) five years from now ; c) inhabit ; d) issues ; e) key ; f) iron-fisted.

5. the word used twice is : **sound**

## Grammar Focus

Have / has + Past Participle → Present Perfect

This tense is used for:

-an action that happened in the past, but the time is not indicated ✓

-a past action with a present effect ✓

-an action continuing from past to present ✓

-a recent action ✓ .

## Lesson 3

## The Father of Play Station

### Answers

#### 3. Information about Ken Kutaragi:

dedicated – perfecting – creator – game – rare – via

## Listening

Section 1

1. a) within a year    b) it will be delayed    c) the latest technology

2. Motor Storm - Ridge Racer - Gran Turismo

## Lexical Focus

1. a+7 / b+4 / c+1 / d+3 / e+2 / f+5 / g+6

2. envision – interact – via – maybe – virtual – around – release .

## Lesson 4 Prize-winners

### A. Read, Reflect, React, Share

2- recognition – distinctions – inventive – those – inventing – fields – share – confidence – ingredients – tribut – commitment.

3- a. award b.medal =distinction c.regardless d.characteristics e.confidence  
f. talent

5. achievements - peace – prize – inventor – leaving - establishment

6- prestigious – significant – scientific – development – invitations – scientists – coming – represented – specially – evaluates – selection – recommendations – respectful – taken – death.

## WEBQUEST

Get students to access the Nobel Prize website and identify the winners in the 21st century in various fields.They may share their findings with the rest of the class.Finding information,sorting it out and organising notes is an essential skill to develop in learners at this level.

## LESSON 5 Women Choose To Opt Out

### Answers:

1. Paragraph N°2                      **Supporting argument:** Women used to be willing...  
Paragraph N°3                      **Supporting argument:** Fifty-one percent of women ...  
Paragraph N°4                      **Supporting argument :** Experts say corporate America...  
Paragraph N°4                      **Conclusion:** Expanding opportunities for women...

2. c

5. Women would have brought a great potential to their companies if they had been given the opportunity

**Lexical Focus** 1. 1-c 2-e 3-d 4-f 5-a 6-b 7-g

2. a

- 3.
- previous experience in the private sector
  - research without the aim of making profit
  - issues about the imaginary barrier that stops women from getting the best jobs in a company
  - women owning a business
  - two times as many as men

4.favor -Center

## Grammar Focus

- 1.b) Complete: It is essential that + subject + verb in the Subjunctive
- c) The Subjunctive is used in formal , impersonal English.
- d) be, have, reconsider, respect .

2.ownership-citizenship-membership-professorship-relationship-partnership

N.B: **being partners** or having a partner in a project=partnership

## Summary

**The 5 steps (1 to 5) should be strictly respected.**

**Step 7 is also important for a further editing and refining of the summary.**

## LESSON 6

### The Brain Drain

## Answers

The brain drain is the movement of highly skilled and qualified people from developing countries to developed countries where they can earn more money.

**TEXT A**                    3-    **a-** implication                    **b-** futile                    **c-** shortage  
                                  **4.b)** a doctor

**TEXT B**                    **1.Tick the possible answers** : a-c-d

**TEXT C**                    **1. a-** They thrive as they enjoy their full rights in their homeland  
**(odd sentence to cross out)**

## Grammar Focus

**2-** When I was young, I was so eager to become a scientist that I carried out experiments in our garage. I studied hard so that my parents let me choose my career path. ...., I was so bad at technical matters that I often had misadventures. Now I realize I am so clumsy that I feel I can never become an inventor.

## Lexical Focus

**1) 3.** opportunity    4.trend    5.supply    6 gather pace    7.key positions    8. in search of  
**9.expertise**

## 2) Idioms: meaning

-a                                    -c                                    -a

## Lesson 7                    Scientists' Achievements

## Lexical focus

1) **a- In the late** 1980s = near the end of

**b .** We have reached the end of the road = reach the point at which sth can no longer be the same

**c.** Have **the credit for** = praise because you are responsible for sth good that has happened.

2) 1-c    2-d    3-e    4-a    5-b

3) explore - inventing - occur - minds - creation - enable.

## Grammar Focus

**Restrictive and non restrictive clauses:** see Grammar Reference at the end of the book. Get students to identify the difference between both types of clauses.

### Lesson 8

### The Daffodils

#### Answers

##### A. Poetry-related terms

-It is a group of lines of verse that makes the basic unit of poetry: stanza

-It is the repeating of initial sounds as in, 'Tyger! Tyger! Burning bright!'. This often creates emphasis and makes words memorable: alliteration

-It is the repeating of end of word sounds either within a line ('internal rhyme') or at the end of two lines ('end rhyme'): rhyme

##### B.

1. The daffodils are flowers. So the poem may be about nature.

2. The tone is that of happiness

3. The relationship of the poet with nature is that of unity, fusion and engulfment. He and the natural world become one. The poet and nature have 'fused'. He considers it as bliss...

4. Stanza 2 (the stars that shine, the Milky Way, never-ending, ...)

5. 'lonely' in the poem is rather positive.

6. 'his heart with pleasure fills' † It is a happy experience

7. The final stanza of this poem simultaneously embodies images that express paradoxical feelings. On the one hand he is lonely 'on his couch' (feeling of emptiness and solitude); on the other hand, while being alone, his heart is filled with happiness. † Solitude becomes a bliss.

