

a state-of-the-art aircraft



The new Airbus A380 is the largest passenger jet that has ever been built. It can hold more passengers and cargo than any other commercial aeroplane, and most airports actually have to be redesigned in order to provide room for it. Even though the first designs of this giant aeroplane appeared back in 1994, it did not make its first commercial flight until October of 2007, from Singapore to Sydney, Australia, with Singapore Airlines. This long design period allowed the new Airbus jet aeroplane to be perfected technologically as well as practically. It has since been bought by Emirates Airlines as well as Qantas Airlines, and more and more airlines are expressing interest.

The Airbus A380 is nearly 240 feet long and 260 feet wide, from wing to wing. Because of its incredible size, it can seat up to 840 passengers. However, since the seating is divided into first class, business class and economy class, and each class has different seating arrangements, a total of 555 passengers can be seated. In general, more space means broader seats, more personal storage and better head room in all three classes. There are two floors on the Airbus A380, the upper including business and economy class, and the lower including more economy seats as well as first-class seats. Singapore Airlines offers twelve private first-class suites on its A380, each with one full and one

secondary seat, a full-sized bed, desk and personal storage space. Four of these suites are in the form of two 'double' suites featuring a double bed. Qantas Airways' first-class seats feature a long flat bed that converts from the seat but does not have privacy doors. Emirates Airline's fourteen first-class private suites have shared access to two 'shower spas'. First and business class passengers are offered snacks and have shared access to a lounge with two sofas, in addition to a first-class-only private lounge.

The Airbus A380 is designed to make travelling more comfortable for the passenger. The aeroplane includes very efficient air filters, which refresh the air in the cabin every three minutes helping passengers feel fresher both during and after the flight. Also, the noise in the cabin is lower than any other existing aircraft, which helps reduce tiredness and fatigue.

The Airbus A380 is also environmentally friendly. Its engine emissions are well below international limits, contributing to improved air quality around the airports it serves. It also produces less than 75 grams of carbon dioxide per passenger kilometre contributing to reduced greenhouse gases in the atmosphere. The A380 also consumes less fuel than most jet aeroplanes, making it not only a bigger, but in many ways, a better aeroplane.

VOCABULARY

A. Complete the sentences with a suitable phrase from the box.

most of all in the least at most at least make the most of
last but not least least of all to say the least

- I thought I'd be exhausted after climbing the mountain but I wasn't tired in the least.
- You should make the most of the trip to the Caribbean and enjoy yourself as much as possible.
- Steve isn't hardworking. He is lazy, to say the least.
- What I liked most of all about the chalet where we stayed was the view of the snowy mountains from our window.
- Nobody was in favour of Jake's idea, least of all James, who thought it was absolutely impractical.
- We have 10 days at most to finish the project.
- Last but not least, I would like to thank all the employees for their hard work.
- The car has been badly damaged so it will cost you at least £1000 to repair it.

B. Match the two columns. Then use the phrases to complete sentences 1-5. Make any necessary changes.

- | | | |
|----------|-----|---------------|
| 1. go | (c) | a. help |
| 2. can't | (a) | b. rid of |
| 3. go | (e) | c. hysterical |
| 4. get | (b) | d. an effort |
| 5. make | (d) | e. wrong |

- I finally got rid of my old car and bought a new one.
- I really don't know what went wrong with my chemistry experiment.
- Mark went hysterical when he realised that someone had stolen his briefcase.
- Henry is making a serious effort to exercise daily.
- I know I shouldn't have laughed when I saw Adam wearing that ridiculous hat but I just couldn't help it.

C. Complete the text with a suitable word from the box. Make any necessary changes.

burst swallow play drive embarrassing grin
run make scare

I love my little brother, but sometimes he really (1) drives me up the wall. Just the other day we were walking home from school when we (2) ran into some of the guys from the football team. We all started walking together since we were all going in the same direction. Suddenly, my brother felt like (3) playing a joke on me, so he ran up ahead of us and hid behind a bush. Then as we were passing by he jumped out and shouted 'Boo'. I got (4) scared and started running. Everyone (5) burst out laughing. Even my brother! I (6) had made a fool of myself and all I could do was stand there and just (7) grin at them. I wanted the ground to open and (8) swallow me up! It was so (9) embarrassing.

