



State of Libya
Ministry of Education
Curricula and Educational Research Centre

21st CENTURY

English for Libya

Preparatory 2 Teacher's Book





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State of Libya
Ministry of Education
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إشراف: لجنة من مركز المناهج التعليمية والبحوث التربوية

CONTENTS

Introduction	6
Unit 1 My Spare Time	16
Unit 2 Seasons and Nature	34
Unit 3 Great Inventions	54
Unit 4 Fun with English 1	72
Unit 5 Around the World	82
Unit 6 Friends Abroad	102
Unit 7 Danger!	122
Unit 8 Fun with English 2	140

Book Map

	UNIT 1 My Spare Time Page 16	UNIT 2 Seasons and Nature Page 34	UNIT 3 Great Inventions Page 54	UNIT 4 Fun with English 1 Page 72
Listening and speaking	<ul style="list-style-type: none"> Listening for gist and information; writing notes Using a questionnaire to ask and answer questions □ Playing language games Two rhymes Syllabus stress 	<ul style="list-style-type: none"> Listening for detail and writing notes Asking and answering questions Telling a foreigner about a local festival Trying to improve oral fluency Intonation: performing two rhymes 	<ul style="list-style-type: none"> Talking about inventions Listening and writing notes Using pictures to retell a story □ Project work: a scrapbook presentation □ A song Past tense endings Intonation and stress in conversations 	<ul style="list-style-type: none"> Speaking with expression
Reading and writing	<ul style="list-style-type: none"> Reading for detail and inference □ Writing sentences, paragraphs and a friendly letter Editing and improving your own writing □ Reading for enjoyment Project work: a scrapbook □ 	<ul style="list-style-type: none"> Using pictures to predict speech Reading for detail and interpreting charts and symbols □ Reading for enjoyment Practising punctuation Writing an account of a festival Project work: a scrapbook presentation □ 	<ul style="list-style-type: none"> Reading for gist and detail Scanning for words Reading for enjoyment Writing a short story 	<ul style="list-style-type: none"> Working out meanings of unknown words from the context □ Making your writing more interesting
Structure and language	<ul style="list-style-type: none"> Past and present simple Past continuous tense Adjectives Possessive 's' and possessive plurals Adverbs of frequency Question formation 	<ul style="list-style-type: none"> Future tense: will Time adverbials Comparatives and superlatives 	<ul style="list-style-type: none"> Present perfect tense Adverbs of manner 	<ul style="list-style-type: none"> Grammar and vocabulary from Units 1 to 3
Vocabulary	<ul style="list-style-type: none"> The holidays Spare-time activities and hobbies Routine activities 	<ul style="list-style-type: none"> Weather words Months Seasons Ordinals 	<ul style="list-style-type: none"> Adjectives and adverbs describing moods and feelings Activities 	

UNIT 5 Around the World Page 82	UNIT 6 Friends Abroad Page 102	UNIT 7 Danger! Page 122	UNIT 8 Fun with English 2 Page 140
<ul style="list-style-type: none"> Listening for detail and writing notes Using a questionnaire to ask and answer questions ☐ Project work: a scrapbook presentation about famous sites ☐ A song Playing language games Intonation and stress in conversations 	<ul style="list-style-type: none"> Listening for gist Listening and writing notes Performing conversations Project work: a scrapbook presentation about friends online ☐ Introductions and greetings Identifying feelings from intonation 	<ul style="list-style-type: none"> Listening and identifying a situation Listening and writing notes Performing conversations Talking about pictures Project work: a scrapbook presentation about staying safe ☐ Intonation and stress in conversations 	<ul style="list-style-type: none"> Concentrating when listening Pronunciation of Yes/No questions and answers
<ul style="list-style-type: none"> Comparing countries Inferring information from factual texts ☐ Reading for enjoyment Writing about a country giving reasons for visiting it 	<ul style="list-style-type: none"> Reading a text about customs in Japan Reading a friendly email and identifying paragraph topics Reading a description and identifying people Reading a narrative for enjoyment Writing a description of self and others Sending an email while on holiday ☐ 	<ul style="list-style-type: none"> Identifying dangers in pictures Inferring information from posters ☐ Writing warnings Reading a narrative for enjoyment 	<ul style="list-style-type: none"> Using titles, headings and pictures to predict content of texts ☐ Scanning a text for direct information ☐ Reading more carefully for indirect information
<ul style="list-style-type: none"> Present perfect tense with <i>ever/never</i> Present perfect and past simple tense Comparatives and superlatives Questions with prepositions at the end 	<ul style="list-style-type: none"> Link words and phrases Future continuous tense Frequency adverbs 	<ul style="list-style-type: none"> Imperative sentences Reflexive pronouns First conditional 	<ul style="list-style-type: none"> Grammar and vocabulary from Units 5 to 7
<ul style="list-style-type: none"> Names of countries, industries and products 	<ul style="list-style-type: none"> Personal description Customs Nationalities 	<ul style="list-style-type: none"> Dangers at home and in the street 	

Introduction

1 Overview

21st Century English for Libya is a modern, engaging course, which integrates a general English syllabus with an element of 21st century skills, such as study skills, teamwork, critical thinking and problem-solving – the essential skills for students of English to thrive in the 21st century.

This course has been developed for the teaching of English to students in Preparatory 2. As such, the course has been specifically designed to reflect the fact that the students are starting to become young adults. It covers topics that draw upon their knowledge and experience of the world, as well as their personal interests.

The course gives students the opportunity to expand their knowledge of English and become more fluent users of the language. It also encourages the students to develop their study skills and start to become independent language learners, by providing them with ideas on how to continue learning outside the classroom. Grammar tips are presented regularly in order to help students begin to understand grammar patterns in English.

The content and approach of the course reflect the fact that, as well as using English in class, the students will increasingly need to use English in the 'real world'. The emphasis of the course is therefore on English as an international language, and on the students' long-term as well as short-term goals.

2 Approach to teaching

21st Century English for Libya, Preparatory 2 is a topic-based course that follows a clear grammatical and functional syllabus. Within this framework there is a coherent strand of skills development. This is generally thought to be the most effective organizational principle for English-teaching material used within state school systems, where there are a variety of constraints on learning.

The main constraint is time. Lack of time means that lessons can only provide a framework within which language can develop. Students will inevitably need to put in extra work, whether by studying independently, taking additional courses of study or travelling to English-speaking countries. An additional constraint is the importance of testing within the state system. This understandably leads to a certain emphasis being placed on knowledge of the language as one of the objectives of learning. *21st Century English for Libya, Preparatory 2* applies a communicative approach to teaching and learning and takes the development of communicative competence as its principal aim. Within the overall principles of communicative methodology, a wide variety of strategies are used. One important strategy, which has been introduced in the Preparatory stage, is a more overt analysis of the structure of the language. This has been adopted for a number of reasons:

- The cognitive ability of students at this age means that they are better able to understand the concepts behind the rules of English and how they help to convey meaning. In other words, the study of structure becomes part of the development of communicative competence.
- Language needs constant recycling if students are to develop accuracy and fluency. Study of how language is put together is an opportunity for learners to revisit language previously studied in a less academic way. The process of discovery also helps give the students a sense of ownership and makes the language more memorable.
- The constraints placed on teaching by the state examination system mean that students need to demonstrate both knowledge of language and an ability to use the language. Fortunately, these two aspects go hand in hand, to some extent, for students of this age group. Within this approach to learning, mistakes should be seen as part of the developmental process. Students at the Preparatory stage need to be encouraged to think for themselves, experiment with the language,

and take some responsibility for their own learning. However, the teacher has a clear role in bringing clarity to the process with regular class-based summaries of progress. The Round up lesson is a useful reminder to do this at the end of each unit.

Self-study and individual learning activities form an important strand of the course. For example, the students are shown how to fill in learner diaries and how to keep vocabulary notebooks, as well as doing regular homework assignments. The development of self-study skills should also be encouraged during class time, with students working through activities on their own to arrive at their own answers and conclusions. These can then be discussed and corrected with a partner, a group or the whole class, as part of the learning process.

3 Components of the course

Course Book

This book is used to present new language, as well as providing activities for the development of language skills. The book contains a variety of texts, including articles, websites, emails, advertisements, guidebooks, leaflets and timetables. The texts are highly illustrated and supported by clear instructions for the benefit of both teachers and students. The Course Book also provides regular opportunities for speaking practice, in the form of group discussions, pairwork, model conversations and role plays.

Workbook

This book contains tasks to consolidate and practise language presented in the Course Book. The exercises also develop the skills of listening, reading and writing and help the students improve their learning skills. There are listening and speaking tasks to practise specific pronunciation points and gradually introduce the phonemic alphabet.

Test booklet

The test booklet contains progress tests that can be used to test the students after each unit. Each test assesses the skills of listening, reading and writing, as well as specific language points and vocabulary from the unit. Students should already be used to the idea that they will be assessed near the end of each unit. However, they will need to be reminded in advance so that they have plenty of time to revise. The teacher should guide students through each test, explaining the activities before the students begin – the students are not being assessed on their ability to understand written instructions, but on their listening, reading and writing skills. Wherever possible, the tasks in the test are very similar to tasks the students have encountered before in the Course Book or Workbook. The students are required to apply the particular listening, reading and writing sub-skills they have been practising in the unit.

Tasks in the tests include:

- listening to a conversation and completing multiple-choice questions or writing notes
- speaking in role-plays and using functional language to complain, agree, negotiate, etc.
- reading and identifying topic sentences
- reordering a conversation
- matching sentence halves containing new vocabulary or structures
- completing and correcting sentences
- matching words to pictures and definitions
- completing an application form with personal information
- writing an email

It should be possible for all the students to finish the written tests in the time given. At the end of each test, the teacher should collect all the test booklets for marking. A written record should be kept of each student's performance in the tests. This record could usefully be broken down into different sections (reading, listening, speaking, vocabulary, writing). The allocation of marks has been left to the teacher to decide. The actual allocation of marks is less important than the consistency of marking.

Consistency is necessary in order to measure the students' progress. In the last lesson of each unit, it is advisable to review and practise any parts of the test that posed problems. This should be done before the marked tests are returned to the students so that they are not distracted by looking at their own results. Praise the students whose test results improve over time, not just those who consistently achieve well.

Website

A website hosting downloadable audio MP3 files, learning resources and training videos can be accessed at www.englishforlibya.com. The audio extracts are an essential part of the course. They comprise recorded discussions, dialogues, conversations and monologues.

Teacher's Book

The contents are listed at the beginning of this book. The Introduction is followed by detailed plans for every lesson. These are laid out as follows:

- A box showing the materials required, the lesson objectives, the new language and vocabulary presented.
- Easy-to-follow lesson notes divided into stages. This has been done to help teachers manage their lesson timings.

Note: Timings have been included for every lesson in both the Course Book and the Workbook, with a total of 45 minutes per lesson. These timings are intended as a guide only. In some lessons, different exercises will take different amounts of time, depending on the class group. They may take more or less time than suggested. Also, teachers might sometimes want to ask pupils to do one or more of the Workbook activities as extended or independent learning. All timings are given in minutes (mins).

Icon key



Pairwork activity



Group work activity



Project work



Grammar tips



21st Century Skills

10 mins

Suggested timing

4 Organization

21st Century English for Libya, Preparatory 2 is organized into eight units. Units 1 to 3 and 5 to 7 are organized on a topic basis and present new language. Units 4 and 8 recycle language from the previous three units, presenting the language in context. The Book Map contains detailed unit-by-unit information on the objectives, activities and language items covered.

5 Features of the course

5.1 Grammar tips

These are a regular feature of the *21st Century English for Libya* series. Detailed explanations of usage and realistic examples are provided to help the students develop their grammatical competence. The tips are presented in shaded grammar boxes which are integrated into the unit to maximize convenience for student and teacher.

5.2 Round up pages

Round up pages at the end of Units 1, 2, 3, 5, 6 and 7 allow students and teachers to review what they have done in the unit and go over any problem areas together before the tests. The students work through each point on the page individually or in pairs. The students should be encouraged to think for themselves about what they have achieved and what they need to continue to work on. The teacher should be prepared to answer any questions that the students may have, to write examples on the board or to do oral practice of the points that the students need to revise most.

Homework activities

The Workbook of 21st Century English for Libya, Preparatory 2 contains a number of projects and extended writing activities. The teacher may decide to set some of these as homework so as to encourage students to take responsibility for their own learning and allow them to explore areas that interest them personally.

Vocabulary notebooks

A vocabulary notebook gives each student the freedom to record the words they need in the way that works best for them. It is suggested that the students begin a vocabulary notebook at the very beginning of the course. Various methods of categorizing and arranging vocabulary are suggested in Unit 2: the aim is to let the students find their own method of remembering and associating words. It is worth taking the time to show the students how to draw word maps and to use pictures and diagrams to record the meaning of words and the relationships between them, so that they do not write Arabic translations and arrange words in alphabetical order. Finding a personal way of recording vocabulary and ideas is another step on the way to learner independence and is a skill that the students can transfer to other subjects.

Using a dictionary

To further develop language competence, the students should begin to make more use of monolingual dictionaries when they read and write. This is a habit that needs a lot of encouragement. Students are reluctant to use dictionaries for a number of reasons. One reason is simply that they are not sure how to access all the information that dictionaries contain. This is why the students are shown how to do this in the very first unit of the Preparatory course, then encouraged to practise referring to dictionary entries in *Preparatory 2*.

The students are also shown how to make use of phonemic script, as this is an essential aid to pronunciation. All the symbols that represent vowel sounds in English are presented by the end of *Preparatory 2*, and the introduction to phonemic script is completed (with consonant sounds, stress marks, etc.).

6 Advice to teachers of teenagers

6.1 Teaching English to teenagers

It is important for teachers to be aware of some of the characteristics of teenagers that affect teaching and learning. These have been taken into account in the design of this course. General characteristics and how to respond to them:

- (i) Clearer personal goals: teachers need to tap into the positive aspects of their students' goals and encourage the students to shape these goals for their long-term benefit and the benefit of society.
- (ii) Firmer opinions: teachers need to understand and acknowledge the opinions of the students, while at the same time introducing them to alternative ways of thinking.
- (iii) Greater interest in the outside world: students can be motivated to find out more about the world and make use of this knowledge in classroom discussions.
- (iv) Importance of peer pressure: teachers need a clear strategy to identify students who have influence over their peers, so that their leadership qualities can be used for the good of the class.

Educational characteristics:

- (v) Understanding of abstract concepts: this is a key aspect of educational growth. Students should be encouraged to take an interest in the underlying concepts and rules of English.
- (vi) Critical thinking: the ability of students to evaluate alternative courses of action can be harnessed to promote spoken and written skills.
- (vii) A more reflective attitude to information: students should be encouraged to interpret the meaning of listening and reading texts in their own way and to discuss the interpretations of others.

6.2 Lesson planning

It is advisable to read the teaching notes for each unit before beginning to teach it. This will give a clear idea of the content and activity types in the unit well in advance. It is also a good idea to plan blocks of lessons at a time, for example, a week's classes. This will make it easier to gauge the students' progress and to prioritize. Individual lessons should be planned at least a day in advance, to allow time

to gather the appropriate materials and become familiar with the content of the lesson.

Planning a lesson in advance will also result in greater confidence during the lesson. This confidence will facilitate appropriate decisions during a lesson. It will also be easier to manage time; for example, knowing which activities can be left out if time is short, or when to stop an activity if it seems to be taking up a disproportionate amount of time. Note that approximate timings are provided for each stage of the lesson as guidelines for the expected duration and relative importance of each activity. However, it is left to the teacher's judgement to manage class time. The key to good time management is to have a clear idea of the essential aims of the lesson. Plenty of time should be allowed before a lesson to plan the following important areas:

- classroom language
- use of the board in the lesson
- layout of the class (arrangement and movement of furniture, organizing the class into groups, etc).

Using objects, photos and authentic materials such as leaflets, books, posters and timetables in English lessons is a good way of keeping the students' attention. Although the use of realia is not essential (because the texts in the Course Book are designed to be as realistic as possible), learners respond well to three-dimensional stimuli. The time taken in finding realia will be well rewarded by the opportunities for practice and stimulating discussion that objects, pictures and articles provide in class.

6.3 Recycling language

The teaching notes for some lessons include ways of recycling language from earlier units. However, it is assumed that teachers will take every opportunity to do this throughout the course. There should be a variety of regular routines for revision, so that it is both repetitive and varied. For example, get the students to ask their partner questions, then report back to the teacher. Other points that can be revised during a lesson include:

- Social language and ways of keeping a conversation going, including question tags: *Really? That's nice. Was it?*
- Phrases for asking for and expressing opinions: *What do you think? I think ... I agree ... I disagree. Maybe you're right.*

- Describing location and giving directions: *Where's the new shopping mall? How do I get to the bank from here?*
- Adjectives to describe experiences and places: *What was it like? How did you feel? Was it interesting?*
- Using a range of tenses: *What did you do? What happened next? What was your friend doing? Have you ever been to Egypt?*
- Talking about timetables: *What time does the sports centre open? When do you have basketball practice?*
- Imperatives and polite requests (including *lend* and *borrow*): *Let's work in groups. Could you help me, Zeena? Can you lend Nadia your book? Can I borrow your pen?*

6.4 Organizing pairwork and group work

Activities in *21st Century English for Libya, Preparatory 2* frequently require students to be organized into groups or pairs. It is important to ensure that this organization happens as smoothly and quickly as possible, so that it does not disrupt the flow of a lesson. Since the students' attention will be distracted once they are sitting in groups, it is a good idea to explain or demonstrate an activity before you split the class up. You can then be sure that everyone is able to see and hear you.

Give clear instructions for rearranging furniture or moving seats around. If the students need their books, notebooks or pens, make sure that you tell them to take them when they change seats. If you are dividing the class into two groups, either draw an imaginary 'line' down the middle of the room, making sure there are equal numbers on each side, or give each student a letter A or B. Then tell the A students to sit on one side of the classroom and B students on the other. It will save time if you think carefully about your students before the lesson. When dividing the class into smaller groups, you should generally try to ensure that students of similar ability are working together. The more able or confident students will however, it is useful to have a mixed ability in each group. If you know that some groups or pairs will finish early, have some extra work ready for them to do, or a game for them to play. This will allow you to give the rest of the class the help and encouragement they need,

as well as giving all the students time to finish the set task.

For pairwork, it is easiest to ask students to work with students who sit near them. However, pairings should be varied sometimes to make language practice more interesting, so from time to time ask students to make new pairs. The interaction will be more genuine if students are talking to someone they don't know very well, e.g., if they are exchanging opinions or talking about their hobbies and experiences. Moving students to a new seat also keeps them interested and alert; rearranging the classroom helps to signal a new stage in the lesson. When you want to return to full-class activities, or stop an activity to give instructions, make sure you have everyone's attention and that all the students have stopped talking before you begin. It is a good idea to use a regular signal, such as clapping your hands or ringing a bell.

6.5 Continuous assessment

There are written tests to help assess progress in listening, vocabulary development, reading and writing in each unit (see *Features of the course*). In addition, assessment of students' progress should be incorporated into normal lessons. It is a good idea to keep a written record of individual achievements in reading, writing and speaking. Teachers are advised to record their students' progress in a way that is suited to their own teaching situation. In the case of reading, it is useful to listen to students reading texts at regular intervals throughout the year. Writing can be assessed while students are completing writing activities in class, or when the Workbooks are collected in. Written homework can be graded, but this should be carried out sensitively (see below).

As well as using the photocopiable speaking activities suggested in this book, the teacher may want to assess speaking by choosing four or five students to concentrate on before a lesson begins. Particular attention can then be paid to their participation in open-class situations or in pairwork. It is possible to assess students regularly in this way, preferably while they are unaware that they are under assessment.

Note: It is important to assess a student's effort, not just the results that he/she achieves. In choosing materials for students to read, or when asking questions to assess speaking, it is important to pitch assessment at an appropriate level. If students are particularly able, they can be given challenging texts for reading and asked more demanding questions; if students are struggling, they should be given tasks appropriate to their level. Your assessment of the students over a period of time will then genuinely reflect their progress, rather than their ability to attain unrealistic targets.

6.6 Homework

Depending on the policy at your school, you may or may not assign regular homework. But some independent study is useful in encouraging students to take responsibility for their own learning. If you do set homework, it is important to keep a record of the students who complete their homework on time. If you make it clear that you are keeping track of those students who fail to hand in homework, the students will be more likely to make an effort. Correction of homework should promote positive reinforcement at the same time as giving constructive criticism. At this level the students can be directed towards areas that require improvement (in the case of written work, for example, they should be advised if they are not doing enough planning, if their work is not organized satisfactorily or if they need to proofread their work more carefully before they hand in a final version). Instead of correcting errors of grammar, spelling or punctuation straight away, it is a good idea to highlight mistakes and get the students themselves to work out how to correct them. Self-correction is a valuable skill that needs to be developed if the students are to improve the quality of their written work. To be fair to the students, make sure that you set and explain homework clearly and that students know the deadline for handing in their work. The students need clear rules so that they can successfully organize their own time.

7 Teaching in 21st Century English for Libya, Preparatory levels

7.1 Listening

Listening text types in *21st Century English for Libya, Preparatory 2* fall into the following broad types:

- sounds, words and phrases
- conversations between two or more speakers
- descriptions of people, places and things
- narratives
- discussions

7.1.1 Activities to develop the skill of listening

The course contains texts specifically dedicated to the purpose of developing the listening skill and the related sub-skills listed below.

- recognizing context
- making predictions about content
- comparing and revising predictions during and after listening
- dealing with unknown words
- identifying remarks made by different speakers
- listening for gist and detail
- listening and taking notes
- following the main points of a text
- identifying important/relevant information
- summarizing the main points of a text
- noticing and dealing with features of spoken language (e.g., turn-taking, hesitancy and redundancy)
- identifying grammar and language features
- identifying the feelings and attitudes of speakers

There are also dialogues and short texts that are used to model and contextualize new language structures and vocabulary or for pronunciation practice. It is important to read the teacher's notes carefully in order to identify whether a listening exercise is aimed at developing specific listening sub-skills, modelling new language and/or is to be used for extensive listening. In general, the teacher should aim to make the students feel as comfortable as possible with listening to the audio. Students should never come to a listening unprepared as it is unrealistic and will cause unnecessary anxiety. As long as it does not interfere with the aims of the task, the teacher should tell the students how many people are speaking, and who and where they

are, before playing the audio. The Course Book illustrations should be used as much as possible to aid understanding, since in real-world listening tasks, listeners usually have visual clues to help them (e.g., setting, gestures and facial expression of the speaker).

A basic procedure for listening tasks is as follows:

- Discuss any pictures and establish the context.
- Explain the task, demonstrating if appropriate.
- Play the audio; students listen and do the task. Some texts will need to be played twice or more (this is usually indicated in the teacher's notes).
- Encourage students to compare their answers in pairs.
- Elicit answers, showing interest in the students' own understanding of the text.
- Confirm answers.
- Use the information for consolidation, transfer or to stimulate discussion.

Note: The main aim of the tasks is to develop student's listening ability, not to test it. This development will only happen if they feel secure about the things they are being asked to do and feel that you are interested in their individual achievement. Do not expect students to get all the answers right, particularly after the first listening.

7.2 Speaking

There is a wide range of speaking activities in *21st Century English for Libya, Preparatory 2*. For details of tasks in particular lessons, see the Book Map and Unit summaries. In *Preparatory 2* the students will work towards the following competencies:

- greeting people and saying goodbye in formal and informal situations
- giving and asking for personal information
- asking and responding to questions
- making and responding to requests for information
- making and responding to suggestions, stating preferences and giving reasons
- making and confirming arrangements
- asking for, giving and responding to advice
- expressing, asking for and responding to views and opinions
- expressing gratitude
- interrupting politely

- showing interest when someone is speaking
- providing feedback and confirmation in a conversation
- describing people, places and things
- checking what someone has said and asking for confirmation/clarification
- confirming information for listeners and correcting misunderstandings
- giving simple explanations

7.2.1 Discussion work, problem solving and decision making

21st Century English for Libya, Preparatory 2 contains pairwork and group work activities where students are required to discuss an issue, reach agreement or make a decision. They are encouraged to work together to compare ideas and answers. At this level the students should be encouraged to use English to complete the activity. They will be better able to do this if they are reminded of simple structures for suggesting, agreeing and disagreeing, e.g., *Let's .../Yes, I think so./Yes, that's right./No, that's wrong.*

7.3 Reading

The reading material in the course is designed to present the students with as many text types as possible. The students are also encouraged to bring their own texts to class, reflecting the fact that at this level reading outside the prescribed texts is a vital way to increase vocabulary and consolidate language skills. Although some of the texts in the Course Book are read aloud on the audio, the vast majority are not, and they are designed for silent reading. The students are asked to apply different approaches to different types of text, to read texts at different speeds and to focus on the appropriate parts to complete the task in hand. As with listening texts, it is important to read the teacher's notes for each reading task carefully in order to identify which skills and strategies the task aims to develop.

The following sub-skills are covered in *Preparatory 2*:

- skimming a text to establish topic(s)
- scanning a text for detail
- recognizing the purpose of different types of text
- identifying the audience of different types of text
- using features such as headlines, subtitles and topic sentences to locate information

- extracting and collating information from a range of texts
- using prior knowledge and experience to make predictions about the content of a text
- understanding and summarizing the main ideas of a text
- guessing/working out meaning in a text where the topic is familiar
- using knowledge of language (grammar, vocabulary, etc.) to follow a text and understand a sequence of events
- following texts that contain some unknown vocabulary where meaning is clear from context
- developing strategies to deal with unknown vocabulary
- understanding how different texts are organized and constructed
- using active reading techniques

7.4 Writing

Each of the presentation units contains six writing tasks:

- Short writing tasks (50–70 words long)
- One longer end-of-unit writing task (80–120 words long)

21st Century English for Libya, Preparatory 2 concentrates on the development of writing as a skill. At this level the students will be working on writing tasks in various registers (from informal notes and emails to reports or application forms). They will also be attempting longer pieces of writing than they did at the Intermediate stage. In addition to these freer activities, there are familiar controlled writing exercises (such as sentence completion, reordering and gap-filling) to consolidate language patterns and structures that have been introduced and practised orally. The following text types will be produced at *Preparatory 2*:

- informal messages and postcards
- letters/emails
- factual texts
- descriptions
- stories and extracts from stories
- instructions
- reports
- questionnaires

Writing exercises still require scaffolding. It is important not to set a challenging writing task without adequate preparation. In most cases the students are taken step-by-step through a process of brainstorming, planning and writing, as well as being given a model to follow. Wherever appropriate, the teacher should refer back to the model text and draw attention to how it is organized and how sentences are structured. The teaching notes provide detailed advice for each writing activity of this type.

Students should also be encouraged to refer to the Checklist for written work at the back of the Course Book. Students should follow this list when writing. Teachers need to present these tips in class to ensure they are fully understood and the list should be referred to whenever students undertake one of the writing tasks. By doing this, students will be encouraged to put more time and effort into their writing and will make continuous progression in their writing throughout the year.

Class time has been provided for some of the writing tasks. It is advisable for teachers to use this time to encourage development in their students' writing skills. This is best achieved by scaffolding writing activities as much as possible and monitoring during the activity to provide assistance as necessary. Collaboration in writing tasks between students should also be encouraged whenever possible. Other writing tasks will be set as homework, and these should be used as practice for ideas that have been developed in class.

There will be a range of writing ability in the class, and teachers should not expect all the students to produce the same amount of writing or the same quality of handwriting. Writing tasks are sometimes open-ended (there is no word limit), so that stronger students have the opportunity to stretch themselves and write as much as they need to. It is important to encourage the students to use their ideas and imagination so that they have the chance to show their creativity, even if they need to improve their grammar, spelling or mechanical writing skills. Some students make frequent errors in writing.

They should not become too demotivated, but should be encouraged to edit and try to correct

their own work. Planning, editing, self-correction and redrafting are essential skills for a successful writer, and the students should now be starting to do these things on a routine basis. Make sure that the students have time to read through and correct their work. It is a good idea, whenever possible, for the students to redraft their writing after it has been corrected, so that the final version is error-free.

Displaying finished work motivates the students to produce a correct version. Students are sometimes required to work collaboratively on writing and to read each other's work. They are asked to edit and correct texts written by other groups or individuals. This type of activity is highly motivating. It means that students have a clear audience for their work and encourages all the students to be involved in the writing and editing process.