8. Simple past and present tenses. This implies the timelessness mentioned earlier. Put very simply, the poet is remembering a scene that happened in the past. It's like the recurrent flashbacks. In the beginning, the poet uses the past (he is narrating or recounting this experience). In the end, the present tense is used (he still remembers vividly the scene of the dancing daffodils).

9. Pick out the words related to happiness. (fluttering, dancing, glee, gay, pleasure, bliss)

10. Focus on stanza 1 line 2 and stanza 4 line 1. identify 2 words in which some letters are missing. O'er † over; oft † often

12. a) the last stanza (my heart with pleasure fills)

b) A poet cannot help (prevent himself from) feeling happy.

#### C. Dictionary Skills

**host** noun a host of people gathered for the march multitude, crowd, throng, mob, army, herd, pack, flock, swarm, troop, band, mass, assembly, array, myriad.

lie verb 1. he was lying not sitting be stretched out, sprawl, rest, repose, relax, lounge.

#### D. Summary

In *Daffodils*, Wordsworth is remembering **a day** when he was out **walking** and saw his **host** of daffodils.

In this poem, the poet is **wandering** alone through the countryside. In his reminiscence of this **dance** of the daffodils, his ego is reinvested with **energy** and, it may be assumed, **reawakened** to a life more " **alive** " than the one of his **actual** reality.

He is looking back on how much of an **impression** it has had on him.

## E. Figurative Language

- 1.a) I wandered lonely as a cloud ‡ lonely cloud ‡ freedom, no constraints but also no real aim, hence the use of the verb 'wander'
- b) Continuous as the stars
- c) 'Wordsworth uses personification in this poem.'
  - i- The dances of the daffodils
  - ii- Endowing the daffodils with verbs of motion and words (glee, tossing, fluttering, ...)

## Lesson 9

## Writing as a Process

### 1. Correct order of the steps:

c – e – f – b – a – d .

### 2. Missing step: peer review.

**For Arts    Session 5    Appreciating THE BARD'S Sonnet 18  
and some quotations from his plays**

**A. 1-c        2-a**

**B. 4.** A sonnet is a poem composed of 3 quatrains and 1 couplet

A quatrain is a stanza of 4 lines. A couplet consists of 2 lines

5. are – parallel – final – long – thus.

**Punctuation:** Hamlet - a play by Shakespeare- is about revenge and also about how difficult it is to take action sometimes, even when it is important. Hamlet's father is murdered by another man, who then marries Hamlet's mother. Everybody wants to see Hamlet dead. Hamlet must take revenge, but will he be able to?

**\*Hamlet, a play by Shakespeare,    :the commas can replace the dashes and both convey additional information.**

## For Arts    Session 6    As You Like It

The aim of this lesson is to make students appreciate and understand Shakespeare's work and not study the extract thoroughly.

The plot summary gives students an idea about the play and allows the contextualisation of the extract in focus.

## PROJECT WORK for Arts Students ONLY

### Text Purposes and Features

#### A.Part one (to be done in class)

##### Answers:

1.a -h , b -f , c-g , d-e ,i-j.

##### 2.Purposes:

a, e, f, g, i.

5 purposes that correspond to 5 features.They all start with “to” indicating purpose.

##### 3.Types and Purposes:

-Sequence : to describe the order..

-Cause and Effect:to explain why something happens

-Description:to explain an idea....

-Persuasion:to get the reader to agree..

-Comparison and Contrast:to show how things or people are alike or different.

##### 4.Key words:

a -description

b-sequence

c-cause and effect

d-persuasion

e-comparison and contrast.

**B. Part Two is to be done individually .Students are free to choose the text type they like .Teacher feedback and assistance from teachers is more than welcome.**

## UNIT 4

### Lesson 1 Life Concerns

#### Answers

##### Thesaurus skills:

1. 1 † f; 2 † g; 3 † h; 4 † i; 5 † b; 6 † d; 7 † e; 8 † i; 9 †

4. At least 4 words on the list need to be ticked .

An issue is a problem,a concern,a matter,a topic.

5.An issue is an important topic for discussion.

##### 6.Other words from the dictionary page:

subject,argument,controversy,offspring,descendants.

#### Are you getting your' five a day'?

Get the students to guess what 'five a day' refers to.Show them pictures of fruit and vegetables if they cannot guess .

As they get towards the task through the set of questions,they will understand clearly what it is all about.

Tell the class that this healthy diet is not expensive.Any way the fruits and vegetables are consumed,they are healthy and provide the necessary vitamins.

Get them to think of a daily intake of such vitamins by composing their meals.

Breakfast: jam+juice=2 fruits

Lunch: a slice of fruit+ a fruit yoghurt=2 more fruits

Dinner: another fruit or a piece of cake with fruit inside

Daily Total=5 fruits a day.

A vegetable soup may contain 5 vegetables.A bowl of soup is enough to get the necessary vitamins.

#### Lexical Focus

1/ 1-b :give up=stop doing sth

2-a :stroke=sudden serious illness

3-c: mistaken=wrong in one's opinion.

2/ make a difference – respiratory illness – tough job – set an example – feel tense – solve the problem – negative effects – keep in mind – save money – lung cancer.