GRAMMAR

D. Read the texts below and put the verbs in brackets in the correct form.

Sometimes life is full of surprises. If I (1) had not seen (not see) the advertisement in the newspaper about a short story competition, I (2) would never have discussed (never discuss) it with my best friend. He was the one who encouraged me to take part in it. If I (3) hadn't taken part (not take part) in the competition, I (4) wouldn't have won (not win) first prize. The most amazing thing was that the first prize was a trip to Cairo. If I (5) hadn't taken (not take) my friend's advice, I (6) wouldn't have had (not have) the chance to visit this magnificent city.



Last month Ian had a car accident. Fortunately, it wasn't anything serious. If he (7) hadn't worn (not wear) his seatbelt, he (8) would/could have been (be) seriously injured. Of course, if he (9) had been (be) more careful, he (10) would/could have avoided (avoid) such an unpleasant incident. What can I say? He's always been careless.

E. Read the situations and write sentences using Conditional Sentences Type 3.

1. Harry ate too much last night. That's why he felt ill.

If Harry hadn't eaten too much last night, he wouldn't have felt ill

2. Brian didn't wake up early this morning and arrived late at work.

If Brian had woken up early this morning, he wouldn't have arrived late at work

3. Dave parked illegally the other day. He had to pay a fine for that.

Dave wouldn't have had to pay a fine if he hadn't parked illegally the other day

4. Lyle didn't train enough last week. The coach didn't let him play in the match.

If Lyle had trained enough last week, the coach would have let him play in the match

5. We didn't study for the test so we failed it.

We wouldn't have failed the test if we had studied for it

6. I didn't remember that it was his graduation. That's why I didn't call him.

I would have called him if I had remembered that it was his graduation

7. Rami didn't have enough money on him. He didn't buy the laptop he wanted.

Rami would have bought the laptop he wanted if he had had enough money on him

VOCABULARY

A. Complete the following sentences with a suitable phrase from the box. Make any necessary changes.

have a sweet tooth look down in the dumps beat about the bush be all the rage spill the beans
 be on cloud nine be in somebody's shoes be a piece of cake

- The exam was a piece of cake; I'm confident I've passed it.
- Ali seems to have a sweet tooth and can't stop eating chocolate bars.
- Ever since he got accepted by the university he applied to, he has been on cloud nine.
- Did you spill the beans about the trip? I told you it's a secret.
- If I were/was in your shoes, I would apologise to Mark for not telling him the truth.
- You look down in the dumps! What's wrong?
- State-of-the-art mobile phones are all the rage nowadays.
- What are you trying to tell me? Stop beating about the bush and get to the point.

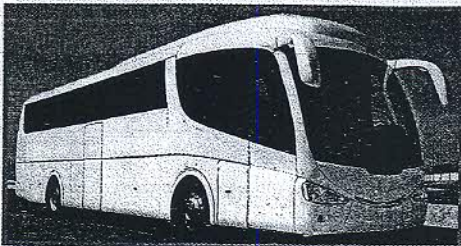
B. Match the two columns. Then use the words to complete sentences 1-8. Make any necessary changes.

- | | | |
|--------------|-----|---|
| 1. process | (g) | a. to get more of |
| 2. starve | (h) | b. in addition |
| 3. mope | (e) | c. sad, unhappy |
| 4. gain | (a) | d. to tell somebody what you think they should do about something |
| 5. advise | (d) | e. to feel unhappy and not interested in anything |
| 6. miserable | (c) | f. to make something go faster |
| 7. plus | (b) | g. a series of actions that lead to a result |
| 8. speed up | (f) | h. suffer from lack of food |

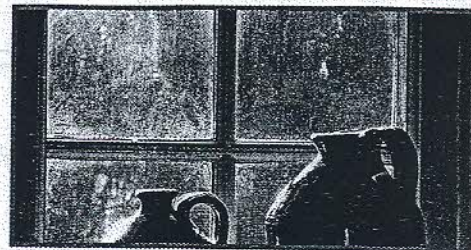
- My doctor advised me to rest my leg until it got better.
- I am starving! What's for dinner?
- He has been sitting in his room and moping because he failed his exams.
- A technician gave me some advice on how I can speed up my computer.
- Losing weight is a difficult process.
- Ever since I stopped going to the gym, I have gained ten pounds.
- Using public means of transport is environmentally friendly. Plus, it's economical.
- Jack's car got stolen and he has been feeling miserable ever since.

GRAMMAR

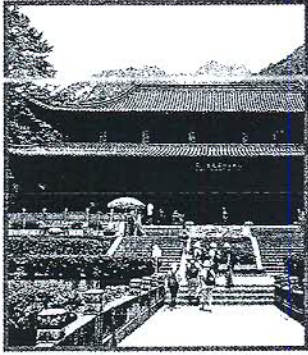
C. Read the dialogues and put the verbs in brackets in the correct tense.