While the students are writing, it is important to go round and monitor their work, acting as a resource for ideas and a helper with spelling, rather than a judge. Always have a task available for those who finish writing early, and allow slower students to finish their work at home. Stages and sub-skills of writing at *21st Century English for Libya*, Preparatory 2 include:

- brainstorming ideas in preparation for writing – selecting and rejecting ideas
- arranging information for impact
- arranging information logically and coherently
- sequencing events
- selecting an appropriate layout
- organizing content into paragraphs
- producing grammatically accurate sentences
- selecting formal/informal language to suit the task and audience
- using punctuation to make meaning clear
- using discourse markers, conjunctions and contrastive linkers
- proofreading for coherence and accuracy of punctuation, spelling and grammar
- editing writing
- writing legibly

Garnet

Listening and speaking

- Listening for gist and information; writing notes
- Using a questionnaire to ask and answer questions
- Playing language games
- Two rhymes
- Syllabus stress

Reading and writing

- Reading for detail and inference
- Writing sentences, paragraphs and a friendly letter
- Editing and improving your own writing
- Reading for enjoyment
- Project work: a scrapbook

Structure and language

- Past and present simple
- Past continuous tense
- Adjectives
- Possessive 's' and possessive plurals
- Adverbs of frequency
- Question formation

Vocabulary

- The holidays
- Spare-time activities and hobbies
- Routine activities

21st Century Skills

- Communication Skills: Drawing conclusions
- Information Literacy: Inferring information
- Study Skills: Finding factual information
- Communication Skills: Reflecting on texts

Key words

always – /'ɔ:lweɪz/
 around – /ə'raʊnd/
 back – /bæk/
 barbecue – /'bɑ:(r)bɪkjʊ:/
 boring – /'bɔ:ɪŋ/
 by (= next to) – /baɪ/
 collect – /kə'lekt/
 countries – /'kʌntrɪz/
 enjoy – /ɪn'dʒɔɪ/

everything – /'evriθɪŋ/
 flower – /'flaʊə(r)/
 have a rest – /hæv ə'rest/
 interested in – /'ɪntrəstɪd ɪn/
 interesting – /'ɪntrəstɪŋ/
 keep – /ki:p/
 never – /'nevə(r)/
 often – /'ɒfn, 'ɒftən/
 scrapbook – /'skræpbʊk/

sea shell – /'si:ʃel/
 shape – /ʃeɪp/
 sometimes – /'sʌmtaɪmz/
 stamp (n) – /stæmp/
 usually – /'ju:ʒuəli, -ʒəli/
 village – /'vɪlɪdʒ/
 wonderful – /'wʌndə(r)fl/
 world – /wɜ:(r)ld/

Unit 1 Lesson 1:

Holidays

Objectives: Read and match to complete conversations.
Listen to check details in conversations.
Perform conversations.
Write a paragraph.
Use a questionnaire about activities in the holidays.

Language: Past simple tense; questions and short answers

Vocabulary: Holidays; spare-time activities

21st Century Skills: Study Skills: Finding factual information

Reference: Course Book pages 8 and 9, Workbook pages 4–5,
🔊 1

- Ask the class to guess what else Faisal, Huda and Muna did on holiday. They should use ideas from the speech bubbles.
- Ask the students to say which activities they have chosen and make a note of them on the board.

Note: We use *on holiday* to describe a break away from home. e.g., "I went to Tunisia on holiday." We use *in the holidays* to talk about a period of time off school or work, e.g., "I always stay with my grandparents in the holidays."

B 🔊 1 Now listen and check. Then practise different conversations.

8 mins

- Explain to the class that they are going to hear the two conversations completed, so that they can check if their guesses were right. The students should make a note of the other things that Faisal, Huda and Muna did. Play 🔊 1. Deal with each conversation separately.

Warm up

8 mins

- Greet the class and ask the students if they had a good holiday. Say what you did in the holidays and then ask the class what they did. If necessary, ask questions such as: *Did you stay at home? Did you go away? Did you go swimming? Did you visit friends? Did you go camping?*

A Read and choose. What do you think Faisal, Muna and Huda did in the holidays?

8 mins

- Ask the students to open their Course Books and to say what the pages are about. Elicit the names of the five people shown. Then ask them to read aloud what is in the speech bubbles, saying what other people did in the holidays.
- Ask the students to look at the two dialogues and underline any words they do not know. Explain that *a village* is a very small town and that *by in by the sea* means *next to*. Organize the students into pairs to read the two conversations aloud. Omit the unfinished sentences.

🔊 1

- | | |
|---------|--|
| Ahmed: | Did you go away in the holidays? |
| Faisal: | Yes, I went to a village by the river. |
| Ahmed: | What did you do there? |
| Faisal: | Oh, I went swimming every day. And I went fishing. It was great! |
| Rasha: | Did you go away in the holidays? |
| Huda: | No, Muna and I stayed at home. |
| Rasha: | What did you do all the time? |
| Huda: | Oh, lots of things. I saw my friends every day. And I made some clothes. |
| Rasha: | And what did you do, Muna? |
| Muna: | Not very much. I got up late every day. And I read lots of books. Oh, and I learned to cook. |

- Prepare the students to perform the first conversation. Play the conversation in 🔊 1 line by line for class repetition. Encourage them to use the same intonation.
- Have the students perform the conversation in pairs.
- Follow the same procedure for the second conversation. After controlled practice, the students should practise it in groups of three.

C Talk about what you did in the holidays. 6 mins

- Invite students to ask each other about their own holidays. Don't spend too long on this at this stage, though, as the Workbook activities will extend this.

D Now do Exercises A to D on page 4 of the Workbook. 15 mins

- Direct the students to pages 4–5 of their Workbooks.

WB A Read and answer the questions. Then ask your partner. Tick for yes (✓), cross for no (X).

- Explain the activity. Ask the students to read the questionnaire silently and put a tick or a cross in the boxes next to each activity in the column **You**. Go round the class and help any student who is having difficulty.
- Practise the questions to help the students with pronunciation. Explain that *Yes/No* questions rise at the end. Ask the students to work in pairs to complete the column of boxes about their partner, by asking and answering questions.

WB B Did you or your partner do anything else? Make notes.

- Tell the students to think of anything else they did in the holidays, and to write it after **You**.
- Organize the class to work in pairs, asking and answering the question *Did you do anything else in the holidays?* They should write the answers after **Your partner**. Go round the class supplying any new vocabulary needed.

WB C Use the past simple to complete the sentences.

- Ask the students to complete the sentences using the verbs in brackets.

Answers

- 1 I played football yesterday
- 2 He bought a new smartphone
- 3 We took an exam last week
- 4 She visited her grandparents last weekend.

WB D Write a paragraph about your holidays in your notebook.

- Tell the students that they are going to write a paragraph as homework. Highlight the points in the *Writing tip* box. Explain that they should use the tip to review their work when they finish writing.
- Prepare the students for writing. Tell them to begin by writing about where they went on holiday. For example: *In the holidays we visited my uncle near Sabratha*. Then ask them to continue with what they did and their opinion of it. For example: *One day we went to his farm and looked at lots of animals. I liked that a lot. In the evenings I read lots of books because my uncle does not have a television. Many were exciting, but some were not.*
- You may choose to write a model paragraph on the board to demonstrate: (i) how to make the paragraph more than just a list of things, i.e., by adding comments; and (ii) how to review writing when it is finished.

Model answer

In the holidays we visited my uncle near Sabratha. One day we went to his farm and looked at lots of animals. I liked that a lot. In the evenings I read lots of books because my uncle does not have a television. Many were exciting, but some were not.

Unit 1 Lesson 2:

Joe's Holiday Album

Objectives: Work out meaning of vocabulary in context.
Predict descriptions of activities and events.
Listen for gist in a monologue.
Listen for specific information.

Language: Past simple tense; adjectives
Vocabulary: amazing, interesting, exciting, fantastic, great, mosaic, forum, huge, amphitheatre, condition

Reference: Course Book page 10, Workbook page 5, 2

Warm up 5 mins

- Ask the class to look at the photos. Do they recognize any of the places?

A Talk about the photos. What do you think Joe says about the places in the photos? 8 mins

- Read the introductory text aloud. Elicit or present the meaning of *album*.
- Ask the students to work in pairs and read the captions aloud. Tell them to think about the new words, but that at this stage they only need to work out which ones are names. Conduct a class check for pronunciation and meaning.
- Check that students understand the adjectives in the box and present *boring*. Then ask the students, in pairs, to predict what Joe says about the subject of each picture. Tell them to choose one adjective from the list per picture.
- Draw six squares on the board representing each picture. Do a class survey of the adjectives the students predicted that Joe might use to describe each one. Encourage the students to justify their answers.

B 2 Listen and number the photos in the order Joe talks about them.

12 mins

- Explain to the students that they are going to hear Joe talking about the places he has visited and the things in the pictures. Ask them to number the pictures 1 to 6 in the order mentioned. Play 2. This activity gives students a chance to hear the pronunciation of the illustrated items, as well as to understand the descriptions.

2

I visited Spain with my family two years ago. I took lots of photos as we saw lots of things. We spent a week in Barcelona and we saw a lot of nice buildings. But my favourite place was Park Guell. There are sculptures and statues covered with mosaics – tiny pieces of stone. And I loved the buildings. There were some really amazing buildings! I took lots of photos there. I want to go back to Barcelona again one day.

One spring, we visited Pisa in Italy. Of course, we saw the famous Leaning Tower of Pisa. I thought it was great – a building that leans. It was built in the 12th century and started leaning right away because the ground it was on was too soft to support it! I wonder if it will fall down one day?

Last year, we visited Libya. We went to the historical site, Leptis Magna. A long time ago, this was one of the most beautiful cities of the Roman Empire. It's still beautiful today. It's famous as the birthplace of Septimius Severus, who later became Emperor of Rome in 193 AD. Today you can still see the forum, marketplaces and huge amphitheatre, all in great condition.

I went to London with my parents three years ago. There is so much to see there. It took lots of pictures by my favourite is this one of Big Ben. I always thought Big Ben was the name of the clock, but it's the name of the large bell inside. It was interesting to hear from the guide all about the history of Big Ben. The bell weighs more than 13 tons and it was the biggest bell in the UK for a long time!

I was quite young when I went to Egypt with my parents and saw the pyramids. In fact the photo was taken by my father. I think the pyramids are fantastic. I don't understand how people built them over three thousand years ago. People must have been very clever in the old days. Lots of photos of the pyramids show just two or three big pyramids, but there are more than 100 in all.

The most exciting place I have visited is the Victoria Falls in Zimbabwe. I've never seen anything as exciting in my life. The water drops down the falls for over 100 metres. And the noise the water makes is really loud! I loved standing and listening to the sound.


Answers

- 1 Park Guell, Barcelona
- 2 Leaning Tower of Pisa, Italy
- 3 Leptis Magna
- 4 Big Ben, London
- 5 The Pyramids, Egypt
- 6 Victoria Falls, Zimbabwe

C Now do Exercises A to C on page 5 of the Workbook. 20 mins

- Direct the students to page 5 of the Workbook.



WB A 2 Listen to Joe talking about his photos again. Write one word he uses to describe each thing.

- Play  2 again. Write the six adjectives from the box on page 10 of the CB on the board. Ask the students to listen and write the adjective from the list used for each item. Ask them to note down if they hear any other adjectives, too.

Answers

- 1 Leaning Tower of Pisa – famous, great, soft
- 2 Leptis Magna – historical, beautiful, famous, huge
- 3 Victoria Falls – exciting, loud
- 4 Big Ben – favourite, interesting, biggest
- 5 the pyramids – young, fantastic, clever, big
- 6 Park Guell – nice, favourite, amazing

WB B Listen again. This time, note down any facts you hear.

- Ask the class to make a note of any additional information that interests them as they listen to  2 again. Elicit answers.
- You could play  2 again and ask questions this time. Pause the audio after each of the six items is mentioned for students to write their answers.

Note: This activity is intended to motivate the students. It does not matter if they write very little.

Suggested answers

Park Guell – in Barcelona, has sculptures, statues and buildings

Leaning Tower of Pisa - built in 12th century, the ground too soft

Leptis Magna - historical place, city in the Roman Empire, birthplace of Emperor, forum, market and amphitheatre

Big Ben – bell, weighs 13 tons, was biggest bell in the UK

Pyramids – built over 3,000 years ago, more than 100 pyramids

Victoria falls – Zimbabwe, 100 metres high, water makes loud noise

WB C What do these words mean?

- Ask the students to organize themselves into pairs and look at the words. They have now heard the audio enough times to be able to guess the approximate meaning of each word. It doesn't matter if students get some answers wrong.

Answers

sculptures – objects or designs made from wood, clay or metal

mosaics – tiny pieces of glass or pottery

ground – the earth

forum – public square

Unit 1 Lesson 3:

Whose scrapbooks are these?

Objectives: Read six short texts for inference.

Understand a scrapbook project.

Develop vocabulary.

Language: Possessive 's; possessive pronouns

Vocabulary: country (*pl. -ies*), stamps, interested in, keep, collect, enjoy, flowers, shape

21st Century Skills: Information Literacy: Inferring information

Reference: Course Book page 11, Workbook pages 6 to 8, 3.

Warm up 6 mins

- Introduce the topic of spare-time activities and interests. Explain that the six people on page 11 of the Course Book all have interests that can be seen from their scrapbooks. Elicit the areas they are interested in using the pictures only. Encourage the students to talk about their own interests.

A Read and work it out. Write your answers in your notebook. 8 mins

- Draw attention to the title of the lesson. Focus on the information box, which shows the students how to write the answers. First, ask the students to guess the answers, by matching the pictures of the people to the scrapbooks without reading. Elicit possible answers as follows: *I think number (3) is (Maysam's).*
- Tell the students to read and work out who owns the six scrapbooks. Ask them to write their answers in their notebooks.

B 3 Listen and check your answers

10 mins

- Play 3 and let the students check their answers, which are given at the end of the track.

3

Maysam: I'm Maysam. In my spare time, I like finding out about other countries. I have lots of pictures and stamps. I ask everyone to keep their stamps for me. Scrapbook 3 is mine.

Adel: I'm Adel. Some day, I want to go to Africa. Then I can take my own photos of the animals. For now, I have to look for pictures and cut them out. Scrapbook 6 is mine.

Rashid: I'm Rashid. I want to be a pilot. I'm very interested in planes and flying, so you can guess what I collect. Scrapbook 4 is mine.

Amna: I'm Amna. I enjoy collecting pictures of plants and flowers from around the world. I love the colours and shapes. Scrapbook 1 is mine.

Muna: I'm Muna. I'm interested in birds. In my spare time, I take photos. Then I try to find out the names of the birds. Scrapbook 2 is mine.

Jamil: I'm Jamil. I play it. I watch it on television. I go to matches. So you know whose pictures I collect. Scrapbook 5 is mine.

Listen and check your answers.

Number 1 is Amna's.

Number 2 is Muna's.

Number 3 is Maysam's.

Number 4 is Adam's.

Number 5 is Jamil's.

Number 6 is Adel's.

- Discuss various aspects of the topic. Use the opportunity to broaden the students' vocabulary. Include the new word *shape*.

- Elicit examples from the class of plants, flowers, footballers, planes, birds and animals. Translate any words they want to know and write them on the board.
- Ask them when you use a stamp: *When you send a letter.*
- Ask them where they keep various things, for example, books and clothes. For example: *I keep them on a shelf. I keep them in a drawer.*
- Ask them what other things you can collect. For example: *model cars, clothes, old coins.*

C Talk about what you do in your spare time. 6 mins

- Tell the students that you want them to start their own scrapbooks. Explain that this year they will do a project in each unit of the book – six in all. The theme of the first project is *My Spare Time*.
- Encourage the students to talk about the subject in general, for example: *Is it good to have hobbies, things we do in our spare time? Why? Why not?* Explain that in this unit they prepare something of their own to put in their scrapbook under the title *My Spare Time*. It can be something they write, or pictures, photos and drawings. Tell them to begin planning for it now.
- Note:** If you are not able to provide all the materials the students need to make a scrapbook, tell the students that they will each need to bring two pieces of card or thick paper, some ribbon or string and several sheets of paper for that lesson.

D Now do Exercises A to E on pages 6, 7 and 8 of the Workbook. 15 mins

- Direct the students to page 6 of their Workbooks. Prepare for Exercise A by conducting a class competition. Divide the class into two. Call out the infinitives in random order. Award a point to the side of the class who call out the correct past simple verb form first.

WB A Complete the table.

- Ask the students to complete the table by writing the correct forms of the past simple tense. They are all on Course Book page 8 or in the listening activity in Lesson 2.
- When you do a class check, elicit or explain the reason for the three columns of the table.

Column 1: all the past tense forms are made by adding *-ed* to the root. (regular verbs)

Column 2: all the forms are different. (irregular verbs)

Column 3: the past tense forms are the same as the infinitive. (irregular verbs)

Answers

Infinitive	Past tense	Infinitive	Past tense	Infinitive	Past tense
listen	listened	see	saw	put	put
learn	learned	make	made	read	read
stay	stayed	go	went		
		take	took		
		get (up)	got up		
		am/is/are	was/was/ were		
		do	did		
		have	had		

WB B Can you find 13 past tense forms hidden in this puzzle?

- Ask the students to look for the hidden past tense forms in Workbook Exercise B. When they have found the 13 verbs, ask the class which column in the table the verbs go into.

Answers

Clues

- | | |
|----------|-----------|
| 1 looked | 5 shouted |
| 2 drove | 6 knocked |
| 3 heard | 7 helped |
| 4 sat | 8 threw |

- | | |
|--------------------|--------------------|
| looked (column 1) | fell (2) |
| cut (3), ran (2) | ate (2), threw (2) |
| drove (2) | knocked (1) |
| helped (1) | shouted (1) |
| sat (2), heard (2) | came (2) |

WB C Read and complete this paragraph about Richard. Use the verbs in brackets in the past simple or past continuous tense.

- Read through the tip box to remind the students of the use of the two tenses. Explain that the past simple describes a completed action in the past:
I had chicken for dinner last night.
The past continuous describes an interrupted action or the setting for another action in the past:
I was having dinner last night when the telephone rang.
The past continuous also describes an uncompleted action at a point in time in the past:
At 7.30 last night I was having dinner.

Note: You may wish to illustrate the three example sentences by drawing the following diagrams on the board:

- PAST I had chicken NOW

I had chicken for dinner last night.
- PAST The telephone rang NOW

I was having dinner last night when the telephone rang.
- PAST 7.00 7.30 8.00 NOW

At 7.30 last night I was having dinner.

- Ask the students to find the first verb that has to be in the past continuous: *were walking*. Tell them to complete the rest of the exercise on their own – point out that some of the verbs will be in the negative form.

Answers

wanted	saw
asked	was selling
gave	didn't like
were walking	bought
forgot	didn't buy

D These words are called *adjectives*. They can be used to describe nouns. Say each word and underline the strongest part.

- Elicit the meanings of the adjectives and remind the students that words can be divided into syllables. Elicit how many syllables there are in each of the adjectives. Then ask them to underline the strongest or stressed syllable. Demonstrate this on the board with *fantastic*.

Answers

fantastic
horrible
delicious
boring
beautiful
terrible
lovely

- Ask the students to read and complete the sentences with one of the adjectives from the list. They should use each one only once. During the class check, elicit the complete sentences and focus on pronunciation of the adjectives.

Possible answers

- delicious
- horrible or terrible
- beautiful or lovely
- boring
- beautiful or lovely
- horrible or terrible
- fantastic

E Read and complete the sentences with the words in the box.

- Take books from two students sitting next to each other. Hold up one book and ask the class: *Whose is this?* Tell them not to say the name of the person but to point and answer the question. Elicit *his* or *hers* and write it near the bottom of the board. Ask one of the students you took the books from and elicit *mine*. Write this above *his* or *hers* near the top of the board. Hold up both books and ask the class: *Whose are these?* Elicit *theirs* and write it alongside *his* or *hers*.

- Give one of the books to another student and ask him/her to hand it to its owner, saying whose it is. Write *yours* between *mine* and *his* or *hers*. Give the books back to their owners and ask them to say together whose the books are. Write *ours* alongside *mine*. Ask the students to supply any missing pronouns and write them in the appropriate place. You should now have a table like this on your board:

mine	ours
yours	yours
his/hers	theirs

- Ask the class to write the missing possessive pronouns in the Workbook exercise.

Answers

- hers
- yours
- ours/theirs
- mine

Unit 1 Lesson 4:

How often?

Objectives: Understand and use adverbs of frequency. Read aloud to focus on pronunciation and position of the adverbs. Complete a questionnaire about spare-time activities. Play a game. Write sentences about spare-time activities.

Language: Adverbs of frequency; present tense questions

Vocabulary: always, usually, often, sometimes, never, have a rest

Reference: Course Book page 12, Workbook pages 8 and 9, 4 and 5

Warm up 6 mins

- As a class, briefly review the *Language tip* box, and the fact that we use the present simple to talk about habits, and the past simple to talk about completed actions. Elicit the way the verb endings change depending on the subject; *I read, you read, he reads, she reads, we read, they read*.

4

- Explain that the students are going to listen to some adverbs of frequency. Play 4. Elicit the meanings of *always* and *never*. Draw a diagram with *always* marked as 100% and *never* as 0%. Write the other words on the diagram, left to right as listed, and have the students guess what percentage each adverb might represent.

A 4 Listen and repeat the words.

4 mins

- Play 4 again, and have the students listen and repeat. Ensure that the students stress the correct syllables, and pronounce *usually* correctly.

4

Listen and repeat the words.

always [PAUSE] usually [PAUSE] often [PAUSE] sometimes [PAUSE] never

B 5 Listen and read what Nader is saying and complete the rule.

12 mins

- Explain that the students are going to read some sentences in order to work out the rules for the position of these adverbs in a sentence. They should fill in the gaps in the box on page 8. Play 5 as they read. Translate *have a rest*.

5

Listen and read.

My father always has a rest after lunch.
I usually do my homework after lunch.
I never have a rest in the afternoon.

I often watch television for an hour.
 Then my brother and I sometimes play a game.
 Of course, Fridays are different.
 We are never at home.
 We usually go to Friday prayers.
 We always go to our grandparents' house after.

Answers

Put them *after* the verb *be*.

With other verbs, put them *between* the subject and the verb.

- Use the *Language tip* box to point out that *sometimes* can be put at the beginning of a sentence, for example, *Sometimes my brother and I play a game*.

5

- Play **5** again, as the students listen and follow the text. Ask them to work in pairs reading the sentences aloud to each other, imitating the pronunciation as exactly as they can.
- Ask the students to work in pairs and think of as many answers as they can to the following questions:
What do you always do on Fridays?
What does a good boy/girl always do?
What does a bad boy/girl never do?

C Now do Exercises A to C on pages 8 and 9 of the Workbook.

23 mins

- Refer students to page 8 of the Workbook.

WB A Read and answer these questions. Circle the right letter.

- Ask individual students the questions on page 8 of the Workbook and elicit any of the answers shown; *Yes, always; Yes, usually; Yes, often; Yes, sometimes* and *No, never*.
- Make sure everybody understands the questions. Then show the class that they should read and circle the letter under the answer that is true for them. Tell them that they should not let their partner see their answers.

WB B Play a game. Try to guess what your partner does.

- Demonstrate the game, using the three sentences in the example. Student A tries to guess how his/her partner has answered the questionnaire, saying, for example: *You sometimes go camping at the weekend*. Student B answers *Yes, sometimes* if he/she has circled the letter D or *Yes, often* if he/she has circled the letter C.
Note: If Student A says *You never go camping at the weekend* and Student B has circled the letter E, he/she answers *No, never*. So, you agree to a negative with a negative.
- Ask the students to play the game in pairs, awarding a point for each correct guess. When Student A has finished guessing, Student B starts.

WB C Write five sentences about yourself saying how often you do things. Use five different adverbs.

- Ask the students to write five sentences saying how often they do things. They can base these sentences on their answers to the questionnaire or write about other activities. Tell them to use each of the five adverbs once. Go round the class helping and encouraging, particularly with new vocabulary. For example, a student might want to say *I often go jet skiing at the weekend*.
- Tell the students to exchange books with a partner when they finish and check each other's work.
- Elicit things that the students have written about themselves. Show interest and comment on what they say.

Possible answers

I sometimes phone my friends in the evening.
 I never listen to Arabic radio programmes.
 I always go to the mosque on Fridays.
 I often watch English TV programmes.
 I usually go horse-riding at the weekend.

Remember!

- Remind the students that they will need to be ready to begin their scrapbook project soon.
- The teacher will need to provide a pot or tube of glue for each group and a few hole punches.

Unit 1 Lesson 5:

Adam's Scrapbook

Objectives: Read and match parts of a conversation.
Perform the conversation.
Answer questions in writing.
Say a tongue-twister practising /s/ and /ʃ/.

Language: Present simple tense

Vocabulary: sea shells, sea shore, tongue-twister

21st Century Skills: Communication Skills:
Drawing conclusions;
Information Literacy:
Inferring information

Reference: Course Book page 13,
Workbook page 9, 6, 7, 8

Warm up 7 mins

- Elicit the meaning of *scrapbook* and discuss the picture. Ask the students to tell you what they think the two boys are talking about. Then explain that Adam is telling his friend, Adel, about his hobby. Ask them what they think Adam's hobby is. (They can work it out from the picture.) Elicit answers and present *collecting photographs of historical sites in Libya*.

A Read and complete the conversation using phrases a to g. 10 mins

- Ask the students to read Adam's part of the conversation and to work out what Adel says. Adel's part is jumbled up next to the conversation. Point out that Adel starts the conversation, so they have to choose the beginning from the utterances a to g. Ask the students to write the letters next to the numbers in the gaps.

B 6 Listen and check. Then practise the conversation. 10 mins

- Play the audio track for the students to listen and check their answers.

6

Adam's scrapbook. Listen and check your answers.

1d; 2f; 3b; 4e; 5g; 6a; 7c

- Play 7 and ask the students to listen carefully to the way Adel and Adam speak. Then get the students to perform the conversation in simultaneous pairs, copying the pronunciation as closely as possible. Let them read the conversation from their Course Books. Ask several pairs to perform the conversation for the class.

7

Listen to the conversation.

- Adel: Hello, Adam.
Adam: Oh, hi, Adel.
Adel: Do you want to come to the Mall?
Adam: No, thanks.
Adel: What are you doing?
Adam: I'm putting some photographs in my scrapbook.
Adel: Photographs of what?
Adam: Historical sites in Libya.
Adel: Where do you get the photographs?
Adam: I visit different cities and take pictures of ruins.
Adel: Do you have many?
Adam: I have lots of them.
Adel: But why ruins?
Adam: I like them.

C 8 Listen to this short rhyme. It is called a tongue-twister. 6 mins

- A *tongue-twister* is a sentence that is difficult to say. This is one of the most famous tongue-twisters in English. Explain the meaning of *sea shore*. Play 8 and ask individual students to have a go at saying the tongue-twister. It is difficult for native English speakers, so do not be surprised if your students find it difficult too – it's just for fun.



8
Can you say this short rhyme? Listen.
She sells sea shells on the sea shore.
The shells she sells are sea shells, I'm sure.

D Now do Exercise A on page 9 of the Workbook. 12 mins

- Refer students to page 9 of the Workbook.

WB A Look at page 13 of your Course Book again. Answer these questions.

- Introduce the exercise. First, Course Books closed, elicit answers orally. Help students to form full, accurate sentences.
- Allow the students to open their Course Books, and tell them to write full answers to the questions. Remind them to be careful with their handwriting.

Answers

- Adel wants to go to the mall.
- Adam wants to put photographs in his scrapbook.
- He takes them in different cities.
- He takes photos of ruins/historical sites in Libya.

Remember!

- You need materials for scrapbooks in the next lesson. Remind the students to bring their own materials for the scrapbook and for their project.

Unit 1 Lesson 6: Make Your Own Scrapbook

Objectives: Make a scrapbook following written and recorded instructions.

Language: –

Vocabulary: cardboard, thick, cover (*n*) (book), sheet (of paper), punch (*n*) (hole ~)

21st Century Skills: Study Skills: Finding factual information

Reference: Course Book page 14, Workbook page 10, 9

Warm up

5 mins

- Introduce the topic. Explain that the students are going to learn how to make a scrapbook.

A 9 Listen and read.

8 mins

- Tell the students to listen and follow the text in their books. Play 9. Elicit briefly what the students understand from the text.



Listen and read.

What you need

- Two pieces of cardboard or thick paper for the covers.
- Lots of sheets of paper of the same size.
- A punch to make holes.
- Some ribbon or string.
- Some glue.

What you do

- Make holes with the punch in the two covers.
- Make holes in the paper in the same place.
- Put the paper between the two covers.
- Put the string or ribbon through the holes.
- Use glue to stick your pictures or photos into your scrapbook.

B Talk about what the new words mean. 6 mins

- Tell the students to read the text again, making use of the pictures to follow the meaning. In pairs, have them write down any new words, and try to work out their meaning. Check understanding as follows.
T: *Show me a punch.*
S: (point to picture)
T: *What do you do with the punch?*
S1: *Make holes.*
T: *Where?*
S2: *In the cover.*
S3: *In the paper ... , etc.*
- Encourage understanding of the instructions rather than testing the students' comprehension.

C Research and present: My spare time. 16 mins

- Ask the students to follow the instructions in the Course Book to make their scrapbooks with the materials provided. Help where necessary.
Note: It would be a good idea if each student had his or her own scrapbook, but you may choose to have one scrapbook per group of four. If you do this, make sure that a single student does not dominate the group or do all the work. Contributions to the scrapbook such as photographs, cuttings from newspapers and magazines, drawings or written contributions should come from every student equally.

D Now do Exercise A on page 10 of the Workbook. 10 mins

- Refer students to page 10 of the Workbook.