## LESSON 2 Attitudes

**In Pairs:** 1+d 2+c 3+g 4+a 5+b 6+h 7+f 8+e

**Synonyms :** 1+d 2+e 3+h 4+f 5+a 6+c 7+b

### Another Day in Paradise

#### Listening

- 1-d ,2-g ,3-b ,4-a ,5-c ,6-e ,7-f
2. Play CD or Cassette to check the missing words.
- 3.

## LESSON 3 KIPLING'S POEM "IF"

### Answers

**Reading 3.**

#### Attitudes

- be better than others in every situation
- never complain about misfortune
- self- confidence is essential in life
- accept a win or a loss
- be patient
- keep cool in any situation in any situation
- even when you are sad or hurt try to move on

4. lie – hate others - be arrogant (feel too good).

5. He uses **personification** to give more interest to the object described

### Lexical Focus

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

2. a)doubt b)unreasonable c)vice d)cherish

The odd words do not have the same meaning as the other four in the set.

### Pronunciation

2.The other 5 words that contain silent letters :

tired ,talk,walk,hurt,worth . (r and l are silent).

3. Similar or Different?

a.D ,b.D ,c.S ,d.S ,e.S ,f.D

## LESSON 4

## CONSUMERISM

### Answers

**Reading 2.** Par.1 +c Par. 2 +b Par. 3+e Par. 4+a

4. a. a culture overwhelmed and affected by advertising

b. a culture that refuses consumerism

5.a-They in par 1 refers to people

b-them in par1 refers to these things

### Lexical focus

1) 1+d 2+a 3+b 4+e 5+c

2) a- increase b- deep c- abundance d- deteriorate e- sameness f- no longer

g- accept h- unjust

### Grammar Focus

2.a) Only now are we beginning to....

b) Rarely does such a selfish attitude occur....

c) Never will a consumer society know ....

d) Hardly do supporters of consumerist culture care about the ecosystem.

\*You may want to add other exercises to further practise inversion with negative adverbs in the front position.

## Lesson 5

## Ecodriving

### Answers

1. Polar bears threatened by record thaw across the Arctic ‡ C

2. Ecosystems shift up mountainsides ‡ D

3. China, the rousing giant of global warming ‡ B

4. Ocean inundates island nations .

### Cheap and Simple Tips

#### The unfinished words (C-Test)

- |     |                   |
|-----|-------------------|
| 1.  | down / save.      |
| 2.  | higher            |
| 3.  | heat              |
| 4.  | off               |
| 5.  | remember.         |
| 6.  | washing           |
| 7.  | cover             |
| 8.  | wastes / turned   |
| 9.  | reduce / ordinary |
| 10. | simple / energy   |

## Reading

## Ecodriving

### 4. Choose the correct alternative.

- a. The text is targeted at the car owners
- b. The text aims at providing tips for driving

### Lexical Focus

#### 1. Paraphrase the following expressions.

- a. around 32,000 people in the UK die prematurely (too early / precipitately / ahead of time) as a result of poor air quality.
- b. eco-driving tips ‡ tips for driving while respecting the environment
- c. Driving at 85 mph ‡ diving at 85 miles per hour

#### 2. Find words meaning the same as:

- a. discharge = outpouring = ejection: emission
- b. effectively: efficiently
- c. regularly = softly : smoothly
- d. prudently = cautiously: sparingly

a- Focus on the tips provided and, with a partner, choose the 4 most important ones according to you. Be ready to justify your choice.

### 3. Complete the following table

| nouns       | verbs       | adjectives   |
|-------------|-------------|--------------|
| maintenance | to maintain | maintainable |
| avoidance   | to avoid    | avoidable    |
| station     | station     | stationary   |
| congestion  | congest     | congestive   |
| reduction   | to reduce   | reduced      |

### Grammar Focus

- 1. If our teacher were absent we wouldn't be doing this exercise.
- 2. If I had a passport I would be able to go abroad.
- 3. If I knew his address I would go to his party.

#### 1. Read the following sentence.

Saving Energy in the home or office need not be difficult or expensive. ‡ absence of necessity  
1 ➡ needn't; 2 ➡ needn't; 3 ➡ mustn't; 4 ➡ needn't; 5 ➡ mustn't; 6 ➡ needn't;  
7 ➡ mustn't; 8 ➡ needn't; 9 ➡ mustn't; 10 ➡ needn't; 11 ➡ mustn't; 12 ➡ needn't; 13 ➡ mustn't

5. can-should-can't-can.

## Lesson 6

## Urban Exodus

### Answers

#### Reading

1. Par1. Sense of Community    Par 2. Health and Life Expectancy  
Par 3. Air Quality    Par 4. Clean Environment    Par 5. Strong Economy  
2.those underlined in paragraph refers to people

#### Lexical Focus

- 1) 1+d 2+e 3+f 4+g 5+c 6+a 7+b  
2) migration – exodus – vibrant – expectancy – grown – four times – however – crisis – deterioration.

#### Grammar Focus

##### 1.Although+subject+verb

##### Despite+noun

Both are used to express contrast.

##### 2.better,longer,lower

The **same** form is used. We have a **parallel** structure

## Lesson 7

## A Newscast

#### Listening

6.the main news item.

|  |   |
|--|---|
| An exhibition                                | ✓ |
| Accommodation difficulties faced by students | ✓ |
| A typhoon                                    | ✓ |
| A road accident                              | ✓ |

7.The name given to the typhoon is Wayne.