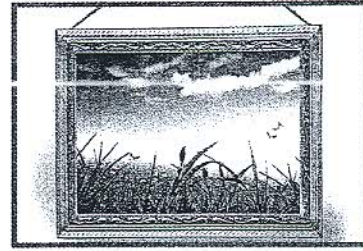
- A: The bus journey lasts two hours.
 B: Don't remind me! I wish I had (have) a car.



- A: The windows of this room are so dirty!
 B: Yes, if only I could (can) find the time to clean them.



3. A: Going to China was such an interesting experience.
 B: I agree and I wish I _____ *had gone* _____ (go) years ago.



4. A: Did you have a good time at the museum yesterday?
 B: Not really. I wish I _____ *had stayed* _____ (stay) home to relax.



5. A: Did you get the job?
 B: No, I don't have the right qualifications. If only I _____ *spoke/could speak* _____ (speak) French.



6. A: Did you pass the test?
 B: No, but I wish I _____ *had studied* _____ (study) harder for it.

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

- Abdulaziz wishes he _____ the documentary last night but he had to study.
 a. saw b. has seen c. had seen d. would have seen
- After watching the football match, Abdullah wished he _____ as well.
 a. did play b. has played c. can't play d. could play
- What a silly mistake! If only you _____ more careful.
 a. be b. weren't c. had been d. are
- Ali wishes his son _____ so lazy.
 a. wasn't b. didn't be c. had been d. hadn't been
- What terrible weather! I wish I _____ out without an umbrella.
 a. had gone b. didn't go c. was going d. hadn't gone
- Fatima wishes she _____ as well as her mother does.
 a. cooks b. cooked c. had cooked d. didn't cook

LISTENING



E. You will hear people talking in six different situations. For questions 1-6, choose the best answer a, b or c.

- You hear a man talking about exercise. Why does the man dislike exercise?
 a. He doesn't enjoy physical activity.
 b. He thinks it's unnecessary.
 c. He thinks there are better ways to become healthy.
- You hear a teenager talking about a recent football match. What lesson does the teenager learn?
 a. that sometimes you win and sometimes you lose
 b. that you need to take all your opponents seriously
 c. that you need to practise hard in order to win
- You hear a nutritionist talking on the radio about eating habits. Why are most people overweight?
 a. They don't take their time to eat.
 b. They eat unhealthy food.
 c. They often eat too much.
- You hear a father talking to his son about school and sports. In which case would Timmy be forced to quit the basketball team?
 a. If he fails his Maths class.
 b. If his grades don't improve.
 c. If he doesn't graduate from high school.
- You hear an Olympic athlete talking about his training. How does the athlete feel about training?
 a. The purpose makes the difficulties worthwhile.
 b. He doesn't mind the hard training at all.
 c. He constantly feels tired.
- You hear a man talking about a hobby. Why won't the man hike anymore?
 b. He has grown too old.
 a. He is bored with it.
 c. He has other hobbies now.

VOCABULARY

A. Complete the following sentences using a suitable word from the box. Make any necessary changes.

arise adapt grateful support reject boost betrayed concentrate depressed assure come round

1. Turn down the radio! It's impossible for me to concentrate on my homework!
2. If any problems arise, just give me a call.
3. Ever since Stephen lost his job he has been feeling depressed.
4. Teachers should always try to boost students' confidence.
5. When my father died, all my friends were there to support me.
6. Toby grew up in a village and had difficulty adapting to life in the city.
7. Two friends of mine came round yesterday and we watched a documentary.
8. I am grateful to you for helping me finish my report on time.
9. The doctor assured me that my son would be fine.
10. Although he is a very bright student, the university rejected his application.
11. I felt betrayed when I found out that my best friend had lied to me.

WRITING

B. Two friends, Nasir and Ali, have written letters to a problem page about a misunderstanding. The extracts 1-4 come from the two boys' letters but they are jumbled up. Match them and find which letter belongs to which boy. Then write advice for each.