WB A Write ten sentences to describe activities and hobbies you may do in your spare time.

- Have students write sentences about their own hobbies and interests, in preparation for their project work. Move around the classroom,

answering queries. These are likely to be mainly vocabulary questions. Make sure the students try to ask for help in English.

- The students should have brought some material for their first presentation. They may need help with the written work, such as captions to photographs, the spelling of place names, short descriptions, stories and so on.
- Make time at the end of the lesson for a progress report from individual students or groups of students. Encourage them to say as much or as little as they want to about their presentation.

Possible answers

I always play football on Friday nights.

I always go cycling when it's sunny.

I usually go to the supermarket with my mum.

I usually write in my diary before I go to sleep at night.

I never go to the cinema.

I never dance with my sister.

I sometimes play chess with my friends.

I sometimes go to the café with my classmates.

I rarely play video games.

I rarely use social media.

Unit 1 Lesson 7: An Email from Australia

Objectives: Understand an email.
Read for specific information.
Understand pronoun reference and *one, some, everyone*.
Write an email of reply.

Language: Question formation

Vocabulary: back, Australia, barbecue, around

Reference: Course Book page 15,
Workbook pages 10 and 11

Warm up 8 mins

- Ask the students what they know about Australia and write their ideas on the board.
- Use the email on page 15 to revise the conventions of an email:
what information is at the top of an email
where the greeting *Dear X* is written
where the farewell is written (some examples are *Yours, Bye for now* or, between girls, *Love*)
the division into paragraphs: 1. Introduction
2. The subject of the email 3. Request for reply
- Ask warm-up questions: *Who wrote the email? Where from? Who to?* Use the picture to elicit the meaning of *barbecue*.

A Read the email and answer these questions. 10 mins

- Ask individual students to read the questions at the top of page 15 aloud. The answers are in the email. Tell them to write short answers in their notebooks.

Answers

- Sydney, Australia
 - Karen's friend
 - Fish
 - She collects photographs of countries around the world.
- The questions in the margin are next to lines in which a word is underlined. Remind the students that these words are used to avoid repeating the name of a person or thing.
 - They look back to or refer to a noun that has already been used. Ask the students to look at the email again and say which nouns the underlined pronouns refer to.

Answers

We – Karen and Jane

one – a museum

Everyone – Karen, Jane and her family

some – photographs of Libya

B How many questions does Karen ask? What are they? 5 mins

- Ask the students to scan the email and underline all the questions Karen asks. Then elicit how many there are – six. Ask individual students to read them out aloud. Ask the class for possible answers to each question.

C Now do Exercises A to D on pages 10 and 11 of the Workbook. 22 mins

- Refer students to the Workbook, page 10.

WB A Karen asked six questions in her email. Try to write them. Don't look at your Course Book.

- Course Books shut. See if the students can remember any of Karen's questions. Ask the students to form correct questions using the cues.

WB B Exchange books and check your partner's questions.

- Ask the students to exchange their Workbooks to check each other's questions using their Course Books. Point out that the questions they have written should be in full, i.e., 'a museum', not 'one'. Checking each other's work will help them take more responsibility for their own work.

Answers

- Are you back at school now?
- Is there a museum in Tripoli?
- What is your favourite food?
- Can you send me some photographs of Libya?
- What did you do in the holidays?
- What do you do in your spare time?

WB C Write an email to Karen. Use your notebook.

- Ask the students to read the instructions. Tell them to use the following questions to help them write the first two short draft paragraphs to put in the email.
 - Your school – *How big is it? When do you go to school? Do you like going to school? Do you play games?*
 - Answer Karen's question about the museum. *What else will you tell her about Libya? Which photographs will you send?*

Go round the class and give help where necessary.
- Ask the students to refer back to the *Writing tip* on page 5 of the Workbook and make any necessary corrections. Ask them to focus on the use of adjectives where they can.
- Tell the students to write their email out as neatly as they can. Remind them to write their name, the name of the person they are writing to, and the subject at the top, and to write a greeting and farewell, copying the layout of the email in the Course Book.

D Join the following sentences.

- Ask the students to read through the information box to revise ways of joining sentences. The missing words are *you can have*.

Possible answers

- The cheetah is a beautiful animal and it is very fast./The cheetah is a beautiful and very fast animal.
- I can play chess and netball, but I can't play volleyball./I can play chess and netball but not volleyball.
- Elephants live in Kenya and India, but they don't live in Libya./Elephants live in Kenya and they live in India but not Libya.
- Do you want fish or meat for dinner, or do you want both?/Do you want fish or meat or both for dinner?

Unit 1 Lesson 8: The Birdwatcher

Objectives: Read a story for enjoyment.

Language: –

Vocabulary: binoculars, white stork, alone, feathers, wings, beak, bill (beak), patterns, lens

21st Century Skills: Study Skills: Finding factual information;
Communication Skills: Reflecting on texts

Reference: Course Book page 16, Workbook pages 12 and 13, 10

Warm up 5 mins

- Elicit the title of the story. Ask the students to look at the pictures and to tell you what they think the story is about. They should also be able to work out the meaning of *binoculars*, *lens* and *white stork*.

Note: Tell the students that this story is based on fact.

A 10 Listen, read and answer the questions. 10 mins

- Ask the students to read and find out the answers to the questions at the bottom of the page. Tell them not to worry about words they don't understand.

Answers

- Muna
- Libya

- Now play 10 and let the students follow in their books. They should note the pronunciation of the new words.

10

Listen, read and find out.

Last Wednesday evening, my father asked, 'What shall we do this weekend?' 'Let's go to El-Kouf,' I said. 'You can see lots of birds there.' 'Oh, Muna. You always want to look at birds,' my brother Ahmed said. 'It's boring.' 'No, it's a good pastime,' my father said. We went to El-Kouf on Thursday evening. My father and mother stayed in the car and Ahmed and I walked along the beach. The water was full of birds. It was wonderful. There were hundreds of them. I took out my binoculars. I wanted to see them better. 'What can you see, Muna?' Ahmed asked. I could see lots of ducks and some small birds. Then I saw a strange bird. It was standing alone, eating a fish. It was bigger than the others. It had white feathers, but there were some black feathers on its wings. Its beak – birdwatchers say 'bill' – was red and its legs were red too. 'Ahmed, quick! Take a photo of that big bird,' I said. Suddenly, as I was watching the bird, a boat came by and the bird flew off. I could see black and white patterns on its wings. What was it? At home, I looked in my books and magazines about birds. There it was! The white stork. I felt very excited. It was the first time I had seen one! And I had a photograph of it!

- Discuss why Muna felt excited. Focus on the students' reaction to the story rather than comprehension. Deal with any new vocabulary that arises, but do not spend too long on it.

B Now do Exercises A to E on pages 12 and 13 of the Workbook.

20 mins

- Refer students to page 12 of the Workbook.

WB A Complete the information sheet below.

- Tell the students to discuss the story in pairs. Encourage them to talk about what happened, what they thought of it and to clarify any misunderstandings. As they work, go round the class and take part in any discussions.
- Ask the students to write what they think in *Story time* in their Workbooks. Then direct them back to page 16 of the Course Book.

Model answer

- 1 Title: The Birdwatcher
- 2 Characters: Mother, father, Ahmad, Muna, the white stork
- 3 What is it about?: The story is about Muna and her family, who travel to El-Khouf to look for birds. Muna is happy because she sees a white stork.
- 4 Why I liked/didn't like the story: I liked the story because I learned about a new hobby, birdwatching. I also liked it because it had a happy ending. I didn't like the story because I don't like birds.
- 5 New words: binoculars, lens, birdwatchers, bill

C Find out about birds in Libya. Present your findings to your class.

10 mins

- Ask individual students to describe other birds they know, using some of the new vocabulary.
- The students are going to do their own research on the birds of Libya, online if possible. Encourage them to choose particular birds they're interested in. Some questions they might consider are: *What does the bird look like? What colour is it? How big is it? Where does it live? What does it eat? What time of year does it live in Libya?*
- Students should start their research in class, but be encouraged to do more in their own time. Ensure that you schedule in enough time for students to present their work, either in this lesson, or the next.

- Direct the students back to page 12 of the Workbook, and explain that the remaining exercises are to review language learned earlier in the unit.

WB B Put these words in order to make correct sentences.

- Students work individually to put the sentences in order.

Answers

- Richard thought the football match was boring.
- Do you visit your friends at the weekend?

WB C Fill in this word tree.

- Students read the clues and complete the word tree.

Answers

		M	O	S	Q	U	E
				W	E	N	T
	M	U	S	E	U	M	
			P	A	P	E	R
C	H	E	E	T	A	H	
	L	O	V	E	L	Y	
		H	O	R	S	E	

The hidden word is *sweater*.

WB D Read and complete the sentences with the words in the box.

- Have the students work individually or in pairs to complete the sentences.

Answers

- theirs
- yours, mine
- hers

WB E Write five sentences.

- Discuss possible answers as a class. Then let the students work on their own or with their partner. Make sure they write the adverbs in the correct position in their answers.

Answers

She sometimes rides her bike to school.

He never forgets his homework.

They usually eat lunch together.

The cat always chases the mouse.

He often goes skateboarding at the weekend.

Round up

- Go over the *Round up* on page 17 quickly. Have the students discuss each item with a partner and take turns to give other examples.

Listening and speaking

- Listening for detail and writing notes
- Asking and answering questions
- Telling a foreigner about a local festival
- Trying to improve oral fluency
- Intonation: performing two rhymes

Reading and writing

- Using pictures to predict speech
- Reading for detail and interpreting charts and symbols
- Reading for enjoyment
- Practising punctuation
- Writing an account of a festival
- Project work: a scrapbook presentation

Structure and language

- Future tense: *will*
- Time adverbials
- Comparatives and superlatives

Vocabulary

- Weather words
- Months
- Seasons
- Ordinals

21st Century Skills

- Study Skills: Inferring meaning from context
- Communication Skills: Making predictions
- Life Skills: Critical thinking
- Numeracy Skills: Reading numbers
- Study Skills: Reading charts

Key words

all the rest – /ɔ:l ðə 'rest/
 alone – /ə'ləʊn/
 April – /'eɪprəl/
 August – /'ɔ:gəst/
 autumn – /'ɔ:təm/
 break (a fast) – /breɪk/
 calendar – /'kælɪndə(r)/
 Christmas – /'krɪsməs/
 cloudy – /'klaʊdi/
 cool – /ku:l/
 dawn – /dɔ:n/
 December – /dɪ'sembə(r)/
 degrees – /dɪ'ɡri:z/
 dry – /draɪ/
 dusk – /dʌsk/
 Eid Alfitr – /i:d ul'fɪtrə/
 except – /ɪk'sept/
 explain – /ɪk'spleɪn/
 fast (v) – /fɑ:st/

February – /'februəri/
 festival – /'festɪvl/
 forecast – /'fɔ:(r)kɑ:st/
 fortnight – /'fɔ:(r)tnaɪt/
 half-term (holidays) – /hɑ:f 'tɜ:(r)m/
 January – /'dʒænjuəri/
 July – /dʒʊ'lai/
 June – /dʒu:n/
 March – /mɑ:(r)tʃ/
 May – /meɪ/
 midnight – /'mɪdnɑɪt/
 month – /mʌnθ/
 November – /nəʊ'vembə(r)/
 October – /ɒk'təʊbə(r)/
 poem – /'pəʊɪm/
 pray – /preɪ/
 rain (v) – /reɪn/
 Ramadan – /'ræmədæn,
 ,ræmə'dæn/

season – /'si:zn/
 semester – /sə'mestə(r)/
 September – /sep'tembə(r)/
 skateboard – /'skɜ:tbo:(r)d/
 snow (v) – /snoʊ/
 spring – /sprɪŋ/
 summer – /'sʌmə(r)/
 sunny – /'sʌni/
 sunset – /'sʌnset/
 temperature – /'temprətʃə(r)/
 term – /tɜ:(r)m/
 warm – /wɔ:(r)m/
 weather – /'weðə(r)/
 windy – /'wɪndi/
 winter – /'wɪntə(r)/
 worst – /wɜ:(r)st/

Unit 2 Lesson 1:

The Seasons of the Year

Objectives: Develop vocabulary.
Understand weather differences in each season.
Understand a weather forecast.
Study and practise sentence formation.

Language: *will* future; position of adverbial phrases of time

Vocabulary: season, spring, summer, autumn, winter, snow (*v*), warm, rain (*v*), sunny, cool, windy, weather, forecast, cloudy, dry, temperature, degrees.
Although there are several new words in this lesson, the Workbook exercises focus on the new vocabulary.

21st Century Skills: Study Skills: Inferring meaning from context;
Communication Skills: Making predictions

Reference: Course Book page 20 and Workbook page 14, 11 and 12

their books. Tell them to listen carefully to how the new words are pronounced.

11

There are four seasons in England. They are called winter, spring, summer and autumn. In winter, it is always cold and it usually snows. In spring, it is often warm and it usually rains. In summer, it is usually sunny and it is sometimes hot.
In autumn, it is cool and it is often windy.

B Ask and answer questions about the weather in England. 6 mins

- Ask the question in the speech bubble and similar questions about the other seasons. Then invite students to ask and answer in open pairs. Point out that they can read the answers from the text. This gives the students a reason to read the text aloud with the new words.
- Tell the class to ask and answer in pairs.
- Now tell the students to use the pictures to work out the meaning of the eight words in the box. Give them time to think, then elicit the meaning. Consolidate and check understanding by using the words to ask about Libya. For example:
Do we have snow in Libya?
When do we have rain?
Do you like rain? Why/Why not?

Warm up 5 mins

- Use the pictures on page 20 of the Course Book to present *season*. Explain that the pictures represent the four seasons in England. Elicit from the students how the seasons are different in Libya. Present the words *spring*, *summer*, *autumn* and *winter*.

A Listen and read. 6 mins

- Read the instruction with the students. Then play 11 while the students follow the text in

C Now do Exercises A and B on page 14 of the Workbook. 10 mins

- Refer students to Exercises A and B on page 14 of the Workbook.

WB A Check the meaning of weather words.

- Use Exercise A on page 14 of the Workbook to check the students' understanding of the weather adjectives. Ask them to write the words in order of temperature, starting at the bottom with *cold*.

Answers

hot
warm
cool
cold

WB B Write weather words.

- Tell the students to match the weather adjectives and verbs with the seasons. Remind them that the words refer to the weather in England. They can use page 20 of the Course Book if they can't remember the information.

Answers

winter: cold, snows
spring: warm, rains
summer: hot, sunny
autumn: cool, windy

D 12 Listen and read.

8 mins

- Refer the students back to the Course Book.
- Play 12 as the students follow the weather forecast in their Course Books.

12

London – Here is the weather forecast for tomorrow.
It will be cloudy with some rain in the morning.
In the afternoon it will be dry and sunny. The temperature will be 18 degrees.
It will be cooler in the evening.

- Tell the students to study the weather forecast in pairs. Ask them to try to work out the meaning of the new words: *forecast, dry, cloudy, temperature, degrees*.
- If they are not able to work out the meanings, give them clues. For example: *Find a word that means not raining (dry)*.
- Introduce the two questions. Ask individual students to answer the first question by referring to the different times of day (morning, afternoon and evening). They should be able to do this without reading out the forecast. (Morning: cloudy, rainy; afternoon: dry, sunny; evening: cooler.)

- Then revise items of clothing the students might need to answer the second question, such as *sweater, coat, umbrella* and *scarf*.
- Explain that the adjective *warm* can apply to clothes, meaning clothes that keep you warm. Introduce the compound noun *raincoat*.
- Ask the students to discuss the question about Tom and Susan in pairs and to report their ideas to the class. Ask them to begin: *I think they'll wear ...*

E Now do Exercises C and D on page 14 of the Workbook.

10 mins

- Refer students to Exercises C and D on page 14 of the Workbook.

WB C Word building. Complete this table.

- Go through Exercise C with the class orally first. Then tell them to write the words in the table.

Answers

snow	snow	snowy
rain	rain	rainy
wind	–	windy

WB D Make sentences like the first one.

- Read the three sentences with the class. Then elicit more sentences using the other words. For example:
It snows in winter in England.
There is snow in winter.
It is often snowy in winter.

Answers

- It was a rainy day.
- It was a snowy day.
- It was a windy day.

Unit 2 Lesson 2:

The Months of the Year

Objectives: Understand a rhyme and a chart about the weather in different months of the year.

Perform a rhyme.

Ask and answer questions about the weather in Libya.

Language: Months and abbreviations; *It (rains) in (April);* commas in lists

Vocabulary: month, January, February, March, April, May, June, July, August, September, October, November, December, fun, sun, worst

21st Century skills: Study Skills: Reading charts; Life Skills: Critical thinking

Reference: Course Book page 21, Workbook pages 15 and 16, 13 and 14

Warm up 3 mins

- Present *month* and elicit the title of the lesson.

A 13 Listen and repeat the names of the months. 8 mins

- Play 13. Ask the students to listen carefully and repeat the names with good pronunciation. Do not expect the students to learn all the names of the months at this stage; they should absorb them gradually throughout the year.

13

January, February, March, April, May, June, July, August, September, October, November, December

B 13, 14 Listen and read. Learn the poem. 12 mins

- Play 13 again and ask: *How many months are there?* Then ask the students to spell each one. Draw the students' attention to the information box. The names of the months begin with a capital letter like the days of the week.
- Introduce the poem. Explain that it will help them remember the names of the months. Play 14 as the students follow in their Course Books.

14

January, February, the weather's cold,
But in March and April, ice cream is sold.
May is the month when we all have fun –
We can swim and play out in the sun.
In June, of course, it's very hot,
July and August – the worst of the lot.
September, October, getting cooler again.
November, December, here comes the rain.

- Ask the students to answer the question *Which country is this?* Elicit suggestions. Allow some discussion. For example, it cannot be about England because England has a lot of rain; it is not usually *fine* in England in March and April. (The rhyme is about Libya.)
- Divide the class into two groups and practise saying the months in sequence:
T: *January*
C: *February*
T: *March*, etc.
- Play 14 two or three times. Ask the students to try to repeat the rhyme with you. Then ask them to practise saying the rhyme by themselves. Ask individual students to read the rhyme aloud for the class.

C Look at the table and answer questions about England. 8 mins

- Ask the students to work out which months are in which seasons. Remind them of the seasons in England. Build up the table below on the board as they answer.
Spring: March April May

Summer: June July August

Autumn: September October November

Winter: December January February

- Ask the class if anyone knows which are the first and last months of the year in this calendar.

Answers

January, December

- Explain that, unlike the Muslim calendar, the months are always in the same season in this calendar.

Remember!

- Remind the students that the Unit project will be about weather and the seasons. The students can begin by researching information about their favourite season.
- Talk about the key to the chart, eliciting what the symbols are and what they mean. If appropriate, ask the students to identify which of the words in the key are *verbs* and which are *adjectives*. Tell the students about the snowman: people in cold countries where there is snow enjoy making these, as well as making snowballs, which they throw at each other for fun.
- Ask one student to read one of the questions below the chart aloud and another to answer. For example:
S1: *When does it snow?*
S2: *It snows in January and February.*
- Elicit all the questions and answers in open pairs.

Answers

2 cloudy: October

3 windy: March and September

4 coldest month: January

5 hottest month: July

- Ask the students to work in pairs and think of two more questions about the chart. Tell them to think carefully about the form of the question and whether they need to use *When does ...?* or *When is it ...?* For example:
S1: *When does it rain?*
S2: *It rains in April, May, July, November and December.*

- Demonstrate the use of *and* in a list. Explain that this chart gives a general picture of the weather in England. In fact, the weather in England is very variable and we cannot say for certain that each month will have the weather shown in the chart.
- Look back to the description of the unit project topic at the beginning of this unit. It is *The weather and seasons of the year*. This will include dates and certain festivals. Ask the students to start thinking now about their favourite season and what they will put in their scrapbooks. Suggest that they look for pictures of unfamiliar weather conditions, such as snow and heavy rain as well as the things listed earlier.

D Research and present: your favourite season.

- Ask individual students to say what their favourite season is and why.
- The students are going to do their own research, online if possible. Some questions they might consider are:
What is special or unusual about the season?
What is the season like in different parts of the world?
Are there any plants, animals or crops that are connected to that season?
- Students should start their research in class, but be encouraged to do more in their own time. Allow time for students to present their ideas in full.

E Now do Exercises A to D on pages 15 and 16 of the Workbook. 15 mins

- Refer students to Exercises A to D on pages 15 and 16 of the Workbook.

WB A Make sentences about the weather in Libya.

- Ask the students to make as many true sentences as they can in pairs. This will help revise adverbs of frequency as well as the new vocabulary. After two minutes, elicit statements orally.

- Follow up by asking questions such as:
T: *How often does it rain in Libya?* (or *How often is it rainy in Libya?*)
S: *It sometimes rains in Libya.* (or *It is sometimes rainy in Libya.*)

WB B Write three sentences about the weather in Libya.

- Ask the students to write out three of the sentences they have made in WB A.

Answers

It is usually hot.
It is often sunny.
It is sometimes windy.

WB C Now read the weather forecast on page 21 of your Course Book again and answer these questions about the weather in London tomorrow.

- Go through the explanation in the information box of the possible positions of time phrases in a sentence. Explain that when the time phrase is at the beginning, it highlights the time and makes it seem more important.
- Ask the students to do the exercise. Ask them to alternate the position of the time phrase; at the beginning in answers 1 and 3 and at the end in answers 2 and 4.

Answers

- No. Tomorrow morning it will be cloudy with some rain.
- No. It will be dry and sunny tomorrow afternoon.
- No. Tomorrow evening it will be cool.
- The temperature will be 18 degrees tomorrow afternoon.

WB D Write two sentences about the weather in your town at the weekend and about what you will or won't do.

- Prepare Exercise D orally, eliciting suggestions like the one in the Workbook from the class,

before students write their own sentences.

WB E Write sentences about something you did ... last night, last Friday, last year.

- Explain and prepare this as a homework task. Ask the students to write three short sentences about the past with a time phrase such as the ones listed. Remind the students that these phrases can be put at the beginning or end of sentences. Write some examples on the board if appropriate.

Answers

I started reading my new book last night.
Last Friday I met my friends after going to the mosque.
We went on holiday to the UK last year.

Unit 2 Lesson 3: What's the date?

Objectives: Understand and memorize a rhyme: *Thirty days has September.*

Express dates. Ask questions about birthdays.

Language: Ordinal numbers, dates and years

Vocabulary: all the rest, except, alone, clear, leap year, calendar, eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, thirtieth

21st Century Skills: Numeracy Skills: Reading numbers

Reference: Course Book page 22, Workbook pages 17 and 18, 15

Warm up 3 mins

- Introduce this rhyme by explaining that English-speaking people use it to remember how many days there are in each month. Some have thirty, others thirty-one and one month is different.

A 15 Listen and read. Learn the rhyme. Answer the questions.

8 mins

- Play 15 and tell the students to listen and read.

15

Thirty days has September,
April, June and November.
All the rest have thirty-one,
except February alone
with only twenty-eight days clear
and twenty-nine in each leap year.

- Ask the students to look at the rhyme and find which months have thirty days. Ask the students about February: It usually has twenty-eight days, but every fourth year it has twenty-nine. These are called *leap years*. The year 2016 was a leap year. Ask the students when other ones are. Elicit 2020, 2024, 2028 and so on.
- Play 15 again and ask the students to repeat each line. Then ask individuals to repeat the whole rhyme. Do this until most of your students can say the rhyme accurately. Play the audio again if necessary. Ask the students to practise it at home.
- Tell the students to think about the two questions about the number of days in a year. Give them time to think, calculate and discuss with their partner.

Answers

- 365
- 366

B Now do Exercise A on page 17 of the Workbook. 6 mins

- Refer students to Exercise A on page 17 of the Workbook.

WB A Look at page 22 of your Course Book and answer these questions.

- Ask the students to complete the Workbook exercise, first orally, then in writing. They should refer to page 22 of the Course Book to help. Make sure that they use capital letters and, in the lists, that they use commas and the word *and* in the correct place.

Answers

- May has the shortest name.
- September has the longest name.
- It rains in April, May, July, November and December.
- It is sunny in May, June, July and August.
- In Libya, it rains in November and December.

C Read these aloud. Then say all the dates on the calendar. 6 mins

- Refer students back to the Course Book.
- Revise *first* to *fifth* by asking the students to name the days of the week they come to school.
T: *What's the first day?*
S: *Saturday*, etc.
Ask the students to practise this quickly in pairs.
- Write *first* to *fifth* on the board. Then explain that all the number adjectives after *fifth* and up to *twentieth* are made by adding *-th* and without any pronunciation change. Elicit *sixth* to *twentieth* from the class orally. Then elicit *twenty-first* to *thirty-first*. Ask the students to find the words *twenty-first*, *twenty-second*, *twenty-third* and *thirty-first* in their Course Books and point out the hyphen.

D Ask and answer. 7 mins

- Tell the students to look at the *Ask and answer* section in their Course Books. Demonstrate what to do with one student. Highlight the use of *the* and *of* in the date. When the students have finished asking their partner, get them to ask other students sitting near them to get more practice.
- Ask the students to look at the abbreviations 1st, 2nd, 3rd, 4th and 5th in Exercise C on page

22 of the Course Book. Remind them that apart from 1st, 2nd, 3rd, 21st, 22nd and so on, all abbreviations are ~*th*. Explain that this is one way of writing the date. Dictate a few ordinal numbers for the students to write in their notebooks in figures and words. Include 31st, 11th, 14th, 20th and 23rd.

E Now do Exercises B to D on pages 17 and 18 of the Workbook. 15 mins

- Refer students to Exercises B to F on pages 17 and 18 of the Workbook.

WB B Draw lines from the numbers to the words.

- Revise short forms of ordinals including numbers from the twenties and teens and 1st to 5th. Write ten of the short forms on the board and elicit the correct ordinal from the class. Then tell them to do Exercise B on page 17 of the Workbook. They have to draw lines from the short to the full forms of the ordinals.

Answers

1st first
2nd second
3rd third
4th fourth
5th fifth
13th thirteenth
18th eighteenth
20th twentieth
21st twenty-first
26th twenty-sixth

- Ask the students to read the information box in the Workbook and note the spellings of the ordinals including *fortieth*. Ask them to close their Workbooks and have a quick spelling quiz on a variety of ordinals.

WB C Read the rhyme on page 22 of your Course Book and complete this table.

- Ask the students to look again at the rhyme in their Course Books and work out how many days each month has. Ask them to complete the table in Exercise C on page 18 of the Workbook.

Answers

Jan. 31
Feb. 28/29
Mar. 31
Apr. 30
May 31
Jun. 30
Jul. 31
Aug. 31
Sep. 30
Oct. 31
Nov. 30
Dec. 31

WB D Ask your classmates about their birthdays.

- Ask the students to get into groups of five or six. Teach the expression *When is your birthday?* Have them ask each other when their birthdays are, and record them in both the short way and in full, as shown in the example. If you wish, explain that the date can also be pronounced *December the fourteenth*.
- Observe the students as they ask each other their birthdays, but do not correct them at this stage.
- Check the students' answers.
- Finally, ask the students to write the date of their own birthday in full in the space provided. Tell them to practise pronunciation in pairs.

Remember!

- Remind the students about the unit project.

Unit 2 Lesson 4:

Nature

Objectives: Develop vocabulary.
Follow instructions.
Respond to questions using target language.

Language: Introduce the future present continuous; *will be snowing*.

Vocabulary: sky, clouds, Sun, trees, snow, sand, grass, mountain, rainbow

21st Century Skills: Communication Skills: Making predictions

Reference: Course Book page 23
Workbook pages 19 and 20, 🎧 16, 17 and 18

Warm up 4 mins

- Refer students to the illustration. Revise any necessary vocabulary.

A 🎧 16 Listen and number 8 mins

- Refer students to the illustration. Play 🎧 16 in isolation, then in context. Tell the students to number the items.

Answers

- sky
- clouds
- Sun
- trees
- snow
- sand
- grass
- mountain
- rainbow

B Imagine that tomorrow, things change. Ask and answer. 8 mins

- Ask the students to look at the picture and think about what will happen tomorrow. Encourage them to use their imaginations, and to use the vocabulary they revised in Exercise A. Monitor and note students who are having difficulties.

C Now do Exercises A to F on pages 19 and 20 of the Workbook. 25 mins

- Refer students to Exercises A to E on pages 19 and 20 of the Workbook.

WB A 🎧 17 Listen and draw.

- Explain to students that they are going to hear 🎧 17 and should draw what they hear. Before playing the audio track, demonstrate the activity first.
- Draw a picture of a mountain on the board. Say to a student:
Draw the Sun in the sky. Give him/her the marker and see if he/she does it correctly. Continue until someone does it correctly. Say *Draw a cloud in the sky.* Choose another student to try and draw it. Tell them to listen and carry out the instructions. Play the audio track.

🎧 17

Look at the picture. You can see some mountains. Draw the Sun in the sky. Draw four clouds in the sky. One cloud is white. Two clouds are grey. One cloud is black. Draw some snow on the mountains. Draw some grass and some trees.

WB B Draw a picture in Box 1.

- Tell students to choose four out of the eight images and to draw them in Box 1.