8.Blank filling: the sick, system, south ,reach, minus, weather ,snow ,southern, several,late.

Comprehension questions:

4.Choose the correct alternative:

The snow level in some mountainous areas (...) **could** fall to 1,500 feet.

‘could’ in this sentence expresses: ◻ possibility in the future.

Listen and choose the correct alternative

-Accommodation costs have risen for the fourth **consecutive** year.

-Students pay an average of **£80** a week.

-Impressionist paintings are on display in the city museum.

- fill in the blanks with the words you hear.

i. Admission is **£2** per person, but under fives go **free**

Listen and choose the correct alternative

-Drivers were told ◻ the warning signals were not working.

- ‘**approach**’ means almost the same as ◻ movement near something.

Listen to the last section and fill in the blanks with the words you hear.

And now for the weather: tomorrow will begin rather **foggy** and with mist over the **hills**. By mid-morning, this should have largely cleared but visibility will still be limited so drivers are being asked to keep their headlights on. The rest of the day should be **brighter**, although quite damp. Sorry about that! Thank you for watching.

### Lexical Focus

#### 2. Listen and find words that mean almost the same as:

- a) damaged=crippled
- b) a person who is hurt accidentally= a casualty
- c) made more difficult=hampered
- d) tremble = shake = shiver
- e) endangered = threatened
- f) interval=period=\* The section where word appears has been deleted.
- g) dropping rapidly = falling steeply = plummeting
- h) deposited = dumped

4. Matching :light rain=drizzle ,wet climate=often rainy, It's pouring=It's raining heavily ,shower=rain for a short period ,thick mist=fog ,weather forecast=information about the weather in the coming days.

\* **unseasonally**

Season(noun)+al=adjective=seasonal+ly=adverb  
 Negative prefix(un)+seasonally=unseasonally

## Lesson 8 Staff Management

### Answers

#### In Pairs

2.

| Working hours                                 | Hard times                                   | Career ladder                            |
|---|--|--|
| nine-to-five job - work overtime - shift work | dismissed – sacked - redundant - out of work | Training - pay rise prospects - promoted |

### Lexical Focus

- 1. going green - be keen on
- 2. 1+b 2+c 3+f 4+g 5+a 6+e 7+d

### Grammar Focus

- 2.
- a. Such reforms help to reduce poverty and to improve people's life.
- b. I like not only reading novels but also watching films.
- c. You know what he wants and what the things he expects from you.
- d. He said that he was overworked, that he didn't sleep well and that he needed help.
- e. I am not interested in getting good marks but in understanding the lessons.
- f. Shakespeare wrote comedies, tragedies, romances, and history plays.
- g. Jane Eyre wants financial independence and love.

## Pronunciation

-Stress on the first syllable:

interested-management-actually

-Stress on the second syllable:

executives-productive-performance-expected

-Stress on the third syllable:

contribution-productivity

- In organisation ,the stress is on the 4th syllable.

## Lesson9

## Job Ads

### Lexical Focus

1. 1+e - 2+a - 3+i - 4+j - 5+b - 6+d - 7+g - 8+f - 9+k - 10+h - 11+c

2. per year= per annum - deadline= closing date - experienced =proficient seeking=  
looking for - bio data= CV - potential = qualities -  
commitment= willingness to work hard

3.For Quality and Equality.

4. In the book title Skills 4 life,4 relates to year 4 and to the 4 language skills of Speaking,Listening,Reading and Writing.

### Letter of Application

The sample of layout is meant to help students lay their letter properly.

Explain it to them and check if they have followed it when writing.

## For Arts Session 8 The Richer, The Poorer

### Reading

2. the main ideas in the story : a - b - d - f - h .

3. Who does each description apply to?

| Description                        | Bess | Lottie |
|------------------------------------|------|--------|
| - Nothing but clothes on her back. | √    |        |
| - Prepared for old age.            |      | √      |
| - Didn't notice parents' poverty.  | √    |        |
| - Wanted to borrow.                |      |        |
| - Wanted to acquire wealth.        |      | √      |
| - Her life was very exciting.      | √    |        |
| - Lived each hour for itself.      | √    |        |
| - Hated parents' poverty.          |      | √      |

## Lexical Focus

### 1. Pairs of synonyms:

hire = employ

precious = valuable

to race = move fast

frugally = economically

### Pairs of antonyms:

joy/ sorrow

grieve /feel happy

criticize /praise

save /waste

### 1. Paraphrase the following sentences.

a. A job in hand was worth two in the future: it is better to have any job than to risk losing it by trying to get a better one.

b. They were often in rags and never in riches: they were poor and they never had much money.

c. Bess reaped the harvest of Lottie's self-denial: Bess benefited from Lottie's years of saving.

d. I'll sleep like a rock tonight: sleep deeply.