Anyway, after that incident he just refused to talk to me. I've tried calling him to apologise but he won't take my calls. At school, if he sees me approaching, he turns and walks the other way. I even sent him a note of apology but that didn't help either. I can't stand the thought we are not friends any more. **1**

I know I shouldn't have lied, but I just didn't want to hurt his feelings. Some boys from school had asked me to go to the festival with them and I said yes. When he asked me too I guess I panicked and didn't think we would run into him! Now I wish I had told him the truth about it from the beginning. **2**

I'm never going to talk to him again. I admit that he's tried to talk to me but that's not enough. He proved to me that he can't be trusted. It hurts knowing that we're never going to talk again but maybe it's better this way. If he wanted us to be friends, then he should have been honest with me. **3**

I wanted to go to the local festival so I asked him to join me. He told me that he was too busy to go. So I went with my brother. We were walking around, when all of a sudden we ran into him! He was with some other boys and they seemed to be having a great time. I never felt so betrayed in my life. **4**

Ali

4 3

Nasir

2 1

Dear Nasir,

Dear Ali,

8b → Student's Book pp. 124-126

VOCABULARY

A. Read the sentences and choose the correct answer.

1. Car exhaust fumes **hurt** / **(harm)** the environment.
2. Let go of my hand! You are **injuring** / **(hurting)** me!
3. Luckily, John's **(injuries)** / pains from the car accident were not serious.
4. My son fell down the stairs and the next day he was covered in **(bruises)** / injuries.
5. It's a new car but it's got a few **blisters** / **(scratches)**.
6. Fred is allergic to bananas and he gets a **(rash)** / blister whenever he eats one.
7. On hearing the bad news, Amina almost **(fainted)** / gasped.
8. We got out of the burning building **choking** / **(gasping)** for air.

B. Choose the correct answer a, b or c.

1. I am not going to tell you anything! My _____ are sealed.
 a. lips b. cheeks c. thumbs
2. He is in a hospital bed surrounded by machines _____ his heart rate and pulse.
a. communicating b. monitoring c. receiving
3. Our team scored a(n) _____ victory over their opponents and managed to win the championship.
 a. definitive b. separate c. attached
4. What was his _____ to hearing that he was the winner of the competition?
a. sign b. reaction c. phenomenon
5. Mark sprained his _____ while playing tennis.
a. chest b. neck c. ankle
6. The football player fell down and _____ his knee in pain.
a. transferred b. clutched c. rolled up
7. After spinning round and round for several minutes, the children felt _____.
a. conscious b. unaware c. dizzy

C. Complete the following sentences using a suitable phrasal verb from the box. Make any necessary changes.

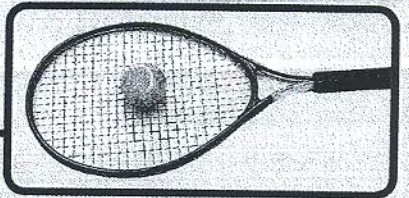
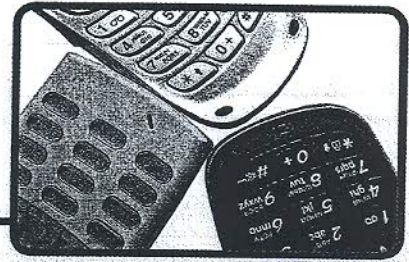
be worn out get over come down with wear off come round bring round

1. The marathon runners _____ *were worn out* _____ after having run for 42 km.
2. It will be another two hours before the sleeping pill _____ *wears off* _____ and he wakes up.
3. The boy fainted and it took a few minutes for him to _____ *come round* _____.
4. I don't feel very well. I think I am _____ *coming down with* _____ something.
5. Ali fainted at the sight of the needle and it took the doctor some time to _____ *bring* _____ him _____ *round* _____.
6. Has your sister _____ *got over* _____ her cold yet?

GRAMMAR

D. Complete the sentences using *all*, *both*, *and*, *neither*, *nor*, *none* or *either*.

- Abdulrahman is fluent in both English and French.
- You should buy either the blue or the silver mobile.
- Tom, Dan and Leo have had something to eat earlier so none of them are hungry.
- Come on students, I want all of you to help with this project.
- I'm afraid that neither my dad nor my brother can take me to the airport. They're still at work.
- Both Tim and Jason decided to take up tennis this year. They like it very much.



E. Read the sentences and choose the correct answer.

- Both** / **Either** / **None** of my friends is interested in History.
- All** / **Neither** / **Both** Ben and Jerry live near the school.
- Either** / **All** / **Both** the employees of the company start work at 8:00.
- None** / **Neither** / **Either** Saturday or Sunday is fine. Come whenever you like.
- None** / **Both** / **Either** of the students thought the test was difficult. They all passed it.
- Either** / **Both** / **Neither** Todd nor Adam will be able to come tonight.
- All** / **Both** / **Either** my parents are doctors.