WB C Work in pairs.

- Put students into pairs and tell them not to show their pictures to their partner. Ask Student A to describe their picture to Student B. Insist on full sentences, i.e.,
The sun is in the sky.
There are mountains.
- Student B should then draw the picture described in Box 2. Ask the students to swap over. Then tell students to compare their pictures.

WB D 18 Listen and draw.

- Go through the symbols in the boxes on the left-hand side of the box and get students to tell you what they mean, i.e., town/city, lake, etc.
- Tell students to listen to the audio track carefully and draw/write what they hear using the symbol to represent the features.

18

I come from a small country called Aboulia – A-B-O-U-L-I-A. It is an island. It is like a circle. There are mountains in the centre of the island. There is a river called the Deek – D-E-E-K – from the mountains in the southeast. There is a large lake on the river. The capital city, Jenna – that's J-E-N-N-A – is on the west of the lake. There is another city, called Sardet – S-A-R-D-E-T – on the east coast.

WB E Add some more items to the map in Exercise D.

- Note that all students have to do at this point is draw some more mountains, etc., on the map. Point out that they should not let anyone else see their additions.

WB F Work in pairs.

- Put students into pairs. Tell Student A to describe their additional items on their map to Student B. Student B should then add Student A's additions to their own map. Tell students to swap over.

Unit 2 Lesson 5:

I Will be Walking

Objectives: Complete a conversation. Study and practise use of *will* for describing future events.

Language: Future continuous for predictions, promises and decisions at time of speaking. Names of natural features.

Vocabulary: Revision: mountains, city, town, river, village, island, lake, coast

21st Century Skills: Communication Skills: Making predictions

References: Course Book page 24, Workbook page 21, 19

Warm up 5 mins

- Ask students to look at the pictures and describe them as much as they can.

A Look at the pictures and name the places. 8 mins**Answers**

- mountains
- a city
- a town
- a river
- a village
- an island
- a lake
- the coast

B 19 Listen and repeat. 8 mins

- Play students 19 and get them to repeat what they hear.

19

I live in a town.
I live in a village.
I live in a city.
I live in the mountains.

I live on a river.
I live on a lake.
I live on an island.
I live on the coast.

C Ask and answer about what you will be doing in the holidays. 8 mins

- Begin the activity by revising the future continuous using *will*. Ask students where they *will be* going on holiday and what they *will be* doing there. Try to elicit responses and check grammar.
- Put students into pairs and tell them to take turns asking and answering questions about what they will be doing on their holidays. Go round and check conversations ensuring they are using the correct tense form. Ask some pairs to feed back to the class.

D Now do Exercises A and B on page 21 of the Workbook. 16 mins

- Refer students Exercises A and B on page 21 of the Workbook.

WB A Complete the sentences (in the future continuous) using the words in brackets.

- Tell students to complete the sentences in the future continuous.

Answers

- I will be visiting my friends next weekend.
- I will be going on a boat ride.
- I will be travelling by plane.
- I will be staying for ten days.
- I will be buying gifts for everybody.
- I will be taking pictures all the time.

WB B Complete the sentences with true information about yourself.

- Tell students to complete the sentences in the future continuous using true information about themselves. When students have finished, ask students to share their answers.

Answers

Students' own answers.

Unit 2 Lesson 6: Different Schools

Objectives: Understand a text about the school year in Britain.

Language: Present simple tense; use of capital letters

Vocabulary: skateboard, explain, term, Christmas, half-term, semester, for example, Eid Alfitr, nobody, fortnight

21st Century Skills: Study Skills: Inferring meaning from context; Study Skills: Reading charts

Reference: Course Book page 25, Workbook pages 21, 22 and 23

Warm up 5 mins

- Elicit the meaning of the title. Refer to the picture and elicit which different schools the students think the title is referring to. Explain that the text is about a Libyan and an English boy talking about their school year. Elicit how the students think the school years might be different. Present *semester* and *Christmas*. Use the illustration to present *skateboard*. The students should be able to work out the meanings of the other words as they read.

A Read and answer the questions.

12 mins

Answers

- 1 3
 - 2 Independence Day (December 24th). Students may also mention the February 17th Revolution, Labour Day (May 1st), Liberation Day (October 23rd), Martyr's Day (September 16th).
- Ask the students to scan Course Book page 25 for words that begin with a capital letter. Tell them to think about each word and why the capital letter is used. Make a list on the board of reasons for using capitals:
for names of towns
for names of countries
to start a sentence
for the pronoun 'I'
for months
for important holidays

B Make a calendar for your school year. Talk about your school year to your class.

10 mins

- Tell the students that they are going to make a calendar for their school year. They will need rulers, pencils, coloured pens and stickers, if they have them. The students consider how they will organize their calendars – by month or year? What dates will they include?

C Now do Exercises A to D on pages 21, 22 and 23 of the Workbook.

18 mins

- Refer students to Exercises A to D on pages 21, 22 and 23 of the Workbook.

WB A Read page 25 of your Course Book and answer these questions. Write short answers.

- Go through the questions so the students know what to read for. Ask the students to read about

the school year in England and Libya and answer the questions in their Workbook as they do so.

- It does not matter that the students will probably not be familiar with the word *nobody* in answer 2. They might write *alone* or something else. This is a good opportunity to present and clarify a word that the students need, and are therefore more likely to remember.

Answers

- 1 winter
- 2 nobody
- 3 Yassir
- 4 Simon
- 5 terms
- 6 three
- 7 thirteen

WB B Look at page 25 again. What kind of words begin with CAPITAL LETTERS? Where do you need to add commas? Now write this paragraph correctly.

- Ask the students to rewrite the paragraph, inserting the capital letters and commas.

Answers

My parents, my sister Amal and I sometimes go to London in winter. We leave Libya in December and stay in England for five weeks. We always come back for Independence Day. That's in December. This year it was on Wednesday, so we had a long weekend – Wednesday, Thursday and Friday.

WB C Read and complete this paragraph about the school year in Libya.

- Ask the students to prepare an oral description of their school year by eliciting answers to your questions:
When does the school year begin?
How many parts does it have?
What is the name of these parts?
When do you have holidays?
How long are they?

Which holidays are at different times each year?
Which are at the same time each year?

- Tell the students to write in the missing words in the paragraph. Let them work individually. Go round giving help as necessary. Point out that they can use the information in the text on page 25 of the Course Book to help them.

Answers

September
semesters
semesters
two
January
Independence Day
Eid Alfitr (or others)
summer
twelve

WB D Write the words in the box under the correct headings.

- Use Exercise D on page 23 of the Workbook to revise vocabulary the students have learned recently. Make sure the students understand that they should classify the vocabulary by writing the words in the box under the correct headings in the table below.

Answers

Holidays	Months	Weather words
Christmas	February	cloudy
Eid Alfitr	January	rain
half-term	July	snow
Independence Day	March	sunny
weekend	October	windy
Seasons	How often?	
autumn	always	
spring	never	
summer	often	
winter	sometimes	
	usually	

Unit 2 Lesson 7: Eid Alfitr

Objectives: Understand a conversation about Eid Alfitr.

Language: –

Vocabulary: festival, dawn, dusk, Ramadan, Muslim, Allah, closed, pray, fast (v), break (v) (a fast), friendly, poor, relatives, rise (Sun), set (Sun), take place

21st Century Skills: Study Skills: Inferring meaning from context

Reference: Course Book page 26, Workbook page 24, 20

Warm up 5 mins

- Elicit the meaning of the page title and the introductory sentence. Ask: *What do you think he will tell Simon?* Present any vocabulary that arises in the students' discussion.

A Talk about the pictures. 8 mins

- Tell the students to work in pairs, reading the captions aloud. Ask them to try to work out what Yassir's father or Simon is saying in the other pictures.

B 20 Listen and look at the pictures. 15 mins

- Play 20 as the students follow in their books. Tell them to try to work out the meanings of words in the box at the bottom of page 26 as they listen. Explain that if they concentrate on meaning as they listen, they will understand the words. Tell them you will clarify the meanings after the next task.

🔊 20

Simon: What's Eid Alfitr?
 Yassir: My father will tell you. Come and meet him. (footsteps) Dad, this is Simon. From England.
 Father: How do you do?
 Simon: How do you do?
 Yassir: Simon wants to know about Eid Alfitr, Dad.
 Father: Ah – Eid Alfitr. Well, first of all, do you know about the holy month of Ramadan?
 Simon: No, I'm afraid I don't.
 Father: Ramadan is the name of the month when Muslims fast. We don't eat or drink anything in the daytime. We fast from dawn when the sun rises until dusk when the sun sets. Even the restaurants are closed. No cafés. Nothing.
 Simon: Isn't that difficult?
 Father: No, not really. All Muslims are happy to do it because we are doing what Allah tells us to do. And it's good for us – it isn't a good idea to eat too much.
 Simon: Don't you eat at all?
 Father: Oh, yes. We eat when the sun goes down. But I remember once I was in England during Ramadan. And it was summer when the days are very long in England. We had to fast for a long time – from five o'clock in the morning until half past nine at night. And it was very hot and sunny. That was a bit difficult.
 Simon: Wow, yes! But, er, what's Eid Alfitr?
 Father: Oh, yes. Sorry. Eid Alfitr is a festival at the end of Ramadan. It is when we can break our fast and eat and drink again in the daytime.
 Simon: And what do you do? Do you have a party?
 Father: No, not really. I'll start at the beginning of the day. First, we pray. Then we usually go out and

give money or presents to poor people. We visit friends and our relatives. We say 'Eid Mubarak'.

Simon: Eid Mubarak?
 Father: Oh, ... 'Happy Eid,' I suppose in English. It's a very happy time.
 Simon: Thank you for explaining. It was very interesting.
 Father: Not at all.

- Tell the students to listen again and try to note down what Yassir's father says in the pictures with no caption. Play 🔊 20 again.
- Elicit what the students have heard and write the captions on the board. Build up answers step by step, rather than trying to elicit correct answers from individual students. Present *poor*. Explain that *How do you do?* is a polite form of greeting. Contrast this with *Hi!* Tell students that the polite reply to *How do you do?* is, strangely, *How do you do?*

Answers

Picture 4: Even the restaurants are closed. No cafés. Nothing.

Picture 5: Isn't that difficult? OR Don't you eat at all?

Picture 9: Then we usually go out and give money or presents to poor people.

- Check understanding of the words in the box at the bottom of the page. Ask for the names of other *festivals*.
- The students might say: *Dawn is when the sun comes up and dusk is when the sun goes down.*
- Present *rises* and *sets*.
- The students might say: *When you fast, you do not eat or drink anything for a long time. When you break a fast, you start eating again.*
- Explain that the word *breakfast* literally means breaking the fast of the night. Present *relatives* and point out how *Allah* is written in English.

C Now do Exercises A to C on page 24 of the Workbook.

17 mins

- Refer students to Exercises A to C on page 24 of the Workbook.

WB A 20 Write short answers to these questions.

- Introduce Exercise A on page 24 of the Workbook. The students are going to hear 20 again and make notes as they listen. They will use their notes to give an oral explanation of Eid Alfitr, so point out that these notes are for them to use, not for you to mark. Give some guidance on writing notes. For example: they must try to write key words which will remind them of what they heard; they can write abbreviated words; they should miss out words such as *the, a*.
- Demonstrate on the board. Present *take place*. Give the students some time to make notes before they listen.
- Play 20 again as the students make notes in answer to the questions in Exercise A on page 24 of the Workbook.

Possible answers

- 1 A month when Muslims fast from dawn to dusk.
- 2 A festival.
- 3 End of Ramadan.
- 4 Give money to poor, visit relatives and friends, give presents.

- Ask the students to work in pairs to prepare a simple explanation of Eid Alfitr. They should use their answers in Exercise A and their own ideas.

Possible explanation

Eid Alfitr is a festival. It takes place at the end of Ramadan. Ramadan is the month when Muslims fast from dawn to dusk. At Eid Alfitr, Muslims give money to the poor and they visit their family and friends.

WB B Student A: Imagine you are English. Ask your friend to tell you about Eid Alfitr. Student B: Answer your friend.

- Tell the students to read *Skills tip 1* in Exercise B on page 24 of the Workbook. The last piece of advice will apply when they practise in pairs later. Invite some students to explain Eid

Alfitr. The students should not be interrupted at this stage, but you should comment on the organization of details, on their choice of words and on the clarity of their delivery.

- Take the part of a foreigner and interrupt students' explanations with questions like the ones that Simon asks.
- Tell the students to read the instructions in Exercise B on page 24 of the Workbook and practise in pairs or in groups. Encourage them to add 'extras' of their own.

WB C Write to an English friend about Eid Alfitr.

- Ask the students to read the task. They are going to write a letter to an English friend about Eid Alfitr. They will say what Eid Alfitr is in one paragraph and describe what they then did on the last Eid Alfitr in another. The explanation should be a written version of what they prepared in the oral explanation.
- Discuss with the class what they might put in a short introductory paragraph and in a short final paragraph. This can be *Thank you for your last letter* and *Write soon*. Ask them to choose a 'farewell'.
- Make sure that the students do not rush into this writing task but make careful preparations before they write the letter in full. The students should: make notes; ask their partner to check their work; ask you for help with vocabulary, if necessary; choose their words carefully; write their letter in the correct format as shown in Unit 1; write their letter as neatly as possible.
- Students write their descriptions. This can be set for homework.
- Rather than mark the students' work, go through each one and write hints and comments on how they can improve their letters. It is very important that the students learn to edit their work. Return the work for the students to rewrite and submit within a week.

Answers

Eid Alfitr is a big celebration that happens every year at the end of Ramadan. It lasts for

three days. Family and friends eat together after fasting for a month. Everyone gets together to listen to a special prayer and give out food for charity.

Last year my two aunts, my uncle and all my cousins came from Benghazi to stay with us for Eid Alfitr. The house was very busy and cheerful. It was fun to celebrate the end of Ramadan together.

Unit 2 Lesson 8: New Year's Day in London

Objectives: Read a story for enjoyment.

Language: –

Vocabulary: midnight, New Year's Day, New Year's Eve

21st Century Skills: Study Skills: Inferring meaning from context; Life Skills: Critical thinking

Reference: Course Book page 27, Workbook pages 25 to 27, 21

Warm up 3 mins

- Read the title of the story with the students. Ask them to look at the picture and to tell you what they think the story is about.

A 21 Listen and read Yassir's story and answer the questions. 10 mins

- Ask the students to read and find out the answers to the questions at the bottom of the page. Tell them not to worry if they don't understand everything.

Answers

- snow/white cloud
- Students will have different interpretations:
He was sad that he could not see the view.
He was frightened at the time but happy afterwards.
He was frightened and didn't like it.

- Discuss how Yassir, Hala and their parents felt. Focus on the students' reaction to the story rather than comprehension. As they read the story, the students will be able to work out the meanings of some of the new words. Clarify any that arise in discussion.

B Discuss. Would you like to go to the London Eye? 8 mins

- Tell the students to discuss the story in pairs. Encourage them to talk about what happened, what they thought of it and to clarify any misunderstandings. As they work, go round the class and take part in any discussions.
- Play 21 and let the students follow in their books. They should note the pronunciation of the new words.

21

I'll never forget January the first. I was in London with my parents and older sister, Hala. We wanted to go on the London Eye. That's a big wheel that takes you up in the air above London. It is 135 metres high and is next to the River Thames. People say that the view from the top is fantastic. You can see all over London – and London is over 80 kilometres wide.

We went out after breakfast. It was cloudy and cold. There were not many people in the street because the evening before was New Year's Eve, the last day of the old year. On New Year's Eve, people there have a party. They visit friends or walk round the streets. At midnight, they hold hands and sing a special song. They go to bed late.

At the London Eye, we got into one of the cabins. As the door closed, it started to snow. 'Look, Hala! It's snowing,' I shouted.

We started to go up and up. As we went higher and higher, the snow got thicker and thicker. When we reached the top, we could see nothing but snow. We could not see the ground. We could not see the famous view. Only snow. We were in a white cloud.

'Are you frightened, Hala?' I asked.
'No,' she said. 'Are you?'
I said nothing. Mum and Dad said nothing. The wheel turned slowly and took us back to the ground. It was still snowing. It snowed all day. No, I'll never forget New Year's Day in London!

- Ask the students if they have ever been on something similar to the London Eye (or even the London Eye itself), and what they thought of it.

C Talk about an annual festival in Libya. 8 mins

- Put the students into small groups, and choose an annual festival. Ask them to read the questions and to discuss their answers. One member of the group should take notes.
- Once the students have finished their work, the most confident of each group should present their ideas.

D Now do Exercises A to E on pages 25, 26 and 27 of the Workbook. 16 mins

- Refer students to Exercises A to E on pages 25, 26 and 27 of the Workbook. These tasks are designed to review language from the whole unit. If you wish, these exercises can be set as homework. Each task is optional, so you can choose to use those tasks which reflect your students' needs.

WB A Complete the information sheet below.

- Ask the students to write what they think in the *Story Time* panel. Students compare their ideas in pairs.

Model answer

- Title: New Year's Day in London
- Characters: Yassir, Hala and their parents.
- What is it about?: The story is about what Yassir's family did on New Year's Day in London.

- Why I liked/didn't like the story: I liked the story because I learned about a place in London and what English people do to celebrate the new year.
- New words: midnight, New Year's Eve, New Year's Day

WB B Which words go together?

- Ask students to find pairs of words that go together. Students compare their answers in pairs.

Answers

- moon, sun
- snow, cold
- season, autumn
- half-term, holiday
- 25 degrees, warm

WB C Write the missing words and fill in this word tree.

- Students work individually, and then compare their answers in pairs. Check that they have found the hidden word.

Answers

				S	N	O	W	S	
B	R	E	A	K					
			M	A	Y				
	A	U	N	T					
			T	E	R	M	S		
				B	O	R	R	O	W
				O	P	E	N		
	A	L	W	A	Y	S			
		S	P	R	I	N	G		
				D	R	Y			

The hidden word is *skateboard*.

WB D Write a paragraph about what you did on a special day.

- Explain that students choose one of these special days to write about. All answers will be different.

Possible answers

Last weekend it was my best friend Mona's birthday. We celebrated it by having a picnic in the park with our whole class. Mona's favourite subject at school is art, so I bought her a box of colouring pencils as a present. The weather was very hot and sunny. We played games and ate ice cream all afternoon.

WB E Read about Majid's holiday in England and answer the questions. Write short answers.

- This reading task reviews language from different lessons from the unit. You could introduce it by asking a general question. *What do people do when they visit a city?* Elicit ideas such as visit museums, go shopping, walk in the park.
- Set the task. If students are completing this in class you could ask them to read the text. Then with their books closed, ask the questions and see how much they can remember. Some questions require students to interpret the text, so do not be surprised if students cannot answer all of the questions. Students then check their ideas, referring to the text again, and write the answers. Note that as this is a reading task, only short answers are needed.

Answers

- 1 Summer.
- 2 It was cold.
- 3 August.
- 4 Four.
- 5 (Arabic for 'sea').
- 6 Three.
- 7 32 degrees.
- 8 September.

What will the weather be like tomorrow morning?

How old will you be on your next birthday?

Where will you be tomorrow evening?

- Tell the students to ask and answer questions about dates and birthdays. They should ask questions like these:
What's the date today?
When is your brother's birthday?
- Tell the students to ask and answer questions about seasons in England. They should ask questions like this:
What's summer like in England?
- Tell the students to describe their school year, and the school year in England.
- Tell the students to describe what they do on Independence Day.
- Practise the rhyme again.

Round up

- Go over the *Round up* page quickly. Ask the students to work in pairs in each section.
- Tell the students to ask and answer questions about the future. They should use questions like these:

Garnet

Listening and speaking

- Talking about inventions
- Listening and writing notes
- Using pictures to retell a story
- Project work: a scrapbook presentation
- A song
- Past tense endings
- Intonation and stress in conversations

Reading and writing

- Reading for gist and detail
- Scanning for words
- Reading for enjoyment
- Writing a short story

Structure and language

- Present perfect tense
- Adverbs of manner

Vocabulary

- Adjectives and adverbs describing moods and feelings
- Activities

21st Century Skills

- Study Skills: Transferring information to a table
- Communication Skills: Inferring information from context
- Life Skills: Predicting information
- Communication Skills: Drawing conclusions

Key words

angrily – /'æŋgrəli/	heard (pp) – /hɜ:(r)d/	read (pp) – /red/
beautifully – /'bjʊ:tɪfli/	helped (pp) – /helpt/	sadly – /'sædli/
believe – /bɪ'li:v/	invent – /ɪn'vent/	seen (pp) – /si:n/
bored – /bɔ:(r)d/	invention – /ɪn'venʃn/	shed – /fed/
bought (pp) – /bɔ:t/	inventor – /ɪn'ventə/	sheep – /ʃi:p/
cleaned (pp) – /kli:nd/	just (adv) – /dʒʌst/	shepherd – /'ʃepə(r)d/
cooked (pp) – /kʊkt/	laugh at somebody – /'la:f ət sʌmbədi/	slowly – /'sləʊli/
dead – /ded/	lazy – /'leɪzi/	sung (pp) – /sʌŋ/
done (pp) – /dʌn/	lost (pp) – /lɒst/	swept (pp) – /swept/
drunk (pp) – /drʌŋk/	loudly – /'laʊdli/	taken (pp) – /'teɪkən/
eaten (pp) – /'i:tn/	mad – /mæd/	talked (pp) – /tɔ:kt/
excited – /ɪk'saɪtɪd/	motorbike – /'məʊtə(r)baɪk/	tell a lie – /tel ə 'laɪ/
feel sick – /fi:l 'sɪk/	Once upon a time – /wʌns əpən ə 'taɪm/	tidied (pp) – /'taɪdɪd/
finished (pp) – /'fɪnɪʃt/	painted (pp) – /'peɪntɪd/	washed (pp) – /wɒʃt/
forgotten – /fə(r)'ɡɒtn/	pick up – /pɪk 'ʌp/	watched (pp) – /wɒtʃt/
fox – /fɒks/	plants – /plɑ:nts/	watered (pp) – /'wɔ:tə(r)d/
funny – /'fʌni/	pocket money – /'pɒkɪt mʌni/	wolf – /wʊlf/
ghost story – /'ɡəʊst stɔ:ri/	quickly – /'kwɪkli/	worried – /'wʌrɪd/
given (pp) – /'ɡɪvn/		worry (v) – /'wʌri/
gone (pp) – /ɡɒn/		

Unit 3 Lesson 1:

I've Finished My Work

Objectives: Begin learning a song.
Write sentences.

Language: Present perfect tense:
regular past participles
cleaned, painted, finished,
talked, climbed; irregular
swept, done

Vocabulary: –

21st Century Skills: Communication Skills:
Inferring information
from context; Study Skills:
Transferring information
to a table

Reference: Course Book page 32,
Workbook pages 28 and
29, 🎧 22

Warm up 5 mins

- Elicit the meaning of the page title. Revise household tasks and activities by asking the students to say what the girl in the pictures is doing. Ask about the picture showing her on the phone by saying *Who do you think she is talking to?*

A 🎧 22 Sing a song. 12 mins

- Introduce the song. Say that the girl is explaining all the things she has done. Ask the students to listen and see if she has done all the things she says, by checking with the pictures.

🎧 22.

I've cleaned the windows and washed the floor.
I've swept the path and painted the door.
Is there anything else you want me to do?
I've finished my work and want something new.

I've tidied my garden and watered the plants.
I've talked to my uncles and talked to my aunts.
Is there anything else you want me to do?
I've finished my work and want something new.

- Teach the song. Play it line by line for the students to repeat. Explain *Is there anything else you want me to do?* Don't spend more than ten minutes on the song at this stage. There will be other opportunities for the students to learn and sing it, to revise Present perfect forms.

Expressing actions that have just happened: The present perfect

- Ask the students to study the *Language tip* box on page 32 of the Course Book. Translate *past participle*. Ask them to study the form and read about how it is used. It is important to add to the explanation that the present perfect does not say exactly when things happened. We can say the period, for example: *I have cooked chicken this week*. However we don't give an exact time: *I have cooked chicken on Thursday* is wrong.

B Ask and answer. 8 mins

- Ask the students to answer the three questions at the bottom of page 32 of the Course Book. They have to look for past participles and work out how they are formed with regular verbs.

Answers

- cooked, washed, mixed, watered, tidied, washed, helped, watched, cleaned, swept, painted, finished, talked – 13
- ~ed
- swept, tidied

C Now do Exercises A to C on pages 28 and 29 of the Workbook. 20 mins

- Direct the students to pages 28 and 29 of the workbook.
- Engage the students in the project suggested in the introduction to this unit – the students are asked to find illustrations of moods and feelings. Ask them to start thinking about the topic and to begin to collect ideas.

WB A Write sentences. Use the verbs in the box. What have these people done?

- Tell the students to use the verbs in the box to describe what the people in the pictures have done. Translate *What have these people done?* and explain that *done* is one of a different kind of past participle that they will learn about later.
- Ask the students to complete Exercise A on page 28 of the Workbook, first orally, then in writing.

Answers

- He has climbed a mountain.
- She has finished her dinner.
- She has painted a picture.
- He has washed the/a car.

WB B Answer the questions.

- Ask a few students the questions in Exercise B on page 28 of the Workbook. Show interest in the answers they give and encourage them to be honest in talking about themselves.
- Tell the students to write their answers. Students' own answers.

Possible answers

- Yes, I have watched TV today.
- I have washed my hands twice today.
- I have talked to three people, my mum, my dad and my teacher.

WB C Complete this table.

- The students can remind themselves of Past tense forms, and some of the past participles met so far, by completing the table in Exercise C on page 29 of the Workbook.
- Prepare this exercise orally before the students write. When they have finished, ask individual students to say sentences that contain the past participles.

Answers

Regular verbs

Infinitive	Past tense	Past participle
1 cook	cooked	cooked
2 clean	cleaned	cleaned
3 paint	painted	painted

4 talk	talked	talked
5 mix	mixed	mixed

Irregular verbs

Infinitive	Past tense	Past participle
6 see	saw	seen
7 hear	heard	heard
8 give	gave	given
9 do	did	done
10 forget	forgot	forgotten
11 go	went	gone
12 eat	ate	eaten
13 drink	drank	drunk
14 buy	bought	bought

Unit 3 Lesson 2:

Good Gwen and Lazy Len

Objectives: Read and listen to conversations.
Read conversations aloud.

Language: Present perfect tense:
regular past participles
cooked, washed, mixed, watered, tidied, helped, watched

Vocabulary: good (= *well-behaved*),
pocket money, lazy

Reference: Course Book page 33,
Workbook pages 30 and 31, 🎧 23

Warm up 8 mins

- Explain that *Archer* is a typical English family name. Introduce the names of the two children – Gwen (/gwen/), the daughter, and Len, the son.
- Point out that when describing the Archer family, you use the plural form *the Archers*. Ask the students to read the short introduction and answer your questions:
How old is Gwen? 15.
How old is Len? 13.

What have Mr and Mrs Archer asked them to do? Some work in the house.

- Ask the class to name some everyday household tasks.

A 23 Listen and read. Answer the questions. 15 mins

- Play the first conversation on 23 as the students follow in their books.
- Play it again and ask individual students to repeat each line with accurate pronunciation.

23

Listen and read.

[Track 23 is the text of the conversations on page 33 of the Course Book.]

- Ask the following questions and elicit short answers:
What has Gwen cooked? Rice and chicken.
What has she washed? Vegetables.
Where has she put the vegetables? In a bowl.
What does Gwen's mother say to her after saying 'Thank you'? You're a very good girl.
What does her mother give her? Pocket money.
- Explain that *pocket money* is money given to a child to spend as he or she pleases. In England, it is usually a fixed sum per week and is often a reward for helping. Ask the students if they get *pocket money* and if they think it is a good idea.
- Play the second conversation on 23 as the students follow in their books. Play it again and ask individual students to repeat each line with accurate pronunciation.
- Ask the following questions and elicit short answers:
What did Mr Archer ask Len to water? The garden.
What did Mr Archer ask Len to tidy? His room.
What did Mr Archer ask Len to wash? The car.
Has Len watered the garden? No.
Has Len tidied his room? No.
Has Len washed the car? No.
So Mr Archer thinks that Len is ... Lazy.
 Elicit the meaning of *lazy*.

Read and answer questions 1 and 2 on page 33 of the Course Book.

- Explain that *can* is used here for permission – to talk about what Gwen/Len have permission to do. There are other uses of the word *can*. Students have also seen *can* used to talk about ability – *I can swim*, etc. It's important that students decide how *can* is being used each time they see the word.
- Elicit answers to the two questions after the conversations. Give the students time to look and think about the answers. Elicit answers and guide the students to produce full, accurate sentences.

Answers

- Gwen can go to the shops because she's a good girl.
- Len can't watch television because he's a lazy boy.

Note: Some students may be able to say *because she's cooked the rice*, etc., and *because he hasn't watered the garden*, etc. Accept these answers but guide the students to the ones above.