## Pronunciation

### Words stressed on the 1st syllable:

comfortable-frugally-reasonable-prosperous

### Words stressed on the 2nd syllable:

possessions-impooverished-variety-prosperity

## For Arts

## Session 9

## A Secret for Two

| Section 1  | Section 2   |
|--|---|
| 1. Pierre, Jacques<br>2. He couldn't help ask Pierre to retire | 2. panic – stricken<br>3. Pierre would limp / would walk wearily<br>4. like iced wine / like a million diamonds |
| Section 3  |   |
| 5. warning yell / the scream of brakes                         |   |

## Grammar Focus

be-sign-go-be-get take-go-are- gets

## Pronunciation

3.night-thought S ,right-enough D ,laughed-thought D

**Answers****What a Wonderful World**

- 1.trees-bloom-say-blue-faces-shaking-cry-much
- 3.bright blesse –dark sacred nights
- 4.gaiety and joy.

**Wonderful Life**

- 1.I see you are not there
- \*No need to stand and try
- \*And I meet no friend

**CHECK YOUR LANGUAGE and SKILLS 2****SPEAK and READ****2. Statements:****1-c ,2-a ,3-d ,4-b****Check your Language****1. Supply the correct form or tense of the bracketed words**

living – wanting – inevitably – high - relatively – basic – bound.

**2. Read the paragraph below and cross out 2 irrelevant sentences.**

It all happened quite by accident, when Alexander Fleming discovered that mould had killed bacteria in a lab dish he had forgotten to clean.

The truth is that if antibiotics did not exist today even a common cold could kill us.

**3. Fill in the blanks with the words in the box.**

achievements - wonders – that – across – launched – from – expect.

**4. Punctuate the following paragraph and use capital letters where necessary.**

In an unprecedented study based on information contained in the 2000 population census, conducted by the Brazilian institute of geography and statistics, it is shown that migration is closely related to low levels of schooling and that the majority of people who migrate are successful and end up returning home and many simply prefer to remain in their regions of origin.

Among the total of 5.1 million people who migrated between 1995 and 2000, 66% didn't complete fundamental education. Fernando Albuquerque who is a specialist in the institute affirms in the current situation with qualification requirements and unemployment they are unable to find jobs.

## 5. Which syllable is stressed in the verbs and nouns?

First syllable

Verbs  
produce-competepresent-project-  
record-prefer-refer-inter-demolish

Second syllable

Verbs  
produce-competepresent-project-  
record-prefer-refer-inter-demolish

In some two-syllable English words the stress is on the second syllable of the word when it is a verb and on the first syllable when it is a noun.

As for competition and demolition, the stress is on the third syllable.

6. Circle the correct alternative.

for- release – ever –devise- discovering – minds –had been –  
science fiction stories – in

# PART VI TAPESCRIPT

Unit 1

Lesson 4

IMMORTALITY

by Celine Dion

So this is who I am,  
And this is all I know,  
And I must choose to live,  
For all that I can give,  
The spark that makes the power grow

And I will stand for my dream if I can,  
Symbol of my faith in who I am,  
But you are my only,  
And I must follow on the road that lies ahead,  
And I won't let my heart control my head,  
But you are my only  
And we don't say goodbye,  
And I know what I've got to be

Immortality  
I make my journey through eternity  
I keep the memory of you and me inside

Fulfil your destiny,  
Is there within the child,  
My storm will never end,  
My fate is on the wind,  
The king of hearts, the joker's wild,  
But we don't say goodbye,  
I'll make them all remember me

Cos I have found a dream that must come true,  
Every ounce of me must see it through,  
But you are my only  
I'm sorry I don't have a role for love to play,  
Hand over my heart I'll find my way,  
I will make them give to me

Immortality  
There is a vision and a fire in me  
I keep the memory of you and me, inside  
And we don't say goodbye  
We don't say goodbye  
With all my love for you  
And what else we may do  
We don't say, goodbye

## Unit 1

## Lesson 7 At the Travel Agency

**Marion:** Good afternoon.

**Travel Agent:** Good afternoon, madam.

**Marion:** I'm interested in the holiday in Saint Cuthbert.

**Agent:** Ah, yes ... the Caribbean! I can recommend it highly.

**Marion:** Can you tell me a little bit more about it?

**Agent:** Of course, madam. It's an excellent package holiday.

You'll travel on a scheduled flight. You'll be met at the airport, and taken to your hotel. You won't have to pay airport taxes. They're included in the price. The hotel is very near the beach, and it's got a swimming pool and a discotheque. It's a very modern hotel, it was built last year. The restaurant's superb, and drinks are very cheap in Saint Cuthbert. Oh, and you can walk to the sea in two minutes.

**Marion:** Hmm... it sounds good. I'd like to make a reservation.

**Agent:** One moment, madam and I'll get you a booking form.

Marion paid a deposit, and booked the holiday.

Two months later she was in Saint Cuthbert. But she was disappointed.

**Agent:** Ah! It's Miss Ward. Did you have a good holiday?

**Marion:** No, I certainly did not have a good holiday.

**Agent:** Oh, I'm very sorry to hear that. What was wrong?

**Marion:** Well, when I arrived in Saint Cuthbert, I had to spend four hours at the airport... you said that we would be met, and we weren't. You also said that we would be taken to the hotel. We weren't and the taxi cost about £12. You told me that airport taxes were included. In fact I had to pay £10.

**Agent:** Oh, dear... you had a very bad start. But the hotel was nice, wasn't it?

**Marion:** No, it was not! You said it was very modern. You were quite right. They hadn't finished building it! We couldn't sleep because the workmen were working all night... on our balcony! You said it had got a swimming pool. It had... but it was empty. And the restaurant... the restaurant served fish every night.