ENGLISH IN USE

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

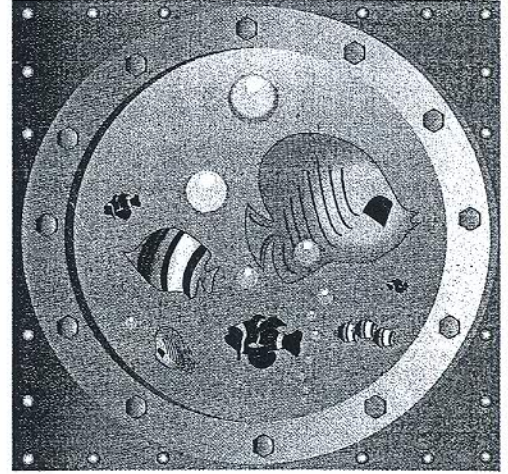
- Mark didn't take an umbrella and got wet. **had**
If Mark had taken an umbrella, he wouldn't have got wet.
- I would love to live in a small, quiet town in the countryside. **could**
If only I could live in a small, quiet town in the countryside.
- He didn't follow my advice and got himself into trouble. **have**
If he had followed my advice, he wouldn't have got himself into trouble.
- I'm afraid there aren't any snacks left. **all**
I'm afraid all the snacks have been eaten.
- He didn't come to the museum with us and now he regrets it. **wishes**
He wishes he had come to the museum with us.
- Unfortunately, neither computer is available. **both**
Unfortunately, both computers are being used.
- I think I have caught the flu. **down**
I think I have come down with the flu.
- Unfortunately, Matt and Ken failed the exam. **neither**
Unfortunately, neither Matt nor Ken passed the exam.

VOCABULARY

A. Complete the text with a suitable word from the box.

eager expedition submarine dull mankind thirst

When I was young, I sometimes had trouble sleeping so my mother would make up stories to help me go to sleep. Rather than reading one of my (1) dull story books, I preferred listening to my mother, whose stories were always fascinating. My favourite one was about a young man who was (2) eager to explore the depths of the sea. Such was his (3) thirst to discover more about sea life that he decided to go on a(n) (4) expedition. He believed that the depths of the sea held great beauty and (5) mankind has yet to discover it. As he went down in his (6) submarine, he saw wonderful fish in all sorts of colours and different shapes and took a lot of photos to show his friends and family. Interesting, huh? I think that story is why I sometimes still dream of colourful fish and coral reefs!



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

- Charlie's report to the police was very descriptive.
- Documentaries can be quite informative.
- This is such a gripping book that you will find it hard to put down.
- Going to Africa and helping the poor was the most worthwhile thing I have ever done in my life.
- Some adventurous tourists decided to go rock climbing.
- Unfortunately, Sam lost his hearing when he was a child.

DESCRIBE
INFORM
GRIP
WORTH
ADVENTURE
HEAR

C. Match the two columns. Then use the words to complete sentences 1-6.

- | | | |
|----------------|-----|-------------------------------------|
| 1. timeless | (g) | a. bought by a lot of people |
| 2. review | (f) | b. a story |
| 3. blurb | (d) | c. the story of a book |
| 4. bestselling | (a) | d. a short description of a book |
| 5. plot | (c) | f. what critics write about a book |
| 6. tale | (b) | g. unaffected by changes in society |

- Have you read the review of Tim's latest book?
- This is one of Dan's bestselling books.
- Did you read the blurb on the book cover?
- I can't follow the plot of the book; it's too complicated.
- The book tells the tale of a young man who became a sailor.
- This is one of Jules Verne's timeless books.

WRITING

D. Read the book review, choose the correct answer and put the paragraphs in the correct order.

The Story of my Life

- 3 Perhaps one of the most important features of the book is that it provides both comfort and motivation to its readers. It is proof that no matter what difficulties a person may face in life, they can **(manage)** escape to find the strength to succeed. Helen Keller not only manages to communicate with others, but also becomes a well-known **(author)** / historian.
- 1 Helen Keller's **(autobiography)** / mystery, *The Story of my Life*, gives a **(vivid)** / unoriginal account of her life. It was **(published)** / described in 1903 and is still a popular book today.
- 4 If you haven't read *The Story of my Life*, make sure you get a copy. You will definitely find it dull / **(worthwhile)**. It's a real page turner.
- 2 This extraordinary book is made up of three **(sections)** / blurbs. Firstly, Helen Keller describes the first twenty-two years of her life and what it was like to be blind and deaf at the beginning of the twentieth century. In the second part, Helen Keller's letters can be found, allowing the reader to have a better understanding of her personality and life experiences. In the third and last part, there is an additional account of Helen Keller's **(complicated)** / conventional life as well as her education.