Asking about the completion of tasks: Questions and short answers

- Ask the students to study the first part of the *Language tip* box. It shows the full forms of the positive and negative auxiliary verb *have*.
- Focus on the *Questions and short answers* section. Ask the students to think about questions and answers for all the things that Gwen has done and Len has not done. Ask three or four questions yourself and elicit the answers in the third person. This exercise gives the students a chance to practise saying verbs in the present perfect tense. The use and structure of the tense is dealt with in Lesson 2.
- Elicit some more questions. Give clues if necessary. For example:
 T: *vegetables*
 S1: *Has Gwen washed the vegetables?*
 S2: *Yes, she has.*

B Now read aloud. 8 mins

- Ask the students to read the two conversations aloud in pairs, copying the pronunciation on 23. You may choose to play 23 again. Ask the students, *How does Mrs/Mr Archer feel?* Elicit *happy* and *angry*. Go round the class and make sure that the students are performing the conversations with understanding and expressing the appropriate mood.

C Now do Exercises A to C on pages 30 and 31 of the Workbook. 14 mins

- Direct students to pages 30 and 31 of the workbook.

WB A The people in the pictures have all done something. What is it?

- Ask the students to look at the pictures, and try to work out what the people have just done. Encourage students to speculate based on what they can see – some pictures are easier to speculate about than others. Have them make notes. These notes will consist of a relevant past participle with a noun. For the first picture, elicit or supply *done washing up* and write the words on the board. Then have the students work through the other pictures.

Possible answers

- done washing-up
- completed a puzzle
- climbed mountain
- painted gate
- finished work
- played computer game

WB B Now use your answers in Exercise A to write sentences.

- The students now use the notes they made in exercise A on page 30 of the Workbook to write full sentences describing what has happened at the end of each conversation. Ask: *What have they done?* Elicit the first answer and write it on

the board. Ask the students to complete exercise B on page 31 of the Workbook, using the names of the people where given, otherwise writing *The two men* and *The two ladies*.

Possible answers

- The two ladies have done the washing up.
 - Malek and Kamel have finished a puzzle.
 - Jim Allan has climbed a mountain.
 - The two men have painted a gate.
 - Iman has left her purse/money at home.
 - The two girls have played a computer game.
- Play 22 (Lesson 1) again and ask the students to sing the song as well as they can.

Unit 3 Lesson 3:
What's the matter?

Objectives: Read and complete short exchanges.

Perform exchanges with appropriate intonation.

Write irregular past participles.

Language: Present perfect tense: irregular past participles *gone, eaten, drunk, bought, read, given, taken, forgotten*

Vocabulary: feel sick, just (*adv*), worried, ghost story, excited

21st Century Skills: Study Skills: Transferring information to a table

Reference: Course Book page 34, Workbook pages 31, 32 and 33, 24

Warm up 8 mins


- Ask the students to look at the pictures on page 34 of the Course Book and say what is happening. Ask them to work out the meaning of the 'feeling' words shown: *angry, upset,*

happy, excited, frightened, sad and worried. Only *worried* and *excited* are new, but they may have forgotten the others. Say these words aloud and ask the students to find them on the page, then to look at the picture and say what they think the words mean.

A Read and match. 12 mins

- Ask the students to look at the sentences at the bottom of the page and underline all the past participles. Then elicit which verb each past participle comes from. They should all be clear apart from *gone* and *bought*. Explain that *read* and *bought* are the same as their past tense forms.
- Explain also that, although many past participles are formed like the Past simple, adding *-ed* to the verb, there are many other forms, such as the ones here. See if the students can find different patterns. They are:
 - Same written form: for example, *read*
 - Add *-en*: for example, *eaten, taken, given, forgotten*
 - Change a vowel in the middle: for example, *drunk*
 - A complete change: for example, *gone*
- Explain that *just* used with the Present perfect tense means that the action happened very recently. Note the position: between *have/has* and the participle.
- Make sure the students understand the meaning of *feel sick*. Then ask them to match the sentences and pictures by writing in their copybooks the letter of the picture, followed by the number of the sentence.

B 24 Now listen and check your answers. 8 mins


- Play  24 as the students listen to check and correct their answers.

Answers

A3; B2; C5; D8; E7; F1; G6; H4

- Ask the students to perform the conversations in pairs. Go round the class and check for accurate

pronunciation. Encourage the students to act out the conversations.

- Play  24 again, stopping after each exchange for pairs of students to repeat it. Make sure they imitate the intonation.

24

- Woman: What's the matter, Yassir?
Yassir: I feel sick. I've eaten too much chocolate.
- Father: What's wrong, Jamil? Why are you angry?
Jamil: Ahmed has gone to the beach without me.
- Teacher: Hala, why are you upset?
Hala: I've forgotten my English books.
- Mother: Why are you so happy, Muna?
Muna: Daddy has given me a present.
- Mother: What is it, Zaynab? Why are you so excited?
Zaynab: Dad phoned. He's bought me a new computer.
- Mother: Salman, what's the matter? Why are you frightened?
Salman: I've just read a ghost story.
- Mother: Noora, what's the matter? Why are you sad?
Noora: Somebody has drunk all the lemonade.
- Hamad: What's the matter, Jack? Why are you worried?
Jack: Somebody has taken my elephant.

C Talk about two incidents in your life. How did they make you feel? 6 mins

- Ask the students to write two sentences in their notebooks like the ones in Exercises A and B, but about themselves. Ask them to think of two things that have happened recently, and the feelings caused by the events.

Possible answers

I am upset because my brother has taken my bicycle.

I am hungry because I haven't eaten today.

D Now do Exercises A to D on pages 31, 32 and 33 of the Workbook.

11 mins

- Direct students to pages 31, 32 and 33 of the Workbook.

WB A Look at page 34 of your Course Book. Find the verbs and complete the table.

- Introduce the task. Tell the students that all the past participles are in the short conversations they've just read in the Course Book. Let them study the spelling in their Course Books. Then, books shut, ask them to complete Exercise A on page 31 of the Workbook. Let them check answers using their Course Books.

Answers

go	gone	buy	bought
eat	eaten	read	read
drink	drunk	forget	forgotten
take	taken	give	given

WB B Now complete these questions and answers about the people on page 34 of the Course Book.

- With both books shut, go over the questions. Elicit complete, accurate sentences, writing on the board if necessary. Then tell the students to answer the questions in their Workbooks, using short and long answers.

Answers

- Has Ahmed gone to the park?
No, he hasn't. He has gone to the beach.
- Has Hala forgotten her pen?
No, she hasn't. She has forgotten her English books.
- Why is Zaynab excited?
Her father has bought her a new computer.
- Why is Salman frightened?
He has just read a ghost story.

WB C Find 11 words to describe feelings. Read from left to right and from top to bottom.

- Introduce the wordsearch. Find the first two adjectives as a class. Then tell the students to continue and find the other nine.
- When the students have found all the words, tell them to compare their answers with their partner and then write the words out in the space provided.

Answers

Across: sad, sick, frightened, happy, excited, great

Down: thirsty, upset, angry, tired, hungry

WB D Write about these four people. How do they feel? Why?

- Tell the students to study the pictures and imagine how the characters feel. Elicit one-word answers from the class. Then elicit a complete answer for the Workbook sentence for picture 1: *Muna feels sick because she has drunk too much lemonade.* Elicit the verb *bring* for situation 2 and say that the past participle is the same as the past tense form, i.e., *brought*.
- Ask the students to complete Exercise D on page 33 of the Workbook.

Possible answers

- Muna feels sick because she has drunk too much lemonade.
 - Mrs Salman is happy because Hamed has brought her some flowers.
 - The teacher is angry because Jalal hasn't brought his books.
 - Noora is upset because Ahmed has gone out without her.
- Play 🎧 22 (Lesson 1) again and encourage students to sing *I've finished my work* one last time.

Unit 3 Lesson 4:

Mad Mack

Objectives: Read and understand a comic-strip story: *Mad Mack*.

Language: Present perfect tense

Vocabulary: mad, invent, inventor, robot, shed, invention

Reference: Course Book pages 35 and 36, Workbook pages 33 and 34

Warm up 5 mins

- Focus on the title of the story. Explain the literal meaning of *mad* (insane) and the common meaning, as here, of *eccentric*. It is often used by English people to describe people who do unusual things and is not impolite amongst friends. In American English it means angry. Do not pre-teach *invent*.

A Read the story and answer the questions. 12 mins

- Ask the students to read the text on page 35 of the Course Book silently to find out about Mad Mack. Then ask the questions below and elicit the answers. Try to elicit the meanings of the new words as they arise:
Where does Mad Mack work? He works in a shed.
What does he make? New things.
What is his job? He invents things. He's an inventor.
What has he invented? A bicycle with wings, and a robot.
- Check understanding of *invent*. Note the stress: inVENT/inVENTion. Elicit the meaning of *robot*. Some students may remember *wings* from the story in Unit 1.

Answers

- In picture 5, Zed is holding a paintbrush and can of paint
- In picture 7, Zed has painted everything white.
- (Sample answer) I would invent a pair of trainers with springs on them. Then I would be able to run very fast and jump very high.

- For question 2, have the students speculate why Zed painted everything white.
- For question 3, put the students into groups and have them discuss what they would like to invent. Explain that later in the lesson, the students will be researching important inventions.

B Now do Exercise A on page 33 of the Workbook. 8 mins

- Direct the students to page 33 of the Workbook.

WB A Write answers to these questions about Mad Mack.

- Ask the students to write full answers to the questions for Exercise A on page 33 of the Workbook. Remind them of the use of commas in a list.

Answers

- He works in a shed.
- He is an inventor.
- He has invented a bicycle with wings and a robot.
- He has painted the window, the shed, the table, the chair, the armchair, the grass and some trees.

- Refer the students back to the Course Book.
- Ask the students to look at page 36 of the Course Book. Revise the names of furniture and garden features. In addition to the questions on the page, ask:
What is Zed holding? A paintbrush.

C Project: Research and present information about an invention that has changed our lives. Talk about how it has changed our lives.

10 mins

- Ask *What have people invented in the past 100 years?* Elicit answers, for example: *television, cars, computers, etc.*
- Ask individual students to describe other inventions they know, using some of the new vocabulary.
- The students are going to do their own research on an invention, online if possible. Encourage them to choose an invention that they're interested in. Some questions they might consider are: *What is the name of the invention? Who invented it? Are they famous? Did they invent anything else? When did they invent it? What it is for? How has it changed our lives?*
- Students should start their research in class, but be encouraged to do more in their own time. Make sure you allow time either in this lesson, or in the next, to present their ideas in full.

D Now do Exercise B on page 34 of the Workbook.

10 mins

- Direct the students to Exercise B on page 34 of the Workbook.

WB B Write up your research

- Once students have completed their research, they should write up their findings. They can use the lines provided in their workbooks, but they should also be encouraged to write longer notes in their notebooks if they wish.

Unit 3 Lesson 5: The Hungry Fox

Objectives: Read a story and make deductions.

Scan a text for words.

Complete sentences.

Write sentences.

Make conversations.

Language: Adverbs of manner;

Present perfect tense

Vocabulary: fox, seen, heard, sung, politely, angrily, slowly, beautifully, quickly, loudly, carefully, easily, quietly, happily, sadly, noisily, badly, nicely, lost, never mind, worry, that's very nice/kind of you

21st Century Skills: Communication Skills: Drawing conclusions

Reference: Course Book page 37, Workbook pages 34 and 35, 🎧 25

Warm up

5 mins

- Ask the students to look at the pictures on page 37 of the Course Book and discuss what the story may be about. The students should be able to work out the meaning of *fox* from the pictures.

Note: Some students may know the story. It is one of a collection of stories written two thousand years ago, by a Greek called Aesop; the collection is known as *Aesop's Fables*. The stories usually involve animals, but they illustrate human behaviour, often critically.

A 🎧 25 Listen and read the story and answer the questions.

20 mins

- Play 🎧 25 as the students follow along on page 37 of their Course Books.

25

One day, a fox was looking for food on a farm. He saw a bird on a shed. 'Hello,' said the fox. 'I'm hungry. Have you seen the chickens?' 'No, I haven't. They're my friends. Go away!' said the bird angrily.

The fox saw some meat under the bird's foot. 'Can I have some meat, please?' he asked politely. 'I'm very, very hungry. I haven't eaten today.'

'No, you can't. It's mine,' said the bird.

The fox thought for a minute.

'Um - Have you sung today?' asked the fox slowly.

'I haven't heard you. They tell me you can sing very well.'

'That's right,' said the bird.

'Sing for me, please,' said the fox.

'All right,' said the bird, and began to sing.

'You sing beautifully,' said the fox. 'Can you sing from that tree?'

'Thank you,' said the bird, and flew up to the tree.

The fox picked up the meat quickly and ran away, laughing loudly.

- Ask the students to read the two paragraphs quickly to answer the questions on page 37 of the Course Book.

Answers

- The fox was hungry.
 - You sing beautifully./Probably not. It was a trick. He wanted the bird to fly away and leave the meat for him. Discuss *flattery* with the class.
 - His trick worked.
- Discuss the moral of the story. (The moral of the story is that you should always tell the truth. If you do, then people will know they can always believe you.)
 - Ask the students to scan the story for the past participles of *see*, *hear* and *sing*. Ask individuals to read the sentences containing them aloud.
 - Go through the *Language tip* box on page 37 of the Course Book. The students should note how adverbs are formed and how some spellings change.
 - Ask the students to find the adverbs in the story. Ask individuals to read aloud the sentences that contain them.

B Now do Exercises A to C on pages 34 and 35 of the Workbook. 20 mins

- Direct Students to Exercise A on page 34 of the Workbook.

WB A Find adverbs of manner in the story on page 37 of the Course Book.

- Direct students to Exercise A on page 34 of the Workbook and ask them to write the adverbs.

Answers

angrily, politely, well, beautifully, quickly, loudly

WB B Choose an adverb to complete the sentences.

- Elicit the meaning of the new adverbs in Exercise B on page 34 of the Workbook. The students know the adjectives *careful*, *quiet*, *angry* and *easy*, so they should not have any difficulty.
- Ask the students to write the correct adverb in the gaps in Exercise B on page 34 of the Workbook.

Answers

- carefully
- easily
- quietly
- angrily

- If there is time, play 25 again as the students follow in their Course Books. Ask them to note the pronunciation of the new words.
- Ask the students to retell the story in their own words. Let them practise in pairs before eliciting versions as a class.

WB C Make adverbs from these words.

- Remind the students how to form regular adverbs. Ask them to use the rules to make adverbs from the adjectives in Exercise C on page 35 of the Workbook.

Answers

- 1 happily
- 2 sadly
- 3 noisily
- 4 badly
- 5 nicely

- Ask the students to write sentences using these adverbs with the verbs listed in the Workbook. Discuss some of them as a class to spark off their imagination. Encourage them to write sentences with two parts like the examples below, and to use a variety of tenses.
- Encourage them to sometimes use *very* as an intensifier.

Possible answers

- 1 When my little sister is playing, she always laughs happily.
- 2 When she couldn't find her purse, she cried sadly.
- 3 When Mr Archer came home, Len was playing noisily with his friends.
- 4 I don't like going to the beach because I swim very badly.
- 5 Gwen went up to the policeman and spoke to him very nicely.

Unit 3 Lesson 6:

Transport

Objectives: Listening for specific information.

Language: Revision of comparatives; Present perfect continuous to describe action that continues from the past.

Vocabulary: by land, by air, by sea, bicycle, ride, car, drive, plane, motorbike, train

21st Century Skills: Life Skills: Predicting information; Study Skills: Transferring information to a table

Reference: Course Book page 38, Workbook page 36, 26

Warm up 8 mins

- Course Books closed. Put the students in groups, and have them brainstorm as many modes of transport as they can. Write them on the board and model the pronunciation. Then, ask the students to think about how the modes of transport could be grouped. Ideas might include by speed, by when they were invented, or by cost. Finally, if the students haven't mentioned them yet, elicit *by land*, *by air* and *by sea*.

A Look and match. 4 mins

- In pairs. Ask the students to look at the pictures at the top of page 38 and match the pictures to the words. Don't spend too long on this activity – it should be straightforward.

B Look at the table. Predict. 6 mins

- Have the students remain in pairs. Ask a strong student, *Which is faster – a plane or a bicycle?* to check that they can use the comparative language *faster than* and *slower than*. Then ask a more difficult question, to elicit, for example, *I think a train is faster than a car*. Now have the students copy the table into their notebooks and complete it, in pencil.

C 26 Discuss your predictions. Then listen and check. 8 mins

- Discuss each pair's predictions as a class. Play 26 and have the students check their answers. As a class, discuss which answers were surprising.

26**Listen and check.**

The record speed for a plane is 7,692.66 kilometres per hour. The record was set on March 28th, 2004.

The record speed for a car is 1,227.98 kilometres per hour. The record was set on October 15th, 1997.

The fastest speed for a motorbike is 518.45 kph. This record was set on July 14th, 1990.

On May 18th, 1990, a train travelled at 515.30 kph.

What is the record speed for a bicycle? 50 kph? 100? 200? On October 3rd, 1995, a bicycle travelled at 268.83 kilometres per hour. The bicycle was behind a car.

D Now do Exercises A and B on page 36 of the Workbook. 19 mins

- Direct the students to Exercise A on page 36 of the Workbook.

WB A Complete the word web. Do some research and add examples of your own.

- Explain that word webs are an excellent way for students to structure their ideas and record new vocabulary.
- Remind the students of their ideas from the warm up, and have them complete the word web in the Workbook. If they need extra prompting, review the different ways of travelling: *by land*, *by sea* and *by air*. Some students may prefer to make their own word webs in their notebooks. Remind the students of the categories by air, by land, and by sea. Encourage dictionary use, where possible.

Possible answers

By land – car/train/bicycle/bus/motorbike

By air – plane/helicopter/hot air balloon/space rocket

By sea – boat/ship/ferry/hovercraft/jet ski/speed boat

WB B Match each invention with the correct date.

- In pairs again, have the students guess when each mode of transport was invented. They will naturally start to use some of the speculative and comparative language they used in Exercise B.

- Encourage the students to use the internet where possible. Otherwise, it doesn't matter if the students end up guessing – the exercise is just for language practice.
- Students will notice that the car and the motorbike were invented in the same year.

Answers

1	train	e
2	car	c/d
3	plane	b
4	motorbike	c/d
5	bicycle	a

WB C Complete the sentences below.

- Draw the student's attention to the *Language tip* box about describing action that continues from the past using the present perfect continuous tense. Using the examples, revise the fact that we use the present perfect continuous with *for* a period of time, and *since* a particular time in the past. Have the students think of examples to talk about themselves. If necessary, ask *How long have you been studying English?*

Possible answers

- People have been riding trains since 1804.
- People have been driving cars for (more than) 130 years.
- People have been flying in planes since 1903.
- People have riding motorbikes since 1885.
- People have riding bicycles for (more than) 200 years.

Unit 3 Lesson 7:

Once Upon a Time ...

Objectives: Listen to a story to understand sequence.
Listen and write notes.
Practise pronunciation.
Write a short story.

Vocabulary: once upon a time, shepherd, sheep, field, bored, wolf (pl. wolves), funny, believe, dead, laugh at somebody, tell a lie, tell the truth

21st Century Skills: Communication Skills:
Inferring meaning from context;
Drawing conclusions

Reference: Course Book page 39, Workbook pages 37 and 38, 27

Warm up 5 mins

- This well-known story of the young shepherd and the wolf is another of *Aesop's Fables*. These fables were believed to have been written at least 600 years ago. A lot of your students will probably know it or a story very like it. Like most children's stories, this version begins with *Once upon a time*. Pre-teach this phrase.

Note: in the third picture, the boy is carrying a stick. This is called a *shepherd's crook*, and it is a special stick that shepherds use. It is useful for catching sheep as the circle at the top of the stick fits round the sheep's neck. The clothes and shoes the shepherds are wearing are from the time the story was written.

A 27. Look at the pictures. Do you know this story? Listen to the story and put the pictures in order.

15 mins

- Ask the students to look at the pictures. They are in the wrong order but some students may recognize the story.

- Explain the task. The students listen to the story and number the pictures in Exercise A on page 39 of the Course Book in the order that they hear them. Play 27 as the students, working in pairs, number and talk about the pictures.

27

Once upon a time ... Listen and read.

Once upon a time there was a young shepherd. He was looking after his sheep in a field near a small village. And he was very bored.

'I've done nothing all day,' he thought. 'I've walked round this field ten times and I'm bored.' Then he had an idea. He ran into the village. 'I've just seen a wolf,' he shouted. 'It has eaten one of my sheep.'

The men of the village ran to the field. But the sheep were eating happily and there was no wolf. The shepherd laughed loudly.

'That's not funny,' one of the men said angrily. The next day, the shepherd did the same thing. 'Help! Help!' he shouted. 'A wolf has eaten one of my sheep. Come quickly.'

'Oh, no! Not again,' said one of the men. 'But we have to go,' said another. And they ran to the field. Again the sheep were eating happily. There was no wolf.

The shepherd did this the next day and the next day. On the fifth day, he was watching his sheep again when he saw a wolf. It had huge, white teeth. It took one of his sheep. He ran to the village, shouting, 'Help! Help! The wolf! It's just taken one of my sheep.'

'Oh, no. Not this time. We don't believe you,' said one of the men of the village.

'But it's true,' said the shepherd.

The man spoke again. 'We do not believe you,' he said slowly and angrily. 'Go away.'

The shepherd went back to the field. All his sheep were dead. He sat down on a stone and cried sadly.

- Check the students' answers in class.

Answers

The numbers, left to right, top to bottom, are:

7 2 3
1 6 4
5

B Answer the question. 8 mins

- Ask the students to read the question and the three possible answers at the bottom of page 39 in the Course Book. Point out that we say *to laugh at somebody*, and explain *to tell a lie*. The opposite is *to tell the truth*. Write this on the board. Ask the students to give an answer. The real message of the story is 'Do not tell a lie.'
- Explain that the English phrase *to cry wolf* comes from this story. The phrase means to give false warnings so often that when the warning is real, nobody believes you. For example, a child may often claim to have a headache when he or she does not want to go to school. The result is that when the child really does have a headache, the parents do not believe him or her. They then say to the child: 'You're just crying wolf.'

C What do you think these words mean? 27 6 mins

- Point out the list of new words. Add *believe* and *field*. Ask the students to write them in their notebooks. Explain that the students are going to hear the story again in order to work out the meaning of these words. They should make a note of the meanings as they listen. Play 27 again. The students can probably work out the meaning of *shepherd*, *sheep*, *field*, *wolf* and possibly *dead* from the pictures. They can guess *bored* from the word *boring*. They can work out *funny* and *believe* from the context. Check the meanings with the whole class, and that most of the students have understood the story.

Note: *sheep* is both singular and plural, cf. *fish*.

D Now do Exercises A to C on pages 37 and 38 of the Workbook. 11 mins

- Direct the students to pages 37 and 38 of the Workbook.

WB A 27 Listen to the story on page 39 of your Course Book again and answer the questions. Write notes.

- Explain that you are going to ask the students to retell the story orally and that they will need to make some notes by answering the questions in their Workbooks. Remind the students that when they are taking notes, they can write short answers and miss out words, for example the verb *to be*, and articles. Play 27 again as the students do Exercise A on page 37 of their Workbooks.

Possible answers

- Bored
- No
- Eating happily
- Four
- No
- A wolf
- Didn't believe shepherd
- All sheep dead

- Ask individual students to retell the story using the notes in their Workbooks, beginning with *Once upon a time*. Ask one student to start the story and three or four others to continue until the end. Then ask another set of four or five students to tell the story. Ask the other students to listen for mistakes, either in the story or in the language used.

WB B Read the story about the shepherd. Write the missing words and sentences.

- Tell the students to write the story by supplying the missing words and phrases in the written version of the story in Exercise B on page 37 of the Workbook.

Answers

The missing words and phrases are:

- shepherd
- bored
- I've done
- idea
- has eaten my sheep
- ran to the field
- wolf
- happily
- loudly
- funny

- 11 angrily
- 12 four
- 13 fifth
- 14 quickly
- 15 seen a wolf
- 16 don't believe you
- 17 didn't go to the field
- 18 to the field
- 19 sheep
- 20 were dead
- 21 sadly

WB C Write your own story. With a friend, write a short story about a boy or girl who got into trouble by not telling the truth.

- In pairs, students discuss and plan a short story about somebody who lies, then suffers as a result. The students should:
answer the questions in Exercise C on page 38 of the Workbook;
use adverbs and adjectives when they can;
ask for help from each other or from you;
make their story interesting.
- Note:** Since the students begin their story with *Once upon a time*, the story should be told in past tense and not in present tense as in the questions.
- Ask the students to write their stories individually. They can complete their stories as homework.

Model answer

Once upon a time, there was a princess who lived in a palace. For her birthday, the king and queen gave her a gold necklace. She loved it, and wore it every day.

One day, when she was out playing near the palace, she dropped her necklace in the river. It disappeared in the flowing water. The princess was very upset. She was also scared to tell her parents.

'Where's your necklace?' asked the king that evening.

'Erm ... well ... The maid was looking after it ... and now it's gone!' said the princess.

'How careless!' cried the king. He was very angry and sent the maid away.

The princess loved her maid. Without her she felt sad and lonely. 'The maid was my best friend, and now she's gone!' she thought.

The next day the princess was walking through the fields near the palace. Suddenly, she saw something strange. A sheep was wearing her shiny gold necklace. It was hooked over its ear!

The princess grabbed the necklace and ran back to the palace. 'I found my necklace!' she cried. She was very excited. 'Can the maid come back now?' she asked the queen. The queen smiled and nodded.

'We will give the maid her job back,' said the king.

'But you must fix your friendship for yourself,' added the queen.

The following week, the maid arrived back at the gates. The princess ran out to meet her. She was crying. 'I'm so sorry!' she said. 'I didn't tell the truth about the necklace. I didn't know my father would be so angry!' They hugged. 'Here, take my necklace,' she said.

'Thank you so much,' said the maid. She put the necklace around her neck and smiled. It looked beautiful. 'It's very nice to be back.'

Unit 3 Lesson 8: Khalid and the Key

Objectives: Read a story for enjoyment.

Language: -

Vocabulary: neck, catch/caught, lose/lost, pleased (*adj*)

Reference: Course Book page 40, Workbook pages 38, 39 and 40, 🎧 28

Warm up 4 mins

- Elicit the meaning of the title of the story. Ask the students to look at the pictures and to tell you what they think the story is about.

A Read the story and answer the questions. 12 mins

- Ask the students to read the story. Tell them not to worry if they don't understand everything.
- As they read the story, the students should be able to work out the meanings of the new words. If not, translate them. Discuss how Khalid and his father felt when Khalid could not find the key and when he found it. Focus on the students' reaction to the story rather than comprehension. Tell the students to answer the questions at the bottom of the page.

Answers

- Because Khalid lost their car key.
- The car key.

B 28. Now listen to the story.

10 mins

- Play 28 and let the students follow in their books. They should note the pronunciation of the new words.

28

One day Khalid went fishing with his father. When they got to the beach, Uncle Rashid's car was already there. He was waiting for them on his boat. Khalid's father gave Khalid the car key. 'Look after this, please, Khalid,' he said. 'I'll be busy. Don't lose it.'

'No, Dad,' said Khalid.

He put the key round his neck on some string. They sailed out to sea and Uncle Rashid and Khalid's father started fishing.

'I've caught one!' said Uncle Rashid.

'Me too,' said Khalid's father. They both caught two more. Then ...

'Help! Quickly, Khalid. Help me. This one is huge!'

Khalid helped his father pull the huge fish into the boat.

'OK,' said Uncle Rashid. 'That's enough fish. Let's go back.'

They sailed back to the beach. Khalid's father said, 'The key, please, Khalid.'

Khalid put his hand to his neck. 'It's gone! The key's gone! I've lost it,' he said. 'Oh, no!'

They looked inside the boat and on the beach. They looked in the sand near the car. The key wasn't there.

'I'm sorry, Dad,' said Khalid. 'I'm very sorry.'

'All right, Khalid. Don't worry,' said his father. 'I have another key at home.'

'Perhaps the fish has eaten it,' said Uncle Rashid. They all laughed.

'Right, let's go home,' Rashid said. 'We'll come back for your car tomorrow.'

Khalid's mother was very pleased with the big fish. 'I'll cook it for dinner,' she said. 'Can you cut it up, please, Khalid?'

'Yes, Mum,' said Khalid sadly.

'Khalid, don't worry,' said his father. 'It was only a car key. Now cut up the fish.'

Khalid was cutting up the fish when suddenly, he stopped. 'Dad! Dad!' he shouted. 'I've found something!'

- Ask the students to tell you how they felt when they lost something.

C Now do Exercises A to F on pages 38, 39 and 40 of the Workbook.

19 mins

- Direct students to pages 38, 39 and 40 of the Workbook

WB A Complete the information sheet below.

- Tell the students to discuss the story in pairs. Encourage them to talk about what happened, what they thought of it and to clarify any misunderstandings. As they work, go round the class and take part in any discussions.
- Ask the students to write what they think in *Story time*. (Exercise A on page 38 of the Workbook.)