**Agent:** Oh, dear...

**Marion:** You said that the hotel was near the beach, and that we could walk to the sea in two minutes.

**Agent:** Couldn't you?

**Marion:** Well, yes ... we could ... but there was an oil refinery between the hotel and the beach, and it took half an hour to walk round it.

**Agent:** Oh, I'm really terribly sorry. We really didn't know..... I'm afraid we're unable to give you a refund, but we can give you a ten per cent discount on next year's holiday.....

**Marion:** Next year! Next year, I'm staying in England!

**Section 1**

"Good morning everyone," says the teacher. "Right, settle down. Now, has everyone got their poems out?"

Nothing unusual there, you may think, but this apparently normal English lesson is in fact taking place in a virtual classroom in a virtual school. Back in January, Shan Jayran and her husband John Davies opened First College, an online high school. Now it has 22 students.

**Section 2**

Among its students is 12-year-old Zack from Grimsby. He was home-educated from the age of seven after suffering panic attacks and bullying at school. Now he logs on to his computer at 0900, Monday to Thursday, chats in the "main hall" with classmates before entering his virtual classroom, protected by a password, half an hour later for his first lesson.

"It's different from normal school. I'm quite enjoying it," he said. "Like any other kid, I don't like the homework. But the teachers are nice and I just make sure I have a good internet connection."

Classmate Natalie, 13, was taught at a private school in London until last year. She loves her new school - the teachers, new friends and using her computer.

"At my previous school I didn't learn much. I used to be afraid of maths because my teacher was very strict," she says. "Now you feel more confident because it is texting instead of speaking out loud and standing up."

**Section 3**

There are other obvious appeals - no uniform, no school journey, shorter days, Fridays off, no rushing, no heavy bags and not being hustled about by large, intimidating crowds.

Ms Jayran says it is an option for:

- bullied children who need their confidence rebuilding
- families living abroad who want an English education for their child
- children with physical or personal health problems
- children who have been home-educated

**Section 4**

But while students seem happy at virtual school and parents say they are pleased with their progress, sitting at a computer for five hours a day does have some side-effects. There is no physical exercise or eye contact, little verbal and physical communication and no chance to learn how to handle the bustle and bullying in the playground.

## The Father of PlayStation

Sony's Ken Kutaragi says he has dedicated his 'life and passion' to perfecting the electronic gaming experience

### Section 1

On the eve of the Play-Station 3 launch, Ken Kutaragi, the head of Sony Computer Entertainment and the creator of all three generations of the hit game console, took time off to give a rare interview to Newsweek's Steven Levy, via phone from Tokyo

**STEPHEN: You believe that when game developers learn the system, PS3 games will be superior. When will we see the difference?**

**KUTARAGI:** Maybe within a year. Many of the launch titles already have some of the graphics and the power there. But titles like Motor Storm and Ridge Racer and Gran Turismo are going to be released within a year.

### Didn't adopting Blu-ray cause you delays?

Yes, that's right, because the PS3 contained the latest technology—Blu-ray, and other things. As the father of the PlayStation, I have to apologize to all of the users who are waiting for PS3. But everything is fixed.

### Section 2

**Are you worried about the high cost of PS3—\$500 and \$600?**

I don't think so, because the PS2 was originally \$299 in the United States. But the hard-disk drive was another \$200. So the total price was almost equal to PS3's initial pricing.

**What will be the impact of PS3 on Sony?**

It will be significant not only for Sony, but for other electronics manufacturers who sell flat displays. And also content developers.

**Do you envision people using PS3 as a home-media server, like a giant TV for people's movies, TV shows, music and personal content?**

Yes. Maybe in the near future, either from Sony or maybe from third parties, we will release a network storage system that contains multi-terabyte capacity.

Good evening and welcome to the ten o'clock news. On tonight's news:

1. ...About five hundred homes were washed away by floods after Wayne struck the west coast of Taiwan yesterday bringing driving rain and winds of up to eighty-four miles per hour. The typhoon flooded wide areas of Taiwan and crippled communications and power supplies. All domestic flights were cancelled yesterday and Taipei's international airport was closed for about five hours. Government radio reported that two passenger ferries had been sunk but gave no details of casualties. The work of emergency relief teams is being hampered by blocked roads and the loss of power and telephone communications in central regions. It will be some time before we hear the final casualty figures. There will be another report from our correspondent in Taipei in the midnight news.

2. LOS ANGELES (AFP) – A state of emergency was declared as California shivered under a blanket of unseasonably cold weather.

The emergency was declared because of "extreme low temperatures" that threatened the old, sick and the homeless.

The cold snap, caused by an arctic low-pressure system from Alaska, has swept south to California, sending temperatures plummeting to near record lows, officials said.

Temperatures in Los Angeles were expected to reach two degrees Celsius overnight Friday, 0 degrees C in San Francisco and minus five degrees C in Sacramento, the state capital. At Lake Tahoe, temperatures were seen at minus 20 degrees C.

The cold weather system dumped about an inch of snow and ice on mountainous areas in the San Diego region in southern California earlier Friday, forcing several school closures.

The snow level in some mountainous areas has dropped to about 4,000 feet and could fall to 1,500 feet by late Friday, the National Weather Service said.