8 round-up → Student's Book pp. 130-132

ENGLISH IN USE

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

It is said that our childhood years are the best years of our lives. It's true, but there is one thing about my childhood that was (1) unpleasant. PLEASANT

You see, my father, who was a wonderful man, was a manager for a huge chain of shops and had to travel a lot around the country, so we had to move a lot. It was very (2) annoying for me to have to constantly adapt to new environments. ANNOY

Every time I made friends, we had to move and that left them feeling (3) betrayed. The problem was mainly at school. Naturally, I lacked the BETRAY

(4) confidence to make new friends, because I was sure we would soon CONFIDENT

have to move again. That left me feeling miserable (5) afterwards. AFTER

The other boys in my class (6) rarely talked to me so I often felt RARE

(7) rejected. At some point, my father's company decided to appoint him REJECT

to the town where the rest of our family lives and we never had to move again. Needless to say, I never felt (8) depressed again. DEPRESS



READING

B. Read the text about four people's dreams and ambitions and answer the questions 1-8. Write A, B, C or D in the boxes.

Which person(s)

wrote a book?

1 **B**

changed their mind about what they wanted to become?

5 **A**

likes reading?

2 **A**

has their own business?

6 **C**

works with their hands?

3 **C**

admired one of their parents?

7 **D**

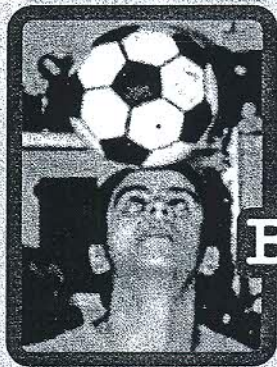
was searching for someone?

4 **D**

are very talented at what they do?

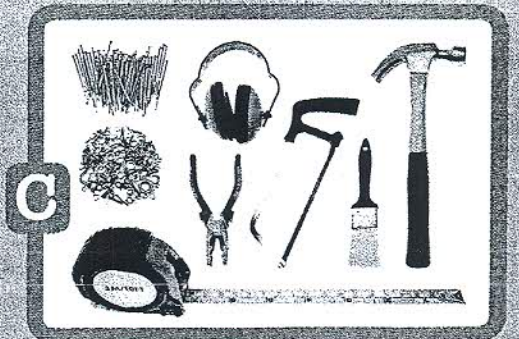
8 **B C**

When Samar was young, she wanted to become a scientist. She dreamt of making breakthrough discoveries which would be beneficial to the world. At first she thought of becoming a doctor but not being able to stand the sight of blood, she gave up that idea. Next, she decided to become a great inventor. She started working on a machine which would revolutionise the art of making cakes. However, her science teacher didn't think that her chocolate cake machine was very original. That's when she became interested in history. You'll never guess what she ended up becoming. A librarian. It's a great job. You're surrounded by books, you don't have to pay to read, which is also very economical. What a bonus!



Mohammad was five years old when his father realised he had a natural talent. He first showed his skills at a local leisure centre and many thought that he was going to be one of the finest footballers of his generation. He had the chance to join many big clubs when he was fifteen, but he chose the local team and he is happy with his decision. However, football is not the only thing Mohammad is interested in. In his free time, he loves to play golf. He has also written a book giving young footballers valuable tips and advice.

Since he can remember, Saad has loved to build things. As a boy, he would wake up early in the morning and go into the large garage next to his house. He would search through old pieces of wood and leftover rubbish, and with a few simple tools, he would construct the most wonderful things, from miniature chairs to intricate tables and desks. When Saad turned seventeen, he told his parents that he had decided to be a carpenter. Recognising the talent of their young son, they agreed and he started attending the local technical institute. Fifteen years later, Saad runs his own design shop, which is considered by many to produce some of the finest handmade crafts in the world.