Model answer

- 1 Title: Khalid and the Key
- 2 Characters: Khalid, Uncle Rashid, Khalid's father, Khalid's mother
- 3 What is it about?: The story is about Khalid, his father and his uncle going fishing. They catch a big fish but Khalid loses their car key.
- 4 Why I liked/didn't like the story: I liked the story because it was funny and the illustrations were helpful. I didn't like the story because the ending was not clear.
- 5 New words: neck, pleased, caught, lost

WB B Read the sentences and tick (✓) the correct words.

- Tell the students to read the sentences and tick the correct words.

Answers

- 1 way
- 2 ate
- 3 rode
- 4 lent

WB C Write these sentences correctly.

- Tell the students to work independently to put the words in the correct order.

Answers

- 1 Can you come and play at my house tonight?
- 2 Noora has gone to America on an aeroplane.
- 3 Faten and Rana bought some oranges, pineapples and bananas in the market.

WB D Read the sentences and tick (✓) the correct words.

- Tell the students to read the sentences and tick the correct words.

Answers

- 1 washed
- 2 quietly
- 3 badly
- 4 brought

WB E Read and complete the sentences. Use the past participles of the verbs in the box.

- Tell the students to work through the exercise independently, completing the sentences with the past participles of the words in the box.

Answers

- | | |
|---------|---------|
| 1 eaten | 4 seen |
| 2 given | 5 taken |
| 3 gone | 6 drunk |

WB F Change the words in brackets into adverbs.

- Tell the students to work through the exercise independently, completing the sentences with the adverbs formed from the adjectives in brackets.

Answers

- | | |
|-------------|------------|
| 1 fast | 5 politely |
| 2 easily | 6 happily |
| 3 well | 7 angrily |
| 4 carefully | |

Round up

- Go over the *Round up* page quickly. Ask the students to work in pairs in each section.
- Tell the students to ask and answer questions about what they have or have not done recently. They should use questions like these:
What have you just written?
Who have you not seen for a long time?
Have you done your homework? Yes, I have.
Have you seen Batool this week? No, I haven't.
- Tell the students to ask and answer questions about how people are. They should use the questions on page 41 of the Course Book. Encourage answers like these:
I feel sad/happy.
I am angry.
I'm tired.
- Tell the students to describe how other students in the class do things. Elicit sentences like these:
Ahmed plays football very well.
Muna writes beautifully.
Salwa always does her homework carefully.

Listening and speaking

- Speaking with expression

Reading and writing

- Working out meanings of unknown words from the context
- Making your writing more interesting

Structure and language

- Grammar and vocabulary from Units 1 to 3

21st Century Skills

- Study Skills: Remembering words
- Study Skills: Inferring meaning from context
- Communication Skills: Drawing conclusions

Garnet

Key words

artist – /'ɑ:(r)tɪst/
 badly – /'bædli/
 carefully – /'keə(r)fəli/
 chase – /tʃeɪs/
 clue – /kluː/
 easily – /'iːzəli/
 escape – /ɪ'skeɪp/
 freezing – /'friːzɪŋ/

grab – /græb/
 helicopter – /'helɪkɒptə(r)/
 interesting – /'ɪntrəstɪŋ, -trest-/
 leap – /li:p/
 luckily – /'lʌkɪli/
 mess – /mes/
 noisily – /'nɔɪzɪli/
 order (n) – /'ɔ:(r)də(r)/

popular – /'pɒpjʊlə(r)/
 problem – /'prɒbləm/
 quietly – /'kwaɪətli/
 scream – /skri:m/
 spill – /spɪl/
 starving – /'stɑ:(r)vɪŋ/

Garnet

Unit 4 Lesson 1:

Lazy Len's Day

Objectives: Group vocabulary.

Form sentences.

Revise vocabulary by playing a game.

Language: Adverbs of manner; past simple tense; adverbs of frequency

Vocabulary: Revision

21st Century Skills: Study Skills: Remembering words

Reference: Course Book page 44, Workbook pages 41 and 42

Warm up 8 mins

- Ask the students to read the *Vocabulary tip*. It advises the students to learn vocabulary in groups, or sets. This applies to all levels. At this level, the students can learn sets in categories such as *buildings*. Later, they can learn a set of words related to an interest, such as photography or car maintenance.
- Ask the students in pairs to think of: the names of two more groups of nouns, for example *animals*, *the classroom*; the names of two more groups of adjectives, for example *colours*, *describing people*, two examples of adverbs of manner, two examples of adverbs of frequency.

A Talk about what Len did yesterday. Use the pictures and an adverb from the box to make sentences. There is more than one answer. 12 mins

- Introduce the pictures. They show a day in Lazy Len's life. Ask the students to look at them and say what he is doing in each picture. Explain that the pictures show what Len did yesterday, so the students have to use the past simple tense when doing the task. The words in the box are a word set. Elicit the name of the set from the class.

- Tell the students to use the correct form of the verb and choose a suitable adverb to talk about the pictures. Elicit the first answer, which is given as an example in the Course Book. Explain that there is more than one possible answer for most of the pictures. This is a picture speculation exercise which develops 21st Century Skills by encouraging students to think creatively and imaginatively. Ask the students to work in pairs. Having done an oral class check, ask the students to write the sentences in their notebooks.

Possible answers

Len sang badly.
Len laughed noisily.
He played music loudly.
He walked upstairs quietly.
He washed his face carefully.
He ate breakfast quickly.
He walked to school slowly.
He spoke to the teacher politely.

- Optional: Ask the students to say which order they think Len did these activities in. The order can be open to discussion.

Possible answers

5 6 7 1 2 8 4 3

B Play this game. 10 mins

- Ask the students to read the instructions for playing *Word chains*. Explain *chains*. This is a word association game, played in groups. One student thinks of a word, then the student sitting next to him/her thinks of a word connected with that word. This continues until the students cannot think of any more connections. Explain to the students that the chain can lead anywhere. The example given might continue like this:

- breakfast
- morning
- alarm
- fire
- hot
- summer
- holiday
- sea
- fish

10 chips
and so on.

- Ask the students to play the game in groups.

C Now do Exercises A to D on pages 41 and 42 of the Workbook. 15 mins

- Direct the students to page 41 of the Workbook.

WB A Write these sentences again with the adverbs in brackets.

- Tell the students you want them to use the exercise to revise adverb position. Explain that they will do this by placing the adverbs in brackets in the correct places in the sentence. Go through the exercise orally before the students complete it in writing.

Answers

- Gwen always does her homework well.
- She usually walks to school quickly.
- She is never noisy.
- She often sings beautifully.
- She sometimes speaks to Len angrily.
OR Sometimes she speaks to Len angrily.
- She always does the washing-up carefully.

WB B Write the words in the correct places.

- Tell the students to categorize the words in the box by writing them under the correct heading in the table. Check understanding of the headings before they begin. Then let them complete the activity in pairs.

Answers

Weather	School	The calendar	Animals
cloudy	half-term	autumn	crocodile
forecast	holiday	January	fox
rain	homework	month	ox
snow	semester	Ramadan	sheep
windy	term	September	wolf

- Tell the students to add other words they know that fit into the categories.

WB C Think of three important dates and write them in your notebook. Then read them to your partner.

- Revise writing dates by asking individual students to write dates on the board as other students call them out in their oral form. For example:
S1: *The twenty-first of April.*
S2: [writes 21st April]
- If they haven't had practice using ordinals, ask them to practise with the easier written form, for example, *23 May*.
- Ask the students to do the activity. They have to write down three dates that are important to them, read them to their partner and say why the dates are important. Help them with suggestions, for example, their best friend's birthday, their father's birthday or the last day of school.

WB D Play a game.

- Tell the students to work in pairs and write down as many words as they can for the categories listed. Deal with each heading separately. For example, for words beginning with *w*, give a time limit of one minute. Then ask different pairs how many words they have written. At this stage, accept their own estimates and write the name of the winning pair on the board. Then continue to the next category.
- Collect the lists of all the winning pairs. Then elicit lists for each category and write them on the board. While doing this, check if the winning pair has a correct total. Encourage a cooperative but also competitive atmosphere.

Unit 4 Lesson 2:

Khalid's Birthday Present

Objectives: Read and complete a conversation.
Role-play a conversation.
Understand punctuation.

Language: Punctuation: the exclamation mark

Vocabulary: order (*n*)

Reference: Course Book page 45,
Workbook pages 42 and 43, 🎧 29

Warm up 8 mins

- Elicit the meaning of the page title and the introductory text. Ask: *Where are the two boys?* (At school.) *How are they feeling?* (Ahmed is feeling happy. Taher is feeling angry.)
- Write a large exclamation mark (!) on the board. Say what it is called and ask the students to read the information box about how it is used. Explain *order* and give examples: *Sit down! Be quiet!* Explain that exclamation marks can be put at the end of a sentence, instead of a full stop.

A Read and complete the conversation using phrases a to f. 10 mins

- Ask the students to read and complete the conversation by writing the letters next to Taher's name in the appropriate places.

B Listen and check. Then practise the conversation. 12 mins

- Tell the students to listen and check their answers. Play 🎧 29 Part 1.

🎧 29

Khalid's birthday present. Part 1.
Listen and check.

Answers

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

- Ask the students to find exclamation marks in the conversation and, by looking back at the information box, say how the speaker is feeling in each example. Ask individual students to try to pronounce the words or phrases in the appropriate way.
- Tell the students to follow the conversation in their books as they hear it. Play 🎧 29 Part 2.

Part 2. Now listen to the conversation.

Ahmed: Hey, Taher! Don't forget. It's Khalid's birthday tomorrow.
Taher: I haven't forgotten. The tenth of January.
Ahmed: What's the matter? Why are you angry?
Taher: I haven't bought him a present and I've lost my wallet.
Ahmed: Oh, Taher! When did you lose it?
Taher: I've no idea. Yesterday afternoon in the mall, I think.
Ahmed: What did you want to get him?
Taher: A model plane, of course. What do you think?
Ahmed: I've just bought him a model plane.
Taher: I can't get him anything now.
Ahmed: Hey! Hang on! What's that on the teacher's desk?
Taher: Fantastic! I lost it here. We'll go shopping after school. Great!

- Ask the students to read the *Speaking tip*. It is important that when they perform the conversation, they speak with understanding and expression.

- Play 29 again and practise with repetition. Ask the students to practise in pairs, then invite pairs to perform the conversation for the class.

C Now do Exercises A and B on page 42 of the Workbook. 15 mins

- Direct the students to page 42 of the Workbook.

WB A Write the sentences correctly.

- Tell the students to rewrite the sentences with the correct punctuation. Remind them of the use of the exclamation mark and of commas in a list before they complete the exercise.

Answers

- 1 'Really!' said Khalid, surprised. 'I don't believe you!'
- 2 'Be quiet!' said the teacher. 'Please take out your pens, pencils, rubbers, workbooks and notebooks.'

Note: There is no exclamation mark at the end of the last sentence because it is a request (*Please ...*), not an order.

WB B What does Ahmed say? Write these expressions in the correct places.

- Tell the students to work in pairs to complete the exercise. Encourage them to try out the expressions in the conversations by performing them in pairs. Then elicit conversations from different pairs in the class.

Answers

- 1 Hang on!
- 2 How do you do?
- 3 That's a good idea.
- 4 That's very kind of you.
- 5 Never mind.

Unit 4 Lesson 3: The Monkey in the Café

Objectives: Read and work out meanings.
Complete sentences.

Language: –

Vocabulary: problem, no problem, popular, freezing, artist, luckily, good luck, scream, calm down, starving, grab, leap, chase, spill, escape, mess

21st Century Skills: Study Skills: Inferring meaning from context

Reference: Course Book page 46, Workbook pages 43 and 44

Warm up 5 mins

- Ask the students to read the *Reading tip*. Elicit or pre-teach *problem*. Teach the phrase *No problem*, which the students will often hear. The aim of this tip is to give the students more confidence when reading. They should not give up when they come across a word that they do not know, but instead try to work out the meaning of the word from its context.

A Work out the meaning of the red words. 8 mins

- The students do not know the red words in the four sentences, but each meaning is easy to work out from the rest of the sentence. Ask them to read the sentences, work out the meaning of the red words and say what helped them do so.

Answers

Word	Meaning	Clue
popular	liked a lot	A lot of people go there every day.
freezing	very cold	I had to buy more clothes to keep warm.
artist	painter of pictures	He painted many pictures ...
luckily	with luck, fortunately	... before I started to cross ...

- Explain that water *freezes* at zero degrees, but used as an adjective *freezing* just means very cold. Present *luck* and the phrase *Good luck*. Explain that *popular* can refer to people and, of course, music, for example, *pop(ular) music*.

B Read this story and work out the meaning of the red words. Look for clues in the sentences. 12 mins

- Ask the students, working in pairs, to read the story of *The Monkey in the Café* and to work out the meaning of the words in red. They should make a note of what they think the words mean and discuss the clues.
- Go through the answers orally.

C Now do Exercises A to E on pages 43 and 44 of the Workbook. 20 mins

- Direct the students to page 43 of the Workbook.

WB A Read and complete Len's story. Write the correct form of the verb in brackets.

- Use the gapped text to revise tenses. Go through the text orally, discussing how to fill in the gaps and the reason for particular choices. Make sure that the students do not write anything at this stage.

- Tell the students to complete the exercise.

Answers

This morning I *came* downstairs at 8 o'clock. Gwen *was helping* Mum make breakfast and Dad *was drinking* a cup of coffee.

'I *will do* the washing-up,' I *said*.

My father *stopped* drinking his coffee. 'What *did you say?*' he *asked*. He *did not believe* me.

'*Have you tidied up* your room?' asked Mum.

'And *have you cleaned* your teeth?'

'Yes, I *have*.'

'And *have you done* your homework?' asked Dad.

'Yes, I have. Er, Dad – what *will* the weather *be* like tomorrow?'

'It *will be* cold and windy,' he *answered*. 'Why?'

'Tom *is going to* the cinema and he *has asked* me to go with him.'

Dad *laughed*. 'All right, Len. Here *is* your pocket money.'

- As you do a class check, remind the students of the uses of the different tenses:

The past simple is for a completed action at a stated time in the past.

The past continuous is for an action that continued in the past.

The future tense is to make an offer and for forecasting.

The present perfect is for an action in the recent past at an unstated time.

The present continuous is for future plans and intentions.

WB B Read this conversation. Think about how to say each sentence. Then read it aloud.

- Remind the students of the *Speaking tip* on page 45 of the Course Book. It advises the students to think about how the speakers feel when they are reading aloud or performing a conversation.
- Ask the students to read the conversation aloud in pairs. Encourage them to use intonation and the tone of their voices to express emotions (enthusiasm, disappointment, etc.). Ask selected pairs to perform the conversation for the class.

WB C Play the Whispering Game.

- The Whispering Game is played in groups. Students in each group take it in turns to think of a message and whisper it, once only, to the student sitting next to them – so that nobody else can hear. This student whispers what she has heard to the student sitting next to her, and so on, until the message reaches the last person in the group. She says aloud what she heard. The final message is often very different from the original one. For the message to be relayed accurately, each student has to listen very carefully and whisper slowly and clearly.
- Demonstrate the game with one group before the whole class plays the game.

WB D Complete the sentences with the words in the box.

- Elicit the meaning of the words in the box. Make sure the students realize that they are the new words they have encountered in the story. Ask them to complete the sentences using the words. Do a class check and discuss the answers and clues.

Answers

- My mother *screamed* when she saw a mouse in the garden.
- My father said, '*Calm down*. It's just a mouse. It won't hurt you.'
- I haven't eaten anything all day and now I'm *starving*.
- When I was eating a sandwich in the park, a big bird flew down and *grabbed* it out of my hand.
- My brother didn't stop to open the gate. He *leapt* over it.
- Our dog *chased* a cat in the garden yesterday, but it *escaped* up a tree.
- Oh, dear! I've *spilled* my lemonade and made a *mess*.

WB E Choose the correct word in each sentence.

- Remind the students that they saw these words in Exercise A of the Course Book.
- Ask them to read the sentences independently and to decide which word is the correct one in each sentence.
- Put students in pairs to check their answers.

Answers

- artist
- freezing
- popular
- Luckily

Unit 4 Lesson 4:

Writing a Story

Objectives: Tell a story.

Improve a story.

Complete a story.

Language: Past simple, past continuous**Vocabulary:** mobile (phone), helicopter, interesting**Reference:** Course Book page 47, Workbook pages 45 and 46**Warm up** 8 mins

- Have the class look at the pictures at the top of page 47. For each picture, ask the students to brainstorm as many adjectives and adverbs as they can for each picture. Write them on the board, correcting any pronunciation problems.

A Look at the pictures. What happened? 8 mins

- Introduce the situation, and point out that the pictures tell a story, from picture 1 to 6. Elicit *mobile* and *helicopter*. Have the students

discuss, look at the pictures and briefly talk through the story in their own words.

B Read Fawzi's story. Ask and answer. 15 mins

- Make sure the students understand that the short text was written by Fawzi, based on the pictures. Ask the students to read what Fawzi wrote.
- Elicit the meaning of the comments in speech bubbles, and ask the students who they think made them. Elicit that other people in Fawzi's class made the comments. Ask the students why Fawzi's classmates said these things. Do they agree with the comments? Ask the students to comment on the story. Then elicit some suggestions about how to help Fawzi improve the story.
- Ask the students to read the questions that Fawzi's teacher asked about each sentence of Fawzi's short story. Point out that the teacher is asking Fawzi to add detail to the story. Ask the students to read the *Writing tip* at the bottom of the page. Then ask them to work in pairs to try to answer the questions. They should add adjectives and adverbs to their answers where needed. Elicit improvements from individual pairs.

C Now do Exercises A to D on pages 45 and 46 of the Workbook. 14 mins

- Direct the students to page 45 of the Workbook.

WB A Choose and tick (✓) the correct meaning of the underlined words.

- Remind the students how to guess the meaning of words from context. Elicit how they used clues in the text in the last lesson to help them.
- Tell them to work in the same way to guess the words here. They must show understanding by ticking one of the three definitions for each word. During feedback, discuss the clues they used to guess the words.

Answers

- 1 c
- 2 c
- 3 b
- 4 a
- 5 c
- 6 a
- 7 b
- 8 c

WB B Write your own sentences with the new words. Use your notebook.

- Ask the students to think of and write sentences in their notebooks with the new words. Go round and check as they write. Ask individual students to read their sentences aloud to the class.

WB C Read and answer these questions. Say why you have chosen the person.

- The students have not seen the superlative forms used here, but they do know the basic adjectives and they should be able to work out the meaning of the words. Remind them how the superlative is formed and of the spelling rules relating to the comparative and superlative forms of adjectives ending in -y.
- Ask the students to answer the questions in writing and give a reason for their choice.

WB D Fawzi has started writing his story again. Read the story and underline the information that makes it better.

- Ask the students to study the improved, written version of Fawzi's story. Tell them to find the details that make this version more interesting than Fawzi's original and underline them.

Answers

One day last summer I was in the desert with my friend, Youssef. We were looking for animals. The sun was very strong and it was very hot. It

was over 40 degrees. We were both tired, so we were walking slowly. We were also very thirsty and we had to find something to drink. At last we found some water, but it was brown and horrible. We could not drink it. Suddenly we saw a snake near the water. It was black and brown and about half a metre long.

- Ask the students, working in pairs, to complete the story orally. Then tell them to write individual versions. Write these questions on the board to help the students and give them some ideas:
What did the snake do?
What did Youssef do?
Did it hurt?
How did Fawzi call the police?
How long did they have to wait?
How did the doctor arrive?
What was the doctor like?
What did the doctor do?
How did they get back home?
How is Youssef now?
- Ask the students to finish the writing for homework.

Listening and speaking

- Listening for detail and writing notes
- Using a questionnaire to ask and answer questions
- Project work: a scrapbook presentation about famous sites
- A song
- Playing language games
- Intonation and stress in conversations

Reading and writing

- Comparing countries
- Inferring information from factual texts
- Reading for enjoyment
- Writing about a country giving reasons for visiting it

Structure and language

- Present perfect tense with *ever/never*
- Present perfect and past simple tense
- Comparatives and superlatives
- Questions with prepositions at the end

Vocabulary

- Names of countries, industries and products

21st Century Skills

- Communication Skills: Drawing conclusions
- Study Skills: Inferring meaning from context
- Study Skills: Research skills
- Information Literacy: Labelling maps

Key words

agriculture – /'ægrɪkʌltʃə(r)/
 all kinds of – /ɔ:l 'kaɪndz əv/
 also – /'ɔ:lsəʊ/
 been (pp) – /bi:n/
 climbed (pp) – /klaɪmd/
 cotton – /'kɒtn/
 economy – /ɪ'kɒnəmi/
 ever – /'evə(r)/
 everywhere – /'evriweə(r)/
 famous for – /'feɪməs fɔ:(r)/
 fort – /fɔ:(r)t/
 grow – /grəʊ/

important – /ɪm'pɔ:(r)tnt/
 industry – /'ɪndəstri/
 journey – /'dʒɜ:(r)ni/
 large – /lɑ:(r)dʒ/
 learn about – /'lɜ:(r)n əbaʊt/
 left – /left/
 mainly – /'meɪnli/
 million – /'mɪljən/
 modern – /'mɒdə(r)n/
 oil – /ɔɪ/
 pepper – /'pepə(r)/
 politely – /pə'laɪtli/

population – /,pɒpjʊ'leɪʃn/
 restaurant – /'restrɒnt/
 ridden (pp) – /'rɪdn/
 rocket – /'rɒkɪt/
 rubber – /'rʌbə(r)/
 store (n) – /stɔ:(r)/
 temple – /'templ/
 volcano – /vɒl'keɪnəʊ/
 wild – /waɪld/
 written (pp) – /'rɪtn/

Unit 5 Lesson 1:

Other Countries

Objectives: Introduction to the unit topic – other countries. Listen for specific information to identify countries. Write sentences. Ask and answer questions about countries visited. Develop vocabulary – countries.

Language: Sentence pattern: *X comes from*; present perfect tense; *Yes/No* questions with *ever* and *Wh-* questions ending with a preposition

Vocabulary: country (pl. *-ies*), France, India, Japan, Oman, Emile, Raji, Sultana, Yuki, ever, been (*pp*), North/South America, the United States (USA), Canada, Scotland, Spain, Germany, Italy, Iraq, Egypt, Australia, Russia, Saudi Arabia, Pakistan, China, Asia, Europe, Africa

21st Century Skills: Communication Skills: Drawing conclusions

Reference: Course Book pages 50 and 51, Workbook page 47, 30

Warm up 4 mins

- Write *country* on the board and present the word. Point out the plural form. Elicit the names of some countries and write them on the board.
- Present and practise this pattern:
I come from (country). Where do you come from?

A Talk about the pictures. Which countries do you think the pictures show? 6 mins

- Ask the students to find the word *countries* in the rubric.
- Elicit the names of the four countries in the vocabulary box. Help with pronunciation. Tell the students to work with their partner and match the names to the countries.
- Pronunciation note:** *France* rhymes with *dance*. The stressed syllables in the other three countries are as follows: *India*, *Oman*, *Japan*.
- Elicit answers from different pairs. Don't confirm their answers until you have discussed the clues in each picture. Ask for example:
T: *What's number 1?*
S1: *India.*
T: *Why. What can you see?*
S1: *Mountains.*
T: *Yes, but there are mountains in Japan, Oman and France as well.*
S2: *It's Japan.*
T: *Why?*

Answers

- Japan
- Oman
- France
- India

B Where do you think the people come from? 4 mins

- Elicit the names of the four children and ask the students where they think each one comes from. Discuss in a similar way to the activity above, but don't confirm answers at this stage.

C 30 Listen and check your answers. 6 mins

- Tell the students they will hear the four children introduce themselves and give one or two specific details about their country. Play 30.

🔊 30

Presenter: Listen and check your answers.

Emile: My name is Emile. I come from France. We have many shops in my country where you can buy beautiful clothes.

Sultana: My name is Sultana. I come from Oman. I live near the sea where you can see lots of boats.

Raji: My name is Raji. I come from India. You can see elephants in my country.

Yuki: My name is Yuki. I come from Japan. There are beautiful mountains in my country.

- Elicit answers from the class. What were the details linking each person to their country?

D Now do Exercises A and B on page 47 of the Workbook.

6 mins

- Direct the students to page 47 of the Workbook.

WB A Write numbers in the boxes to match the person to the country.

- Ask students to match the names with the countries. Can students remember? If necessary, you can play 🔊 30 again to help students or as a way of checking answers together as a class.

WB B Write sentences about the four people.

- Ask about each child and elicit the full answer. Focus on the correct use of the present simple.
Where does Emile come from?
Emile comes from France.
- Ask the students to write the full answers. Remind them that names of countries are written with a capital letter.

Answers

- Emile comes from France.
- Sultana comes from Oman.

- Raji comes from India.
- Yuki comes from Japan.

E Ask and answer the questions.

8 mins

- Ask the students to look at the map of the world and find a name of a country or continent beginning with A. Continue with other letters of the alphabet. Ask the students to try to pronounce the names for themselves before you give them the model pronunciation. Practise the correct pronunciation with choral repetition.
- Pronunciation note:** Africa, America, Asia, Australia, Canada, China, Egypt, England, Europe, France, Germany, India, Iraq, Italy, Japan, Libya, Oman, Pakistan, Russia, Saudi Arabia, Scotland, Spain.
- Explain that most countries do not have a definite article before their name. Country names that are, in fact, a description of the country, do have the definite article, for example, *the United States of America*. Write these two sentences on the board:
New York is in America.
New York is in the United States of America.
- Vocabulary note:** The names of the countries are marked as non-testable. You may decide that the students should (or they may choose to) learn the names actively.
- Elicit the meaning of the first question asked by the boy on the left below the map. Present *Have you ever been to Spain?* with short-form answers. If necessary, translate *ever*. Elicit the meaning of the second question and answer.
Note: In this unit, the present perfect tense is used mostly to describe past experience.
- Tell the students to ask and answer similar questions in pairs using the map. Remind them that *Yes/No* questions are said with rising intonation.

F Work in groups to find out which countries other students have been to.

6 mins

- Ask pairs to join up to make groups. Students should work together to find out which countries

they have been to. They can write each country name and add a tick (✓) below it for each person who has visited it. Group members should take turns to ask the others *Have you ever been to (England)?* and write the correct number of ticks in each column.

- Ask the students to read the two sentences in the information box. They illustrate the difference between two meanings in the present perfect. Ask groups to prepare sentences using *has been* reporting the number of people who have been to each country, for example, *Four people have been to England. One person/Jamil has been to Spain.*
- Use a class chain. Ask the first group to report on the number of people who have been to each country. Write the names of the countries on the board as they are mentioned, and record the number of visitors below the name of the country. Then move on to the next group, adding their numbers. When a student names a country that is not already on the board, add it.
- Add up the numbers to give a total for each country. Tell the students to make statements, for example: *Twelve students have been to England.* Ask them to write some sentences like this in their notebooks.

G Now do Exercise C on page 47 of the Workbook.

5 mins

- Direct the students to page 47 of the Workbook.

WB C Complete the sentences below.

- This activity reinforces the use of the present perfect. It could be set for homework if there is no time to complete it in the lesson. Make sure students know what kind of verbs they need to use to complete the sentences: the correct present simple form of *have* and the past participle of the verb in brackets.

Answers

- Sami has been to Cairo before.
- John has left for school already.
- We have just finished the puzzle.
- I have been to England before.
- My friend has been to (India).

Unit 5 Lesson 2: Big Bill

Objectives: Understand a cartoon story, contextualizing tense contrasts.
Perform conversations.
Write sentences and a complete conversation in a variety of tenses.

Language: Questions with prepositions at the end: *Where do the oranges come from?*
Past tense/present perfect tense contrast

Vocabulary: Lebanon, learn about, fort
Reference: Course Book pages 52 and 53, Workbook pages 47, 48 and 49, 31

Warm up

6 mins

- Introduce the character Big Bill and ask the students to describe him. They can say how old they think he is, how tall he is and what he is wearing.
- Ask the students to read the introductory caption. Elicit the names of the two children and why they went to Big Bill's shop. (*They want to learn about other countries.*)
- Ask the class: *Where do you learn about other countries? In which class?* Elicit geography.

A 31 Listen and read. Then read and answer the questions.

14 mins

- Play 31 as the students follow in their books. Most of the language is already known, so the text should not need further introduction. After the listening, elicit the new country *Lebanon*.

31

Listen and read.

[Track 31 is the text of the story on Course Book pages 52 and 53.]

- Direct students' attention to questions 1–3, which are spread across the two pages near the bottom. Elicit the answer to question 1 from the class. (The apples come from France.)
- Questions 2 and 3 are less straightforward. Draw students' attention to the final picture, in which Bill is thinking of two places. Ask students if these represent England and Oman. Is Bill thinking about the past or the future? See what students think.

Possible answers

1 France

2 and 3 Probably not, as he is dreaming about going to England and Oman.

B Which countries have you been to before? 8 mins

- Elicit some names of countries that students have visited and write them up on the board. Ask individual students *Have you ever been to (England)?* and elicit the response *Yes, I have* or *No, I haven't*. Then see if anyone can ask you a question about where you have been.
- Get students to take turns to ask each other in pairs: *Have you ever been to (England)? Yes, I have/No, I haven't*. They can also ask each other *What did you do there?* and give a response in the past simple.
- Wrap up the activity by asking students if there were any countries visited that weren't mentioned before. Add them to the list.