3. Accommodation costs have risen for the fourth consecutive year, leaving many students struggling to make ends meet, despite already having part time jobs. Students are now expected to pay an average of £80 pounds a week for a single room.

4. An exhibition of Impressionist paintings is on display in the city museum this weekend. The display marks the anniversary of the death of Monet, one such Impressionist. Admission is £2 per person, but under fives go free.

5. And now a travel flash from Susan Baker: We have a message for drivers travelling south on the M6 in Lancashire. An accident on the southbound carriageway of the M6 in Lancashire is causing congestion and delays between junctions thirty-two and thirty-one near Preston. Drivers are asked to take extra care on the approach as the warning signals are out of action. The road should be clear in about an hour's time.

6. And now for the weather: tomorrow will begin rather foggy and with mist over the hills. By mid-morning, this should have largely cleared but visibility will still be limited so drivers are being asked to keep their headlights on. The rest of the day should be brighter, although quite damp. Sorry about that! Thank you for watching.

## APPENDIX 1

### REFERENCES on PROJECT WORK and WEBQUESTS (Selected from published material in the field )

#### PROJECT WORK

**Project work is defined as "an activity which centres around the completion of a task, and which usually requires an extended amount of independent work either by an individual student or by a group of students". (Dictionary of Language Teaching and Applied Linguistics/Longman, 1992)**

**Project work is viewed by most of its advocates as "an approach to learning which complements mainstream methods and which can be used with almost all levels, ages and abilities of students"(Haines, 1989 :l)**

It is a learning experience which aims to provide students with the opportunity to synthesise knowledge from various areas of learning, and critically and creatively apply it to real life situations.

#### Learning Outcomes

- Students will acquire the ability to make links across different areas of knowledge and to generate, develop and evaluate ideas and information so as to apply these skills to the project task.
- Students will acquire the skills to communicate effectively and to present ideas clearly and coherently to specific audience in both the written and oral forms.
- Students will acquire collaborative skills through working in a team to achieve common goals.
- Students will be able to learn on their own, reflect on their learning and take appropriate actions to improve it.

#### Planning the Project

- **Introduction** to give learners an idea of what the project is about and what they should be aiming to produce.
- **Process** After explaining the idea behind the project propose a scheme of work:
  - o What they have to include in the project
  - o What form it will take
  - o Who will be responsible for what
  - o An idea of the time it will take to produce each part of the project
  - o Any material or resources they might need
- **Time**  
Allocate an agreed amount of time for the project.
- **Materials and resources**  
Provide the learners with a list of the materials they might need: websites, surveys, books, magazines, newspapers, books, dictionary, thesaurus, videos, help from teachers of other subjects.

- **Outcome**

Project work culminates in an end product (e.g., an oral presentation, a poster session, a bulletin board display, a report, or a stage performance) that can be shared with others, giving the project a real purpose. Project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages.

- **Presentation**

Projects need to be seen, read and admired so schedule the last project session as a presentation. Ask the group to prepare a task for the others in the class to do a connected task to the project: it could be a quiz with questions for a wall display, a crossword using vocabulary for the project or comprehension questions for a video that learners have made.

- **Evaluation**

As with any piece of work a project needs to be acknowledged and evaluated. It's not enough to just say 'that's great' after all the work learners have put in. Teachers can observe the skills and knowledge that learners use and the ways they use language during the project. Learners can reflect on their own work and that of their peers, how well the team works, how they feel about their work and progress, and what skills and knowledge they are gaining. Reflecting on work, checking progress, and identifying areas of strength and weakness are part of the learning process. The ability to identify the learning that is taking place builds life-long learning skills. Questionnaires, checklists, or essays can help learners do this by inviting them to reflect critically on the skills and knowledge they are gaining.

The following table sums up Teacher's and Students' roles in Projects

|              | <b>Student</b>                  | <b>Teacher</b>                      |
|--------------|---------------------------------|-------------------------------------|
| Topic        | Selects topic                   | Describes parameters and suggests   |
| Objectives   | Sets final objectives           | Helps in setting objectives         |
| Preparation  | Directs                         | Advises                             |
| Planning     | Directs                         | Contributes ideas                   |
| Time         | Plans schedules                 | Makes suggestions                   |
| Research     | Coordinates and implements      | Observes and/or facilitates         |
| Result       | Analyses                        | Observes                            |
| Presentation | Performs                        | Listens as a member of the audience |
| Evaluation   | Participates in self-evaluation | Provides feed back                  |

Andreas P. Papandereou (English Teaching Forum/ Vol .32-3-1994).

## THE INTEGRATION OF ICT and WEBQUESTS

The internet carries great potential for educational use, specifically foreign language education. Students use the Internet to communicate more effectively, practise language skills more thoroughly and solve language learning problems more easily. They become more responsible for their own learning and develop their awareness of the availability of a variety of resources. ICT is potentially stimulating, empowering and challenging. It usually results in building students' confidence, self esteem and autonomy as well as improving students' language skills, content learning and cognitive abilities.

A "**WebQuest**" is a mini-project in which a large percentage of the input and material is supplied by the Internet . Students not only collate and organize information they've found on the web, they orient their activities towards a specific goal they've been given."