The house was terribly hot. Fire could be seen shooting down the other end of the hallway. Somewhere in this house, a young boy was trapped. Ali slowly walked toward the door. Briefly his thoughts turned toward his memories of childhood. Riding with his father in the fire engine, begging him to turn the siren on for just a moment. His only desire was to be like his father. It all seemed so exciting then, so adventurous. Now he recognised the danger confronting him. He and this little boy could die at any moment. He had to find him, and quickly. Suddenly, he heard a sound. Rushing he opened the door and saw him huddled in a corner. He grabbed him and quickly ran outside to safety.

READING

C. Look at the texts 1-5. What does each text say? Choose *a*, *b* or *c*.

FOR SALE

Bike, new condition, bought three years ago, rarely used.
New tires and seat. Missing bell. Asking £75, or best offer.
Please call if interested.

- 1.
- a. the bike is brand new
 - b. the bike is very old
 - c. the bike is used

2.

Mike, the meeting is going to be on Monday at 1pm instead of Tuesday at 10.00. Lunch will be provided.

- a. Mike should have something to eat before the meeting.
- b. The meeting will take place on Monday afternoon.
- c. The meeting has been cancelled.

- 3.
- a. The jar must be kept in the fridge at all times.
 - b. The contents of the jar must be used by the end of the second week after it's opened.
 - c. The jar can be stored near a heater.



WEEKEND TRIP

There are only five tickets left for the trip this weekend. If you want to go, I suggest you come to the office as soon as possible before all the tickets are sold out.

- 4.
- a. You should go to the office immediately if you want to get tickets for the trip.
 - b. All the tickets for the weekend trip are sold out.
 - c. At the weekend there will be 5 tickets available for the trip.

5.

John
Did I leave my notes at your house? I can't find them anywhere and I need to revise for the test on Tuesday. Could you give me a call and let me know?
Ray

- What does Ray want John to do?
- a. look for his notes
 - b. lend him his notes
 - c. return the notes that he borrowed

What I can do in English

Use this checklist to record what you can do (Column 1 = me). Ask someone else, for example your teacher, to also assess what they think you can do (Column 2 = my teacher). Use column 3 to mark those things which you cannot yet do but which you feel are important (Column 3 = goals).

Add to the list – perhaps with the help of your teacher – other things you can do, or that are important for your English learning at this stage.

Use the following symbols:

In columns 1 and 2

In column 3

✓ I can do this under normal circumstances ! This is one of my goals

✓✓ I can do this easily

	me	my teacher / other	my goals
	1	2	3
Listening			
I can follow the gist of everyday conversation (family, school, free time, etc.) when people speak clearly.			
I can understand the main points of a longer discussion if people speak clearly.			
I can follow short talks on familiar topics if they are delivered in clear standard speech.			
I can understand the main points of many radio or TV programmes if people speak relatively slowly and clearly.			
I can understand the main points of recorded material about familiar subjects delivered relatively slowly and clearly.			
I can understand a short narrative well enough to be able to guess what may happen next.			
I can also			
.....			
.....			
.....			
.....			

Self-assessment

What I can do in English

	me	my teacher / other	my goals
Reading	1	2	3
I can understand the main points in short newspaper articles on current and familiar topics.			
I can skim short texts and find relevant facts and information (for example who has done what and where).			
I can understand 'typical' texts that present facts about themes I know well.			
I can scan longer texts in order to find information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.			
I can understand simple messages and standard letters (giving news, asking for information, etc.)			
I can follow the plot of clearly structured stories and literary texts.			
I can understand those parts of private letters dealing with events, feelings and wishes well enough to correspond regularly with a pen friend.			
I can understand the most important information in short simple information brochures.			
I can recognise the main arguments in a text.			
I can also			
.....			
.....			

	me	my teacher / other	my goals
Reading strategies	1	2	3
I can use the overall meaning of short texts to guess the meaning of unknown words from the context.			
I can also			
.....			



What I can do in English

	me	my teacher / other	my goals
	1	2	3
Spoken production			
I can express my opinion and give reasons.			
I can express and respond to feelings such as surprise, happiness and sadness.			
I can describe events, real or imaginary.			
I can narrate a story.			
I can give detailed accounts of experiences, describing feelings and reactions.			
I can develop an argument on a topic of general interest (e.g. pollution) well enough to be followed without difficulty most of the time.			
I can talk about the plot of a book and give my opinion.			
I can present the advantages and disadvantages of something familiar.			
I can also...			

	me	my teacher / other	my goals
	1	2	3
Spoken interaction			
I can speculate and make a decision about simple things (e.g. holidays, free-time activities).			
I can ask for and give advice on familiar topics.			
I can express my opinion on a practical problem.			
I can answer simple questions and respond to simple statements in an interview.			
I can also...			