C Now do Exercises A to D on pages 47 and 48 of the Workbook. 17 mins

- Direct the students to page 47 of the Workbook.

WB A Read pages 52 and 53 of your Course Book and complete the sentences.

- Ask the following questions:
Where do oranges come from? (Any oranges, not just those in Bill's shop.)

Where do apples come from?

Where does tea come from?

- Accept any reasonable answers. Then clarify the questions and ask:

Where do the oranges in Big Bill's shop come from? etc.

Elicit short answers:

From Lebanon.

From France.

From India.

- Write *The tea comes from India* on the board, and highlight the use of the *s* (*comes*) in the third person with a singular/uncountable subject. Then clean the board and ask the students to write the full answers, making sure they add *s* to the verb, where appropriate.

Answers

1 The oranges come from Lebanon.

2 The apples come from France.

3 The tea comes from India.

WB B Now read these answers and write the questions.

- Ask the students to study the information box. It contains examples of questions with the preposition at the end.
- Introduce the exercise. Translate *most important*. The exercise contains answers to questions. The students have to work out what these questions are. They should look first at the underlined words and decide what the question word is – *Who*, *Where* or *What*. The preposition needed is immediately before these underlined words. Do the first two examples orally with the whole class to make sure everybody understands. Tell them to be careful with the tenses of the questions. Present *famous*.
- Tell the students to complete the exercise on their own. Go round the class and help where necessary. When they have finished, check and clarify the correct question forms on the board.

Answers

1 Who are the messages from?

2 Who was Khalid with?

3 Where do zebras come from?

4 What did Mrs Jaber look at?

5 What is France famous for?

- 6 Who did Uncle Rashid wait for?
7 What do Fawzi and Sarah want to learn about?

WB C Read and complete these conversations.

- Play 31 again as the students follow in their books. Focus on the conversation on page 53. Tell the students to perform the conversation in pairs. Practise it first, with you taking the part of Fawzi and a student saying Big Bill's lines. Change roles and practise it two or three times with other students.
Note: The present perfect is used to ask about Big Bill's experiences at any time in the past; the past simple is used to describe an action at a stated time, i.e., last year.
- Elicit what the students can see in the last two pictures. Elicit *museum* and present *fort*. Explain that in one picture, Bill is thinking about England and in the other, about Oman. Explain that there are a lot of forts in Oman.
- Ask the students to complete the conversations about England and Oman.

Answers

1

Fawzi: Bill, have you ever been to England?
Bill: Yes, I have. I went there last year.
Fawzi: What did you do there?
Bill: I went to a museum.

2

Sarah: Bill, have you ever been to Oman?
Bill: Yes, I have. I went there last month.
Sarah: What did you do there?
Bill: I went to a fort.

- Ask the students, in pairs, to perform the two completed conversations.

WB D Complete the sentences with true information about yourself.

- Ask the students to complete the sentences with places they have and haven't been to. Here, they can name any kind of place, not just a country. Encourage them to be imaginative – challenge

them to write the silliest or funniest sentences they can think of. Tell them to try to write something they can read out and make people laugh!

Possible answers

I have been to a football match.
I have never been to a circus.
I have been to Zanzibar.
I have never been to Mars.

Unit 5 Lesson 3: We've been everywhere!

Objectives: Begin to learn a song.
Write questions.

Begin a project on famous places.

Talk about places you have (and haven't) been to.

Language: Questions with prepositions at the end

Vocabulary: everywhere, journey, rocket
21st Century Skills: Study Skills: Research skills

Reference: Course Book page 54,
Workbook pages 49, 50
and 51, 32

Warm up 4 mins

- Ask the students to read the title of the page and the short introduction. Elicit the meaning of *everywhere* and *journeys*. Ask them to find *rocket* in the song and point to the picture of a rocket.

A Sing a song. 10 mins

- Play 32 all the way through. Elicit places the two characters have been to. Encourage interest rather than testing memory.
- Play the song again verse by verse as the students try to repeat after the audio. Do this until most of the students can make a fair attempt at singing the song. Do not expect them all to be

able to sing it perfectly at this stage. Repeat the song at intervals to revise the use of the present perfect tense and the names of countries.

 **32** is the song on Course Book page 54.

B Read the song again. Put the vocabulary into word groups. Make word webs. 10 mins

- Ask the students to suggest groups of words from the song. If they get stuck, elicit *Countries; Continents; Transport; Places to go*.
- Explain the meaning of Geographical features, if necessary. Have the students, in pairs, go through the song and write the words in word webs. Ask the students to add their own words.

Possible answers

Countries – England/France/Australia/America/India/Oman/Spain/Wales

Continents – Africa

Transport – rocket/boat/plane

Places to go – mountains/lake/sea/beach/farm

C Research and present: famous places. 8 mins

- Ask individual students to describe some famous places they know.
- The students are going to do their own research on famous places, online if possible. Encourage them to choose particular places they're interested in, whether in Libya or abroad. Some questions they might consider are: *What is the place called? Where is it? Why is it famous? What can you do/see there? Who visits? How many people visit each year? Have you ever been there, or are you going to visit one day?*
- Students should start their research in class, but be encouraged to do more in their own time. Ensure that you schedule in enough time for students to present their work, either in this lesson, or the next.

D Now do Exercises A to D on pages 49, 50 and 51 of the Workbook.

13 mins

- Direct the students to page 49 of the Workbook.

WB A Read and answer the questions about yourself. Tick for yes (✓), cross for no (X).

- Present *written* and *poem*. Ask the questions and elicit answers from a few students. Then ask them to answer the questions in the questionnaire about themselves, putting ticks for Yes or crosses for No under **You**.
- Tell the students to ask their partner the questions to complete the column **Your partner**. When answering the students should say *Yes, I have* or *No, I haven't*.
- Do a class survey of the answers. Ask, for example: *Who has cooked dinner?* Count the number of hands raised.

WB B Make conversations.

- Introduce the 'dialogue tree'. Tell the students to work in pairs and choose which path to follow to make different conversations. Present *I'd rather*. Go round the class and check as the students make conversations.
- Go through the information box with the class and make sure the students understand the contrast between the present perfect and past simple tenses.
- Point out that some of the words and sentences in the conversations are underlined. These are words and sentences that can be changed to make more conversations. Students can change the names of the countries mentioned, the time they went and what they did there.
- Ask the students to think of changes and perform more tree dialogues, asking about the countries given in the box. Go round the class helping and encouraging.

WB C Use the correct words from the boxes below to complete the table.

- Explain that this activity revises past simple tense forms and some of the past participles met so far. Students should write the words from the boxes in the correct places on the table.

Answers

Verb	Past tense	Past participle
eat	ate	eaten
ride	rode	ridden
see	saw	seen
write	wrote	written
be	was/were	been
go	went	gone

WB D Talk with your friend.

- The students now ask and answer questions, in pairs, about the three subjects listed. First elicit the questions they need to ask and point out the position of *never*.
Which places have you never been to?
What things have you never done?
What things have you never eaten?
- Ask the students to write sentences saying which places they have never been to and which things they have never done or eaten. Go round the class and supply vocabulary as needed. They can finish this for homework.

Unit 5 Lesson 4:

Four Countries

Objectives: Scan factual texts for specific information about countries and use it to write summaries.

Develop vocabulary.

Read for detail and apply information.

Language: Sentence combining

Comparatives with *more* and superlatives with *most*

Vocabulary: population, oil, industry, agriculture, important, grow, cotton, all kinds of, large, million, size, produce (*v*), economy, mainly, most (+ *adj*), also, wild, more (+ *adj*), temple, modern, stores, restaurant

21st Century Skills: Study Skills: Research skills

Reference: Course Book pages 55 and 56, Workbook pages 51, 52 and 53

Warm up 4 mins

- Ask the students to look at the Course Book pages and say what the texts are about: *Four countries: India, Oman, Japan and France*. Ask them to say what they can see in the pictures.

Possible answers

India: farmers, a tiger. (Some students may recognize tea.)

Oman: fish, fishermen, a fort.

Japan: a farm/rice field, a car/car factory.

France: a cathedral/church/old building, the Eiffel tower.

A Read about these countries and answer the questions. 16 mins

- Ask the students to look at all four texts and tell you how many paragraphs are in each – there are

two. Ask them what the first paragraphs are about. Ask the students what the second paragraphs are about and elicit *What visitors can do*.

- Ask the students to look at the text about India and work through it as follows:

T: *How many people live in India?*

C: *One thousand million.*

Present *most important part of the economy* and *mainly* and ask the students to work out what *agriculture* means.

T: *What can visitors to India do?*

C: *They can ride elephants, look at wild animals and climb mountains.*

Explain that lions and tigers are *wild animals*.

Ask for other examples.

- Ask what visitors can do in the other three countries. Present or elicit the meaning of *temple, modern, stores, restaurant*.
- Present the other new vocabulary: *population, oil, industry, important, grow, cotton, all kinds of*. Write each word on the board and ask the students to find it in the texts and try to guess its meaning.
- Go through questions 1–7 as a whole class activity, eliciting answers from different students and clarifying any other vocabulary items in the texts that they are unfamiliar with.

Answers

- India.
- Rice, tea, cotton and many other things.
- Jewellery.
- Students' own answers.
- Japan.
- Old temples and beautiful gardens.
- Its shops and restaurants.

B Now do Exercises A to D on pages 51, 52 and 53 of the Workbook.

25 mins

- Direct the students to page 51 of the Workbook.

WB A Read pages 55 and 56 of your Course Book and write notes.

- Write these headings on the board:
Size of country
Size of population

What they grow

What they make or produce

- Explain the task: the students are going to scan the texts to find the above information only. Elicit the meanings of *size* and *produce*. Point to the first heading, and prepare the students for the exercise by eliciting the size of the countries. When some students have answered, show the class where the answers are.
T: *What's the size of India?*
C: *It's big.*
T: *How big is Oman?*
C: *Not very big.*
T: *What's the size of Japan?*
C: *Not very big.*
T: *How big is France?*
C: *It's big.*
- Ask students to complete the exercise. Emphasize that they have to look for information related to the four headings only and to write this information under the appropriate heading in note form, i.e., using single words or short phrases. They should ignore everything else.

Answers

Name of country: India

Size of country: big

Size of population: huge

What they grow: rice, tea, cotton (and many other things)

What they make/produce: cars, buses, clothes

Name of country: Oman

Size of country: not very big

Size of population: quite small

What they grow: fruit, vegetables

What they make/produce: oil, jewellery

Name of country: Japan

Size of country: not very big

Size of population: large

What they grow: rice, vegetables

What they make/produce: cars, computers, things for the home

Name of country: France

Size of country: big

Size of population: quite small

What they grow: fruit, vegetables

What they make/produce: cars, planes

WB B Use your notes in Exercise A to write about the four countries.

- Ask the students to look at their answers to Exercise A and tell you about India. Elicit the answers as full sentences and ask students to suggest ways of combining them. Show how size of country and size of population can be combined in a sentence.

Model answer

India is a big country and it has a huge population.

Oman is a small country with quite a small population.

Japan is not very big, but it has a big population.

France is a big country, but the population is quite small.

- Ask the students to write at least two sentences about each country. The students can complete this exercise for homework.

WB C Read and answer. Read about Adel and Noora. Which countries on pages 55 and 56 of your Course Book would they like to visit?

- Introduce the exercise. Invite individual students to read the texts about Adel and Noora aloud.
- Tell the students to think about the information, choose the most appropriate country for each person and write their answers down. Then elicit answers from individuals. If necessary, explain why the countries are the most appropriate for Adel and Noora.

Answers

Adel: He would like to visit India.

Noora: She would like to visit France.

- Ask the students to look at the texts about the four countries again and write about their own choice.

Possible answer

I like gardens and shopping. I do not like museums or forts. I would like to visit Japan.

WB D Read about adjectives, then read and complete the sentences.

- Ask the students to read the information box and study the formation of the comparative and superlative with long adjectives. Ask them to find examples in the Course Book texts. The examples are: *most important*, *more important* and *most beautiful*.
- Prepare the exercise orally before the students complete it in writing with their own choices – obviously, there are many possible good answers. If students are unsure, you can give some examples. Once students have completed the exercise, ask some students to give their answers.

Possible answers

- The most interesting building in Libya is the Gurgi Mosque.
- The most important industry in Libya is the oil industry.
- At home I am more helpful than my sister.
- Climbing mountains is more dangerous than jet skiing.
- The most beautiful buildings in Libya are in Tripoli.

Play a game

- Play this game to practise names of countries you may have covered in Lesson 1. You will need a list of famous people's names. Each name is written on a piece of paper with that person's country too. One student asks the question: *Where does/did (name) come from?* The student who answers correctly takes the next turn. Focus on the pronunciation of the *Wh-* question with falling intonation:

↓

Where does (name) come from?

You can make the game easier by writing the complete list of country names on the board for students to choose from.

Unit 5 Lesson 5:

Have you ever been to Indonesia?

Objectives: Develop vocabulary.
Understand the gist of a radio advertisement.
Listen for specific information and apply it to complete a text about Indonesia.
Write two paragraphs to describe a country.

Language: –

Vocabulary: Indonesia, volcano (*pl. -es*), pepper, rubber, rainforest, ape, bird of paradise, coast, stay (*n*), gas

21st Century Skills: Study Skills: Inferring meaning from context

Reference: Course Book page 57, Workbook pages 53 and 54, 33

Warm up 8 mins

- Ask individual students to try to read the page title aloud. Ask them what they know about this country and where it is.

Pronunciation note: Indonesia (/ˌɪndəˈniːʒə/).

A Talk about the pictures. Work out the meaning of the new words.

8 mins

- Tell the students, in pairs, to look at the pictures, read the captions and work out the meaning of *ape*, *pepper*, *rubber*, *volcanoes* and *bird of paradise* from the pictures.
- Encourage a class discussion about the pictures. You may need to help the students with the picture of the pepper plant, coffee plant and rubber tree. Encourage them to guess, but provide the information if necessary. Ask, for example: *What's an ape?* (A big monkey.)

What do you put pepper on? (Food.)

What things do people make from rubber? (Shoes, boats and balls.)

What's in Picture C? (A beach.)

Where else can you see temples? (E.g., Japan.)

What's in Picture E? (A mosque.)

How many islands are there in Indonesia? (A thousand.)

Where else can you see volcanoes? (E.g., Africa, Italy, America.)

What colour is the bird? (Yellow, black, red and white.)

B 33 Listen and number the pictures in the order you hear about them. 10 mins

- Explain that the students are going to hear an advertisement about Indonesia. As they listen, they should number the illustrations and captions in the order the speaker mentions them.

Answers

1F, 2C, 3H, 4D, 5B, 6E, 7A, 8G

33

Presenter:

Listen and number the pictures in the order you hear about them. Have you ever been to Indonesia? Come to Indonesia – the country of a thousand islands. Our beaches are the most beautiful in the world. And the sea is warm. Go swimming and sailing on our long, sandy coast.

Voice:

Go and look in the forests for the birds of paradise – the birds of many colours. You won't believe what you see!

Go walking in the mountains and visit some of our many old temples. Stay on farms where they grow pepper, coffee and rubber.

Did you know that one of the world's biggest mosques is in Indonesia? It's huge. Fifty thousand people can pray there.

Have you ever seen an ape? The 'man of the woods' – a big monkey

with long red hair. It lives in the trees of our hot, wet rainforests. Come and see the ape – at home.

Volcanoes! Indonesia is famous for them! The most famous is Mount Rinjani.

Have you ever been to Indonesia? You haven't? Now is the time!

C Now do Exercises A and B on pages 53 and 54 of the Workbook.

19 mins

- Direct the students to page 53 of the Workbook.

WB A Complete this description of Indonesia. Use the information below.

- Introduce the activity. The students should choose words to fill the gaps in the description of Indonesia, basing their choices on the text and pictures in the Course Book, the text of 33 and the additional information given.
- Present *gas*, *coast*, *stay* (n) and *rainforest*. Point out that the six zeros on the figure for the population mean it is already in millions. Then prepare the exercise orally, referring the students to the transcript of 33. Finally, get the students to complete the text on their own. During feedback, elicit and write the individual words on the board.

Answers

Indonesia is a *huge* country with a *large* population. The weather is *warm* and *wet*. This is good for *agriculture* and many people are farmers. They grow *coffee*, *tea*, *sugar*, *rice*, *pepper* and *rubber* trees. They also produce *oil* and *gas*.

Indonesia is *famous* for its volcanoes. The *most famous* is Mount Rinjani. In the *rainforests* you can see beautiful *birds* of paradise and perhaps the ape, a big *monkey* with long, red *hair*. Indonesia's beaches are the *most beautiful* in the world. Go swimming and sailing there. You can visit old *temples* and pray at one of the biggest *mosques* in the world. Enjoy your stay!

WB B Research and write about a country that you would like to visit. First, make notes. Here are some ideas to help you.

- Ask the students to work in pairs and decide on a country that they would both like to visit. (Alternatively, you can ask students to make up a fictitious country and invent information about it.)
- Ask what country different pairs have decided on. Elicit a few details about each country and ask the students why they have chosen them.
- Ask each pair to prepare a description of the country they have chosen. Tell them to use the ideas given to get them started, and to think about their reasons for wanting to go there. Encourage them to research their countries, but they shouldn't feel obliged to find out particular things – this is about presenting what *they* are interested in about the country. Encourage them to use their imaginations and enjoy the process of expressing themselves.
- Focus attention on how to write. Tell the students to:
read all the *Writing tips*
use adverbs and adjectives when they can
ask for help from each other or from you
make their description interesting and the country attractive

Unit 5 Lesson 6:

Countries of the World

Objectives: Identify countries on a map from descriptions of their location.

Learn to use compass points.

Revise comparative and superlative adjectives.

Language: Stating where a place is using compass points: *It's (north) of Libya. It's in the north.*

Vocabulary: north, south, east, west, northeast, northwest, southeast, southwest, top, bottom, left, right, centre, coast, mountain, river, island, lake

21st Century Skills: Information Literacy: Labelling maps

Reference: Course Book page 58, Workbook pages 54 and 55

Warm up 4 mins

- Ask students to look at the map of the world. Ask them to identify Libya, which is labelled.
- See what other countries on the map students can name.

A Read the words in each row and add another word to each group from the box. 6 mins

- Do this as a whole class activity. Elicit suggestions for the correct word to complete each group, discussing the meanings of the various words if necessary. The students have encountered *north* and *south* before in the names of *North America* and *South America* but may not know the compass points. Check pronunciation, and draw a large compass on

the board with the four points (*north, south, east, west*) and leave it there for students to refer to during the rest of the lesson. You can also explain *top, bottom, right, left* and *centre* with reference to the compass.

- Once you have agreed on the answers, ask students to write them down.

Answers

- north, south, east, *west*
- top, centre, right, *left*
- mountains, rivers, islands, *lakes*
- towns, cities, *villages*

B Read the sentences. Label the map with the country names. 10 mins

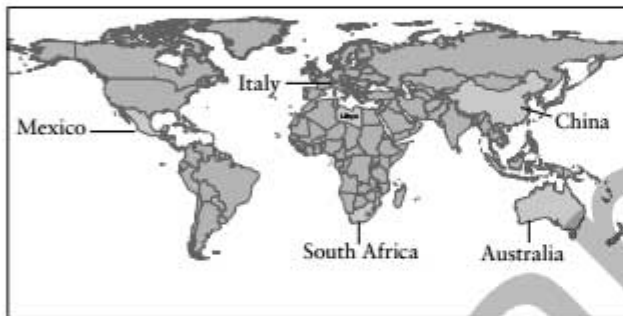
- Add four more points to your compass on the board: *northeast, southeast, southwest* and *northwest*. (Add these in a different colour, or in different writing, to the first four compass points.) Ask students to read out the new names, and elicit why they have the names they do. (Each name is a combination of two of the compass points.)
- If you have space, create a giant compass on the floor of your classroom. You can use paper or cardboard labels on the floor for the eight different points. Ask different students to go to different points. Then name each student and ask the class to name the compass point they are at.
- Introduce the phrase (*north*) of. Explain that we can use the compass points to talk about directions. If you are using the classroom floor as the compass, stand in the middle and point to the students at different points, saying (*Ahmed*) is north of me. (*Noor*) is south of me. If you are using the board, you can draw simple items (e.g., a pencil, a ruler) next to the compass points and say *The pencil is north of the ruler*. Introduce more items and say: *What is southwest of the (pencil)?* If you are using the classroom floor as a compass, ask all the students to look at it and identify who is north, south, east and west of them. Elicit sentences from individual students: (*Ahmed*) is west of me.
- Now get students to look at the Course Book activity. Treat this exercise as a puzzle. Remind students that Libya is already captioned.

Explain that you can work out the names of the other countries by reading the sentences. If they want to, students can copy the compass onto the map to help them work. (On maps, north always points upwards – students will probably know this without asking, but you can explain the convention if they are unsure.)

- Set the activity for individual work with students checking their answers in pairs. Feed back, ideally on to a projection of the outline map, showing how you can use the directions to work out the names of the countries.

Answers

Left to right, top to bottom, the countries are: Mexico, Italy, Libya, South Africa, China and Australia.



C Read paragraphs A–F. Decide together which country each paragraph is about. 12 mins

- Set this activity for group work. Students should read the paragraphs and decide which country each one is about. Introduce the word *coast*, which is crucial to this exercise, and the phrase *in the (north)*.
- Discuss the first paragraph with the whole class to demonstrate, then let students decide on the answers in their groups. Go round the class to monitor their discussions and help where necessary.
- Bring the whole class back together and ask different groups for the answers. If there is disagreement, discuss the logic together.

Answers

- A Australia
B Italy

- C South Africa
D Libya
E China
F Mexico

D Now do Exercises A to C on pages 54 and 55 of the Workbook. 13 mins

- Direct the students to page 54 of the Workbook.

WB A Look and read. Tick (✓) or cross (X) the sentences. Correct the incorrect sentences.

- Make sure the students understand the activity. This is a grammar exercise: they have to read the sentences, identify which ones have errors, and add, take away or change the order of words in these sentences to make them correct. Let students complete the activity in pairs on individually, as you think best. Check answers as a class.

Answers

- X China is a very large country.
- ✓
- X It is in the northeast of the country.
- X It is near the coast.
- ✓
- ✓
- X There are many high mountains in the centre and the southwest of the country.
- X They are called the Himalayas.
- ✓
- X They flow from the Himalayas to the coast in the east.
- ✓
- X The Yangtze is south of the Yellow River.
- ✓

WB B Read and match.

- Here students have to find the information from the text in Exercise A to match the phrases. Check the answers as a class.

Answers

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

WB C Complete this table.

- Ask the students to revise simple comparative and superlative forms by completing the table. Use this as an independent learning activity. While they work, go round the class helping those students who need your attention the most.
- When checking the answers, focus on the spelling rules for forming comparatives and superlatives featured in this exercise:
those ending with two consonants: add *-er -est*
those ending with a vowel and a consonant: double the last letter and add *-er -est*
those ending with *e*: add *-r -st*
those ending with *y*: change *y* to *i* and add *-er -est*

Answers

cold	colder	coldest
warm	warmer	warmest
small	smaller	smallest

big	bigger	biggest
hot	hotter	hottest
wet	wetter	wettest

large	larger	largest
nice	nicer	nicest

dry	drier	driest
sunny	sunnier	sunniest
rainy	rainier	rainiest

Unit 5 Lesson 7:

Different Countries

Objectives: Create a map of Australia based on a reading text. Revise the use of capital letters. Match country maps with descriptions. Write a short description of a country.

Reference: Course Book page 59, Workbook pages 55 and 56

Warm up 5 mins

- Elicit the names of the countries. Ask students if they can remember from the last lesson where each country is in relation to Libya: north, south, east or west?

A Answer the questions about the maps above. 6 mins

- Elicit the answers from the whole class. If necessary, draw a diagram or compass on the board to review *top*, *bottom*, *right*, *left* and *centre*.

Answers

- Italy
- Mexico
- bottom right
- bottom left

B Read the text about Australia. Then draw a map. 10 mins

- First, ask students to read the text and discuss in pairs where to find each feature on the map of Australia. Then check the answers as a class. Some features are not marked so students can't be expected to locate them exactly; you just need to make sure they understand roughly where they are.

- Depending on your assessment of their ability level, students can do this activity in pairs or groups. They should use the map of Australia given on the page, along with the details given in the text, to draw and annotate a map of Australia in their own style. They should include the mountains and rivers, the lake and the cities. Give the students large pieces of paper and coloured pens/pencils to do this activity. Encourage them to use their creativity!



C Talk about the countries. 9 mins

- Tell the students you are going to talk about the other countries on the page. Do Italy as a class. Ask *Is Italy a large country? What is the capital? Where is the capital city? Are there any mountains in Italy?* etc., until students have described the country in detail.
- Now, put the students into pairs. Have them talk about the other countries using the same questions and vocabulary. Walk around the class monitoring.

D Now do Exercises A to C on pages 55 and 56 of the Workbook. 15 mins

- Direct the students to page 55 of the Workbook.

WB A Scan the texts. Why is each capital letter used – to start a sentence or to show a place name? Complete the table with numbers.

- Make sure students understand what they have to do: they simply have to count the number of sentences and capital letters in each text.

Answers

text	sentences	capital letters
1	5	10
2	7	12
3	9	14

- Ask students what kinds of word capital letters are used for in the texts. There are two usages in these texts: for words at the beginning of sentences, and for names. Ask students what the names are for. They should be able to find names of mountains, cities, islands, a river and a lake.

WB B Read and match.

- Ask students to complete the first activity individually, then elicit answers from the class. Discuss the reasons for each answer.

Answers

- Mexico
- South Africa
- Italy

- Ask the students to label the maps with the features mentioned in the texts. They can then check their work in pairs. Then check the maps as a whole class, ideally with a projection on the board.

WB C Look and write

- Ask students to write a similar text about Libya. The map in the Course Book is just a starting point; students can also research the country's geographical features online, or in atlases, if you have them.

Unit 5 Lesson 8:

Where have you been?

Objectives: Read a story for enjoyment.**Language:** –**Vocabulary:** take off (plane), land (v) (a plane), mouse, keyboard, disk, click (v), Earth, meteor, Mississippi, Nile, Amazon, congratulations, miss (= not see)**Reference:** Course Book page 60, Workbook pages 57 to 60, 34**Warm up** 5 mins

- Elicit the title of the story. Ask the students to look at the pictures and tell you what the words mean. They may also tell you what they think the story is about.

A 34 Listen, read and answer the questions. 15 mins

- Ask the students to read and find the answers to the questions at the bottom of the page.

Answers

- Over two hours.
- She described it as 'fun'.
- Her favourite programme.

- As they read the story, the students should be able to work out the meanings of some of the new words. If not, translate the most important ones. Discuss the computer game and what Sarah has to do. Focus on the students' reaction to the story rather than comprehension.
- Play 34 and let the students follow in their books. They should note the pronunciation of the new words.
- Ask a few questions about the story, not to test comprehension, but to encourage the students to use the language they have been reading and listening to.

34 is the story on Course Book page 60.

- Ask the students to tell you about computer games they play.

B Now do Exercises A to J on pages 57 to 60 of the Workbook. 25 mins

- Direct the students to page 57 of the Workbook.

WB A Complete the information sheet below.

- Tell the students to discuss the story in pairs. Encourage them to talk about what happened and what they thought of the story and to clarify any misunderstandings. As they work, go round the class and take part in some of the discussions.
- Ask the students to fill in the information sheet.

Model answer

- Title: Where have you been?
- Characters: Sarah, her mum and dad
- What is it about?: The story is about Sarah playing a fun video game about space.
- Why I liked/didn't like the story: I liked the story because it was exciting. I also liked it because I love playing video games after I have finished my homework.
- New words: take off, land, mouse, keyboard, disk, click, Earth, meteor, volcano, congratulations

WB B Find the odd one out. Circle the word.

- Ask students to complete this exercise individually.

Answers

- India
- oil
- rubber
- volcano

WB C Talk about your answers. Does your partner agree?

- Ask students to compare their answers with a partner. Then discuss the activity as a class. If any students disagree with the answers below, discuss the reasons – there might be good reasons for choosing a different odd one out in some cases!

Answers

- India: it is in Asia. The other countries are in Europe.
- Oil: it does not grow.
- Rubber: it is not a form of transport.
- Volcano: the others are buildings.

WB D Write the past participles of the verbs in the word tree.

- You can do this as a whole class activity by copying the boxes onto the board.

Answers

- S W E P T
- E A T E N
- T A K E N
- R I D D E N
- L O S T
- W R I T T E N
- H E A R D
- S E E N

The hidden country is *Pakistan*.

WB E to J

- These activities can be done for extended practice by fast finishers.

WB E Answer these questions about yourself.**Answers**

Students' own answers.

WB F Write the names of these countries in alphabetical order.**Answers**

Canada, China, France, Libya, Russia, Saudi Arabia, Scotland, Spain, UAE, USA, Yemen

WB G Reorder the words to make questions.