### Benefits of Webquests

- They encourage critical thinking skills, including: comparing, classifying, inducing, deducing, analysing errors, constructing support, abstraction, analysing perspectives, etc. Learners are guided towards a transformation of the information they find in order to achieve a given task.
- They can be both motivating and authentic tasks and encourage learners to view the activities they are doing as something 'real' or 'useful'. This inevitably leads to more effort, greater concentration and a real interest in task achievement

### Structure of a webquest

These are the usual five stages of a webquest:

- 1. Introduction : normally used to introduce the overall theme of the webquest. It involves giving background information on the topic and often introduces key vocabulary and grammatical areas which learners need to understand in order to complete the tasks involved.
- 2. Task of the webquest explains clearly and precisely what the learners will have to do as they work their way through the webquest. The task should obviously be highly motivating for the learners, and should be firmly anchored in a real-life situation.
- 3. Process of a webquest guides the learners through a set of activities and research tasks, including instructions, suggestions, strategies or roles the students are encouraged to adopt as well as a set of predefined resources .
- 4. Resources - primarily the web sites selected in advance by the teacher, although other sorts of resources can easily be pressed into service, anything from traditional documentary sources in the school library, to distant partners or even videoconferences are possible
- 5. Evaluation can involve learners in self-evaluation, comparing and contrasting what they have produced with other learners and giving feedback on what they feel they have learnt, achieved, etc. It will also involve teacher evaluation which comments on aspects of the project such as content, design, language work and also evaluates the oral presentation stage of the project.

## APPENDIX 2

### GLOSSARY OF LANGUAGE TEACHING TERMS

- **Accuracy:** The use of correct forms of grammar, vocabulary and pronunciation. In an accuracy activity, students typically give more attention to correctness.
- **Active vocabulary:** Vocabulary that students actually use in speaking and writing.
- **Authentic Materials:** materials which have not been specially written for classroom use, though they may have been edited. Examples include newspaper texts and TV broadcasts.
- **Authentic text:** Natural or real teaching material; often this material is taken from newspapers, magazines, radio, TV or podcast.
- **Coherence** can be thought of as how ideas relate to each other and the way they are sequenced. Typical examples would be: from general to particular; from statement to example; from problem to solution; from question to answer; from argument to counter-argument. Coherence itself is the product of two factors — paragraph unity and sentence cohesion
- **Cohesion** can be thought of as all the grammatical and lexical links that link one part of a text to another. This includes use of synonyms, lexical sets, pronouns, verb tenses, time references, grammatical reference, linkers ,etc.
- **Context clues:** Clues used when guessing word meanings; clues that provide students with meaning or comprehension based on the environment in which a word is found.
- **Draft** noun + verb, re-draft verb

A draft is a piece of writing that is not yet finished, and may be changed. A writer drafts a piece of writing. That is, they write it for the first time but not exactly as it will be when it is finished. When the writing is changed, it is redrafted.

- **Feedback:** Reporting back or giving information back; feedback can be verbal, written or nonverbal in the form of facial expressions, gestures, behaviours; teachers can use feedback to discover whether a student understands, is learning, and likes an activity. This could be at a certain point in the course, or after an exercise that students have just completed.
- Peer feedback : Feedback given to a student by another student in the class.

- **Fluency:** Natural, normal, use of speech characterized by appropriate pauses, intonation, stress, register, word choice, interjections and interruptions. In a fluency activity, students typically give more attention to the communication of meaning, rather than correctness
- **Genre:** A category of literary composition characterized by a particular style, form, or content (e.g., an historical novel is one fictional genre).
- **Inductive learning:** an approach to learning in which students are not first taught the rules of grammar. They work out the rules for themselves by experiencing the language in use, rather than by having the rules explained.
- **Infer** attitude, feeling, mood

To decide how a writer or speaker feels about something from the way that they speak or write, rather than from what they actually and openly say or the words they use.

- **Inferencing:** This is the means by which the learner forms hypotheses, through attending to input, or using the situational context to interpret the input.
- **Jumbled** paragraphs, pictures, sentences

A text in which the paragraphs or sentences are not in the correct order, or a series of pictures that are in the wrong order. The students have to put the text or pictures into the correct order.

- **Minimal Pair:** A pair of items differing by one phonological feature; for example: sit/set, ship/sheep, pen/pan, fan/pan, pan/pat
- **Peer correction:** Also known as peer review, peer editing, or peer feedback; in writing, an activity whereby students help each other with the editing of a composition by giving each other feedback, making comments or suggestions; can be done in pairs or small groups.
- **Realia:** Real or actual objects used as teaching aids to make learning more natural; can include forms, pictures, tickets, schedules, souvenirs, advertisements and articles from English magazines and leaflets that can easily be brought into the classroom for a range of purposes.
- **Register:** Level of formality in speech with others; register depends on the situation, location, topic discussed, and other factors.

\ **Skills:** In language teaching, this refers to the mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills. Speaking and writing are the productive skills, while reading and listening are the receptive skills.

- **Strategies:** The techniques which a student consciously uses when learning or using language, e.g. deducing the meaning of words from context; predicting content before reading.

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are all part of the main skill, e.g. identifying text organisation (reading); identifying word stress (listening).

- **Survey:** To quickly read the headlines, subheads, opening and closing paragraphs, photo captions, pull quotes and other key materials in an article to get a sense of meaning; a reading stratagem.

- **Venn Diagram:** a type of graphic organizer that is used to show how concepts are interrelated as well as how they.