Self-assessment

What I can do in English

	me	my teacher / other	my goals
Speaking strategies	1	2	3
I can start, have and end simple conversations on familiar topics.			
I can correct myself when I realise I've made a mistake in spoken English.			
When I can't think of the word I want, I can use another word meaning something similar.			
I can ask someone to repeat or clarify what they have just said if I haven't understood something.			
I can take turns in a discussion and interrupt someone politely using appropriate phrases.			
I can also...			
Writing	1	2	3
I can write descriptions of people, places or things I know well, or which I can imagine.			
I can write short texts about things I like doing or which I am interested in.			
I can write personal letters to friends or relatives giving news.			
I can narrate a simple story or report on an event.			
I can write a simple essay on a familiar topic, discussing advantages and disadvantages and giving my opinion.			
I can write a short review of a book.			
I can write a letter asking for or giving advice.			
I can write an article describing an event.			
I can write an account of a true event.			
I can write an informal letter (inviting, making arrangements, giving information, etc.)			
I can write a semi-formal letter.			
I can write a formal letter of application.			
I can also...			

Module 1 Window on the world


A POPULAR EVENT

Describe an interesting festival or an event which takes place in your country. Write information and make a poster advertising it.

Module 2 Heroes

WHAT AN EXPERIENCE!

Write a postcard to a relative describing a situation in which you helped somebody.



From, _____

To, _____



Projects

Module 3 Work & leisure

MY CV

Create your CV and write information under the following headings: Education, Work Experience, and Personal Interests.

Name: _____

WORK EXPERIENCE

Surname: _____

Age: _____

Address: _____


EDUCATION

PERSONAL INTERESTS

Module 4 Planet Earth

TAKE ACTION

Make up an organisation which helps protect the environment. Think of a name for this organisation, and make a brochure including ways of saving the planet.



Module 5 That's incredible!

AN EYEWITNESS

Someone broke into your neighbour's house last night. You and your family were at home and have some information which can help the police. Write two paragraphs about what you heard and/ or saw.

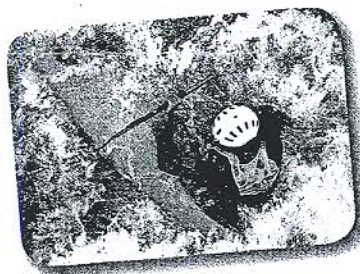


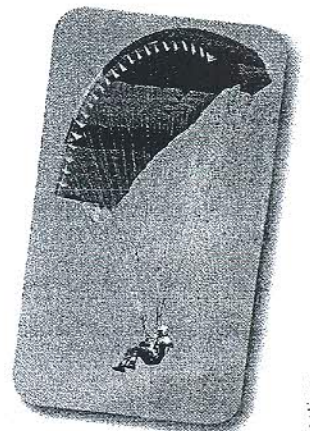


Module 6 On the move

EXTREME SPORTS!

Make a poster about the extreme sports below, paragliding and white-water rafting, and write their advantages and disadvantages.





Projects

Module 7 Up-to-date

MY FAVOURITE GADGET

Make a poster about your favourite gadget, e.g. your mobile phone. Say why it is useful and why you like



Module 8 Human nature

MY FAVOURITE BOOKS

Choose two of your favourite books and write short descriptions of them and include information such as the author, the characters, what it is about and your favourite part.



STUDENT'S AUDIO CD TRACK LIST

Track 1	3 Traveller (Titles)	
Track 2	1a	Listening & reading
Track 3	Module 1	Workbook Listening activity
Track 4	2a	Listening and reading
Tracks 5-12	Module 2	Workbook Listening activity
Track 13	3a	Listening and reading
Track 14	Module 3	Workbook Listening activity
Track 15	4a	Listening and reading
Track 16	Module 4	Workbook Listening activity
Track 17	5a	Listening and reading
Track 18	Module 5	Workbook Listening activity
Track 19	6a	Listening and reading
Track 20	Module 6	Workbook Listening activity
Track 21	7a	Listening and reading
Track 22	Module 7	Workbook Listening activity
Track 23	8a	listening and reading
Tracks 24-35	Module 8	Workbook Listening activity
Track 36	Culture page 1	Inspiring Heroes
Track 37	Culture page 2	Giant's Causeway
Track 38	Culture page 3	The Voyage of the Brendan
Track 39	Culture page 4	Aboriginal Australians

**Traveller 3
Workbook**

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