- What are you thinking about?
- Where do lions and elephants come from?
- How many restaurants have you eaten in?

WB H Write the correct form of the adjectives.

- more important
- most beautiful

WB I Match. Answer the question.**Answers**

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

WB J Complete this table.**Answers**

- | | | | |
|---|---------|--------------|--------------|
| 1 | sad | sadder | saddest |
| 2 | happy | happier | happiest |
| 3 | excited | more excited | most excited |

Round up

- Go over the *Round up* page quickly. Let the students work in pairs on each section.
- Tell the students to make statements about things they have or haven't done in their life, maybe things they wish they had done. Elicit sentences like: *I've been to England, but I've never been to Japan. I'd like to go.*
- Tell the students to ask and answer questions about what they have or have not done in their life. They should use questions with short

answers: *Have you ever eaten a green banana?*
Yes, I have. No, I haven't.

- Tell the students to make up and perform a short four-line dialogue in pairs, as modelled in the example about an accident. This illustrates the use of the past simple and present perfect tenses.
- Tell the students to ask and answer questions ending with a preposition. Say a preposition, for example, *at*, and ask a student to make any question with it, for example, *What are you looking at?* Ask the students to continue this activity in pairs.
- Tell the students to ask and answer questions comparing countries. They should use questions like the ones on the page.
- Tell the students to make statements comparing places they know. They should use the models on the page.
- Tell the students to ask and answer questions about where things come from. They should use questions like these:
Where do bananas come from? (From South America.)
Where does my Course Book come from? (From England.)

Listening and speaking

- Listening for gist
- Listening and writing notes
- Performing conversations
- Project work: a scrapbook presentation about friends online
- Introductions and greetings
- Identifying feelings from intonation

Reading and writing

- Reading a text about customs in Japan
- Reading a friendly email and identifying paragraph topics
- Reading a description and identifying people
- Reading a narrative for enjoyment
- Writing a description of self and others
- Sending an email while on holiday

Structure and language

- Link words and phrases
- Future continuous tense
- Frequency adverbs

Vocabulary

- Personal description
- Customs
- Nationalities

21st Century Skills

- Communication Skills: Drawing conclusions
- Media Literacy: Inferring information from images
- Life Skills: Critical thinking
- Media Literacy: Social networking

Key words

airport – /'eə(r)pɔ:(r)t/	kimono – /kɪ'məʊnəʊ/	raw – /rɔ:/
baseball – /'beɪsbɔ:l/	kneel – /ni:l/	Really! – /'rɪəli/
Canadian – /kə'neɪdiən/	knife – /naɪf/	recognize – /'rekəɡnaɪz/
chopsticks – /'tʃɒpstɪks/	magazine – /,mægə'zi:n/	sir – /sɜ:(r)/
city – /'sɪti/	maybe – /'meɪbi/	spoon – /spu:n/
dark (suit/hair) – /dɑ:(r)k/	must be – /'mʌst bi:/	start (a car) – /stɑ:(r)t/
different from – /'dɪfrənt frəm/	notice (v) – /'nəʊtɪs/	strange – /streɪndʒ/
fork – /fɔ:(r)k/	of course – /ɒv 'kɔ:(r)s/	suit (n) – /su:t, sju:t/
grey – /ɡreɪ/	off (the road) – /ɒf/	taste (v) – /teɪst/
hope (v) – /həʊp/	on the way – /ɒn ðə 'weɪ/	traditional – /trə'dɪʃənəl/
introduce – /,ɪntrə'dju:s/	parents – /'peərənts/	understand – /,ʌndə(r)'stænd/
introduction – /,ɪntrə'dʌkʃn/	pen-friend – /'pen frend/	welcome – /'welkəm/
Japanese – /,dʒæpə'ni:z/	play (n) – /pleɪ/	
judo – /'dʒu:dəʊ/	plump – /plʌmp/	

Unit 6 Lesson 1:

Making New Friends

Objectives: Read a personal letter for gist and specific information.

Language: Paragraph organization

Vocabulary: magazine, advertise (*v*), pen-friend, hope (*v*), city (*pl. -ies*), nationality, Japanese, baseball, judo, traditional, play (*n*)

21st Century Skills: Life Skills: Critical thinking

Reference: Course Book page 64, Workbook pages 61 to 64

Warm up 8 mins

- Elicit the meaning of the title and present *Japanese* if necessary. Ask the students to try and guess what *pen-friend* means. Discuss why people like to have *pen-friends* from other countries. Ask the students what they know about Japan. Present *advertise* and *magazine*.

A Read the email and answer the questions. 10 mins

- Tell the students to read the introduction and find out how Fawzi got a pen-friend.

Answers

13

Japan is green because it rains a lot (in summer)

Judo

B Now do Exercises A to G on pages 61 to 64 of the Workbook. 17 mins

- Refer students to page 61 of the Workbook.

WB A Read the email on page 64 of your Course Book quickly. Match the three main paragraphs to these phrases and complete the sentences.

- Read the instructions with the students. Remind them about reading for gist – reading to get the main ideas of a text. Ask the students to read the letter quickly and label the paragraphs. Stress that they do not need to understand everything to do this.

Answers

Paragraph 1 is about Yuki and his house.

Paragraph 2 is about what Japan is like.

Paragraph 3 is about things to do in Japan.

WB B Read the email more carefully and answer these questions. Write notes.

- Introduce the task. Check that the students understand the headings. Present *nationality*, *hope*, *city*, *baseball*, *judo* and *traditional*. Ask them to read more slowly and find the answers.

Answers

1 Yuki Ono.

13.

Japanese.

Soma.

Fishing and collecting stamps.

2 Not very big.

Many mountains, rivers and lakes. It is very green.

Rainy.

Very cold and it snows.

3 Visit Disneyland, go to a baseball match or learn to do Judo. Visit lovely gardens or go to see a traditional Japanese play.

WB C Look at Yuki's email on page 64 of the Course Book again. Find sentences with the following link words and phrases. Write the sentences.

- Most of these link words are not new. Tell the students to look at the words and phrases in

the box and elicit the ones they already know. Present *as well as*. Then ask the students to scan the letter to find sentences that contain these link words and write them in their Workbook.

Answers

- 1 I am a Japanese boy *and* I am thirteen years old.
- 2 Japan is not very big, *but* it is very beautiful.
- 3 Japan is very green *because* it rains a lot in summer.
- 4 For example, you can visit Disneyland, go to a baseball match *or* learn to do judo.
- 5 There are a number of large cities *as well as* small towns and villages.

WB D Use the linking words and phrases to complete the sentences below.

- Introduce the exercise and present *link*, *choice* and *include*. Ask the students to do the exercise themselves and then check in pairs. When you elicit the answers, ask the students to explain how the link words are used.

Answers

- 1 but
- 2 because
- 3 or
- 4 and
- 5 as well as

WB E Now complete these sentences. Use each of the five link words or expressions once only.

- Tell the students to use the link words to join the sentences. After checking their work, discuss the reason for using the link words. Encourage the students to use these words in their own free writing.

Answers

- 1 The car won't start *because* there isn't any petrol in it.
- 2 I bought a watch for Nadia *and* (I bought) a sweater for Amna.

- 3 There are birds and insects in the zoo *as well as* large animals like tigers, lions and elephants.
- 4 Youssef bought a smart watch, *but* it didn't work.
- 5 Do you like the red shirt *or* do you like the blue one better?

WB F Read the information in the box about nationalities, then complete the table.

- Discuss the idea of nationality. Then elicit the nationality of the students in the class.
- Ask the students to talk about any friends they have who come from other countries.
- Ask the students to read the *Vocabulary tip* box. Present the new words.
- Ask the students, in pairs, to make nationalities in the table.

Note: Point out that there are different ways of forming the words for nationalities in English, but there are no fixed rules.

Answers

-i	ian, -an, -n	-ish
Omani	Libyan	English
Yemeni	Italian	Spanish
Pakistani	Tunisian	Irish
Qatari	American	Turkish
-ese	irregular	
Japanese	Dutch	
Chinese	French	
Sudanese	Greek	
Portuguese	Welsh	

WB G Imagine Yuki is your pen-friend. Write a reply to his letter in your notebook.

- Have the students write an email replying to Yuki following the steps in Exercise G on page 64 of the Workbook.
- Now direct the students back to page 64 of their Course Books.

Model answer

From: Fawzi Tahir
 To: Yuki Ono
 Subject: Hello, new pen-friend!
 Date: 13th April

Dear Yuki,
 Thank you for replying to my email! I would like to be your pen-friend. I am a Libyan boy and I am thirteen years old. I live in a big city called Tripoli. My house is near a park and a university. My favourite hobbies are playing football and listening to music.

Libya is very large and is next to the Mediterranean Sea. It doesn't rain much here, so lots of people live by the sea. Libya is very hot and dry, and the hottest month is July. The temperature can get to 40 degrees celsius! Libya is mostly a desert, but there are some oases, which are areas of the desert where you can find water.

Here are some things you can do in Libya: visit historical places like Leptis Magna, or the archaeological museum. You can go to the beach and swim in the sea, explore the desert or listen to some traditional music. I am very interested in learning about other cultures and travelling, so I would like to visit Japan!

I hope this email was interesting. Please reply and tell me more about your life.

Yours,
 Fawzi Tahir

Preparation for the next lesson

- In lesson 2 the teacher will be asked to set up a Facebook group (or other, preferred online platform, such as Edmodo) for the class. This group should be created in advance of the next lesson. If using Facebook, create a new profile specifically for this project. In the group, include, for example, relevant photographs, links to useful online resources, vocabulary lists and other activities or experiences that are relevant to the class.

Unit 6 Lesson 2:

Staying Safe Online

Objectives: Discuss safety online.

Create a Facebook (or other online platform) group for the class.

Create a word web of new social networking specific vocabulary.

Language: Modal verbs: using *must* and *should*

Vocabulary: social networking vocabulary: *tag, link, upload, post*

21st Century Skills: Media Literacy: Social networking

Reference: Course Book page 65, Workbook page 64

C Research and present: Japan

10 mins

- The students are going to do their own research on Japan, online if possible. Encourage them to explore areas they're interested in. Some questions they might consider are: *How do you get to Japan from Libya? How much does it cost? What language do they speak? What currency do they use? What's the food like in Japan? What is Japan famous for? What are the most popular tourist attractions?*
- Students should start their research in class but be encouraged to do more in their own time.

Warm up

8 mins

- Greet the class and ask them how often they have been on a social networking site, such as Facebook, in the last 24 hours. Ask students what they use sites like Facebook for and why/ why not they enjoy going on these sites.
- Ask students what some of the dangers of these sites might be if they are not used properly.

A In groups of three read and answer the questions. 10 mins

- Ask the students to open their Course Books and read the poster about being responsible online.
- Ask the students to read aloud the three questions below the poster. Put the students into groups of three and ask them to discuss the answers to the questions in their groups.
- Ask groups to share their answers with the rest of the class.

B Make a Facebook group for your class. Use it to share your experiences with others. 12 mins

Note: there are other social networking sites developed specifically for educational purposes, such as Edmodo. If preferred, use one of these sites instead of Facebook.

- The group should have been set up after the previous lesson. In class, invite students to the group via email/adding, or share the group name with students so that they can add themselves. If students have smartphones, tablets or other equipment to access the internet, encourage students to join as soon as possible during the lesson.
- Before allowing students to post in the group, remind students of their conversation in A and what is/is not appropriate material for them to post in the group.
- Show students what you have already posted in the group. As you do, use new vocabulary specific to social networking, such as *tag*, *post*, *upload* and *link*.
- Explain to students that they are to use this group to share anything they feel is relevant to the class or their English learning, including photographs and experiences. This should be an ongoing project.

C Now do Exercises A and B on page 64 of the Workbook. 15 mins

- Refer students to page 64 of the Workbook.

WB A Circle the correct word.

- Ask students to read the sentences and to circle the correct word in each case.

Answers

- 1 You **should** not speak to strangers.
- 2 Never share personal information with people you **don't** know.

WB B Write three more sentences about rules to stay safe online.

- Ask students to write three sentences about staying safe online. If necessary, refer students to the warm up conversation where some ideas may have already been elicited, or provide an example on the board, e.g.: *Never post your address online.*
- Ask students to share their answers with the class.

Possible answers

On social media, never add people you don't know.

Never share your address or private email online.
Only post photos you are happy for everyone to see.

Unit 6 Lesson 3:

Which One is Yuki?

Objectives: Listen to two conversations for gist and specific information.
Make notes of details in the conversations.
Identify people from a written description.
Match words to their definitions.
Use the future continuous tense.
Write a parallel description.

Language: Future continuous tense

Vocabulary: Tokyo, Afriqiyah Airways, flight, tickets, take (= last), arrivals, airport, recognize, parents, dark (colour), suit (n), plump, grey, kimono, midnight

21st Century Skills: Media Literacy: Inferring information from images

Reference: Course Book page 66, Workbook pages 65 to 67, 35 and 36

Warm up 6 mins

- Remind the students of the characters Yuki and Fawzi, met in Lesson 1. Try to elicit answers to these questions: *What is a pen-friend? What did Yuki say Fawzi could do if he visited Japan? Which country would you like to have a pen-friend from and why?*

A Do Exercises A to D on pages 65 and 66 of the Workbook. 15 mins

- Direct students to pages 65 and 66 of the Workbook.

WB A 35 Read these sentences. Then listen to Fawzi and his father and complete them.

- Tell the students they are going to hear a conversation between Fawzi and his father. Tell students to first read through the incomplete sentences. Play 35. Ask students to complete the sentences as they listen.

35

Presenter: Fawzi and his father are talking. Listen and complete the sentences.

Dad: Fawzi! Good news!

Fawzi: What's that, Dad?

Dad: I'm going to Japan – to Tokyo.

Fawzi: When?

Dad: In seven weeks from now.

Fawzi: Oh, Dad. Can I come with you? Please?

Dad: I thought you might ask me that. Yes, you can come.

Fawzi: Wait a minute. Yuki doesn't live in Tokyo. I won't be able to meet him.

Dad: Maybe Yuki can come to Tokyo.

Fawzi: Yes, I hope so. I'll write and tell him straight away. What date will we travel?

Dad: On the 17th.

Fawzi: And how long will we be in Japan?

Dad: Twelve days.

Fawzi: Twelve days. Great! Which airline will we fly on?

Dad: Afriqiyah Airways, of course. If they fly to Japan.

Fawzi: How long will the flight take?

Dad: I'm not sure. About seven hours, I suppose. We'll find out when I get the tickets. Just calm down and get on with writing to Yuki.

Fawzi: Yes, yes. I'll do it right now.

Answers

Japan (also accept Tokyo)

17th

Tokyo

12 days

Afriqiyah Airways

7 hours

WB B 36 Listen and answer the question.

- Tell the students to read the short introduction to Exercise B and the question that follows. Ask a few check questions. Explain that you want the students to listen to Fawzi talking to his father and to find out if he can see Yuki in Japan. Explain that you will play the conversation through once only at this stage.
- Elicit the answer – Yes. Ask the students to tell you how they know. Elicit any other information they heard in the conversation.

36

- Presenter: Fawzi wrote to Yuki and, two weeks later, he had a reply. Now Fawzi is telling his father about Yuki's email.
- Fawzi: Dad. I got an email from Yuki this morning.
- Dad: What does he say?
- Fawzi: He says that he and his family will be in Tokyo when we are there. Isn't that fantastic?
- Dad: Yes, it is.
- Fawzi: And he says that his father and his mother will meet us at Tokyo airport. And he'll be at the airport too.
- Dad: Oh, that's good. I've never been to Japan you know.
- Fawzi: He wants me to stay with him. At his uncle's house. He says you can stay too, Dad.
- Dad: Well, that is kind of them. But I'll stay in a hotel because I have business to do. Remember, I won't be on holiday. I have to work. But you can stay with them. I'll write and thank Yuki's parents for their invitation. And you can start thinking about what clothes you'll need.
- Fawzi: Oh, clothes! I didn't ask Yuki what I'll need. What do you think, Dad?
- Dad: I don't know! Find out what the weather will be like. And ask Yuki

what you will be doing – where you'll be going. Just don't take too much. You'll have to carry your own bag.

- Fawzi: Okay, dad. Oh, just one thing – I want to take Yuki a present. What shall I get him?
- Dad: Er ... You said he collects stamps. Why not take him some Libyan stamps?
- Fawzi: Good idea, Dad! Thanks. I'll do that.

- Make sure the students understand the instructions for the second part of Workbook Exercise B. Point out that they have to do two things: identify incorrect sentences and correct them in note form; add information in note form to the others.
- Ask them to read the sentences through silently. Then read each sentence with the students and check understanding. Play 36 twice.

Answers

- (Incomplete) and Yuki
- (Wrong) X At his uncle's house
- (Wrong) X Not father
- (Wrong) X To work
- (Wrong) X No
- (Incomplete) Libyan stamps

- Ask the students to discuss the final question in pairs. Give them time to deduce the answer from what they know about Japan.

Answer

The question is not actually answered in the conversation, but the students should remember from Course Book page 64 that the weather in Japan is often rainy and it is very cold in winter. It depends what time of year Fawzi is going to Japan.

WB C Find words in Yuki's description on page 66 of your Course Book that mean the following.

- Tell the students to find words on page 66 of the Course Book that match the definitions given in Workbook Exercise C.

Answers

- 1 recognize
- 2 parents
- 3 kimono

WB D Read the information in the box about the future continuous tense. Then answer the questions.

- Ask the students to find and underline the sentence *I will be wearing a T-shirt*. Write it on the board highlighting *will be wearing* in a different coloured chalk. Ask the students to think about how the tense affects the meaning. Elicit suggestions. Then explain that it is the future version of the Present continuous tense. Instead of talking about a continuous action happening now, it talks about a continuous action in the future. Write on the board:
Yesterday I was wearing a blue shirt.
Today I am wearing a white shirt.
Tomorrow I will be wearing a green shirt.
- Point out that the future continuous is only used in particular circumstances, such as the one in the text. Here Yuki is encouraging Fawzi to imagine how he will be looking.
- Tell the students to read the information box in Workbook Exercise D. It gives examples of the future continuous tense. Tell the students to complete the description of how it is formed.

Answer

Use *will + be + verb with ing*.

- Ask the students to say what the time is and what they are doing now. Then ask: *What will you be doing at 10 o'clock tomorrow?* Elicit answers. Present *midnight* and elicit oral answers to the questions in Workbook Exercise D. Then ask the students to answer the questions about themselves in writing.

Possible answers

- 1 I will be watching television.
- 2 I will be sleeping.
- 3 I will be helping my mother to paint my house.
- 4 I will be cooking lunch with my family.

B Read and help Fawzi find Yuki.

8 mins

- Read the title with the students and ask what they can see in the picture. Present *arrivals*. After discussing the picture elicit the situation. Prompt the students to say the following:
Fawzi and his father have just arrived in Tokyo. They are now in the airport and are looking for Yuki.
- Read the introductory sentence with the students. Tell them to read the first two lines and identify Yuki. Elicit which one is Yuki by asking the students to tell you what else he is wearing – *blue trousers and red trainers*.
- Ask the students to read the rest of the text and identify Yuki's mother and father. Point out that they now know the meaning of some new words from WB Exercise C. When they have identified the two people, see if they can guess the meaning of *grey* and *suit*.

C Take turns to describe other people in the picture. Your partner guesses.

5 mins

- Ask the students to work in pairs and describe other people at the airport. One student describes and their partner identifies and points to the person in the picture.

D Now do Exercise E on page 67 of the Workbook.

11 mins

- Direct students to page 67 of the Workbook.

WB E Write a description.

- Ask individual students to tell you who they will see when they get back from school. Then ask *What will they be wearing?* Elicit descriptions from different students. Help out with new vocabulary and write some examples on the board.
- Go through the instructions for Exercise E. Suggest that they might want to say what they will be holding to help identify them. Elicit suggestions of what they could hold that would

make it easy to identify them. Tell the students they can use the description on page 66 of the Course Book to help them write. Follow the usual procedure for writing tasks.

Model answer

I will be wearing a red T-shirt and long, black jeans. I will also be wearing a blue baseball cap. It says 'Boston Red Sox' on it. My mother will be at the airport with me. She will be wearing a long, blue summer dress with yellow flowers on it.

Unit 6 Lesson 4: Fawzi Meets Yuki

Objectives: Practise formal introductions.
Guess the meaning of words.
Read and identify paragraph topics.
Read for specific information.
Write comparisons.
Apply language in a project.

Language: Language of introductions
Adjectives: comparatives and superlatives

Vocabulary: introduce, introduction, must be, sir, madam, welcome, on the way, strange, notice (v), understand, shake hands with, while, meaning, label (v)

21st Century Skills: Communication Skills:
Drawing conclusions

Reference: Course Book page 67,
Workbook pages 67 and 68, 37

Warm up 4 mins

- Remind the class that Fawzi is at the airport in Tokyo and that Yuki is there to meet him. Elicit what they think will happen next. Present *introduce* and *introduction* in this context.

A 37 Listen and read. Then practise the introductions. 12 mins

- Explain that students are going to hear three short conversations which take place at the airport. Tell the students to listen and answer the following questions:
Who does Fawzi meet first?
Who does Yuki introduce Fawzi to first?
Who does Yuki introduce Fawzi to next?
- Make sure the students are clear what they are listening for. Then play 37. Elicit the answers. Then see if the students can remember the language Fawzi uses when he is introduced.

Answers

- Yuki.
- His father.
- His mother.

37

Presenter: Fawzi meets Yuki. Part 1. Yuki and Fawzi meet for the first time.

Yuki: Hello, are you Fawzi?

Fawzi: Yes. And you must be Yuki. Hello.

Yuki: How do you do? Come and meet my parents.

Presenter: Part 2. Yuki introduces Fawzi and his father to his father.

Yuki: This is my father. Dad, this is Mr Salim and this is Fawzi.

Fawzi: How do you do, sir?

Mr Ono: How do you do? You are very welcome.

Presenter: Part 2. Next, Yuki introduces Fawzi to his mother.

Yuki: And this is my mother.

Fawzi: How do you do? It's nice to meet you.

Mrs Ono: How do you do? Welcome to Japan.

- Ask the students to practise making introductions in groups of four. Nominate students A to D in each group and organize them into roles. Tell student A to imagine he/she is the father, student B the mother, student C their child and student D the pen-friend of the other child. Play parts 1 and 2 of 37. Ask them to repeat after the audio, each student repeating his or her role in chorus.
- Get the students to continue in groups of four and role-play different families.

B Underline the words in the text that describe people. 6 mins

- Explain that students will need to look for adjectives in the text which specifically describe people, for example *huge*. Ask students to read the text again and underline the adjectives used to describe people.

C Circle the words in the text that describe things. 6 mins

- As in B, ask students to now look for adjectives used which describe objects, for example, *a very interesting journey*.
- Now ask students to share their answers.

D Now do Exercises A to D on pages 67 and 68 of the Workbook. 17 mins

- Refer students to pages 67 and 68 of the Workbook.

WB A Read page 67 of your Course Book and find words that mean the following.

- Tell the students to scan the texts on page 67 of the Course Book for words or phrases with similar meanings. Before they begin, present *while* in definition 1 and *meaning* in definition 6.

Answers

- on the way
- noticed
- strange
- traditional
- signs
- could not understand a word
- the rest
- afraid of

WB B Answer these questions about the text on page 67 of your Course Book.

- Elicit what the students remember about the two paragraphs they read in the last lesson. Then ask them to read the paragraphs again and answer the questions in Exercise B.

Answers

- Cars drive on the left.
 - Yuki's uncle
 - Yuki's brother
 - Yuki's sister
 - Mr Mitsubishi /ˌmɪtsʊˈbɪʃi/
 - Reiko /ˈreɪkəʊ/
- Ask the students to read paragraph 1 again. Tell them to find how many strange things Fawzi noticed while driving to Yuki's uncle's house. Elicit the answer, *three*, and the details.
Mr Ono drove on the left.
Some people were wearing traditional Japanese clothes, for example, kimonos.
The shop signs were in Japanese.
 - Discuss these details and compare them with Libya.

WB C Label the pictures.

- Introduce Exercise C. Tell the students to work out who each person is by studying the picture and text in the Course Book.

Answers

- Mr Mitsubishi
- Reiko
- Giro

- 4 Mr Ono
- 5 Mrs Ono
- 6 Yuki

WB D Compare the people in Yuki's family. Use the correct forms of these adjectives to complete the sentences.

- Elicit the meaning of the adjectives in the box in Exercise D. Explain that *plump* is a polite way of saying a little fat. Then elicit the comparative forms. Tell the students to use the adjectives to complete the comparisons about Yuki's family.
- When they have finished let the students discuss their work in pairs. Then do a class check.

Answers

- Yuki is *younger* than Giro, but *older* than Reiko.
- Mrs Ono is *shorter* and *plumper* than Mr Ono.
- Mr Mitsubishi is *bigger* than Mr Ono.
- Reiko is the *smallest* person in the family and Mr Mitsubishi is the *tallest*.

Unit 6 Lesson 5:

Fawzi's First Meal in Japan

Objectives: Understand the details in conversations about Japanese customs.
Write about different customs in Japan and Libya.

Language: Adverbs of frequency

Vocabulary: kneel, chopsticks, raw, different from, knife (*pl.* knives), fork, spoon, Really!, of course, taste (*v*)

21st Century Skills: Life Skills: Critical thinking

Reference: Course Book pages 68 and 69, Workbook page 69,



38

Warm up 4 mins

- Books closed. Tell the students they are going to read about Yuki's first meal in Japan. Find out if they know anything about Japanese food or eating habits. Present *different from* and *difference*.

A 38 Listen and read. Then look for the differences between Japan and Libya. 12 mins

- Books open. Use the pictures and the text to present some of the new vocabulary. Ask questions about each picture. For example, ask the students to find the word *kneel* in the text below picture 2. Then ask: *Do you kneel on the floor in your house?* Point out that this is one difference between Japan and Libya. Elicit *chopsticks* from the next two pictures. Ask what they eat with and ask the students to find the words under picture 4. Point out the plural form for *knives*.
- Play 38. Ask students to listen carefully and identify any other differences between Japan and Libya.

38


- Mrs Ono: Come and eat, Fawzi. Are you hungry?
- Fawzi: Yes, I am. But where do I sit?
- Yuki: We don't sit on chairs when we eat. We kneel on the floor, like this.
- Fawzi: I see. We sit on the floor in my house.
- Mrs Ono: Let's eat then.
- Fawzi: What are these?
- Yuki: Chopsticks. In Japan we always eat with chopsticks.
- Fawzi: Oh! In my country we usually eat with knives, forks and spoons.
- Fawzi: It's harder with chopsticks.
- Yuki: You'll learn.
- Fawzi: Or I'll be hungry!
- Fawzi: This is very nice fish. How do you cook it?
- Mrs Ono: We don't cook it. This is raw fish. We eat it with a sauce.
- Fawzi: Really! At home my mother always cooks the fish.

- Mrs Ono: Well, sometimes I cook fish, but I like it this way.
- Fawzi: Do you cook the meat?
- Mrs Ono: Of course. We always cook meat. Have some of these vegetables.
- Fawzi: Oh, thanks. Well, it's different from home, but it tastes nice.

- | | | | |
|---|---|---|---|
| 3 | People always cook fish. | | ✓ |
| 4 | People always cook meat. | ✓ | ✓ |
| 5 | People sometimes eat with knives, forks and spoons. | | ✓ |

- In the class check, elicit answers like this: *Number 1. This is true in Japan, but not in Libya.*

B Practise the conversations. 10 mins

- Play  38 again and ask students to listen carefully to intonation. Have the students perform the conversations in groups of three, encouraging them to use the same intonation.

C Replace the adjectives in the box above with new ones. 6 mins

- Ask students to read the first information box. Tell students to replace traditional and kind with other, suitable adjectives. Ask some students to share their answers with the class.

D Now do Exercises A to C on page 69 of the Workbook. 13 mins

- Refer students to page 69 of the Workbook.

WB A Read pages 68 and 69 of your Course Book and tick (✓) the true statements.

- Elicit the instructions in Exercise A. Make sure the students understand that for some they might tick under Japan, for some under Libya and for others under both Japan and Libya. Tell them to pay attention to the words *sometimes* and *never*. Elicit the meaning of *raw* and *taste*. Then ask the students to complete the task.

Answers

- | | Japan | Libya |
|--|-------|-------|
| 1 People kneel on the floor when they eat. | ✓ | |
| 2 People sometimes sit on the floor when they eat. | | ✓ |

WB B Complete these sentences about Japan. Use *always*, *sometimes* or *never*.

- Tell the students to use their answers from Exercise A to help them complete Exercise B. They should complete sentences about Japan using *always*, *sometimes* or *never*. Elicit the answers orally before the students write.

Answers

- always
- never
- always
- never
- sometimes
- always

WB C Use your answers in A and B to write about the differences between Japan and Libya.

- Elicit suggestions orally for the sentences comparing eating customs in Japan and Libya. Then ask the students to write their own answers. Point out that they can choose what to write using the information in Exercises A and B.

Possible answers

- In Japan people always kneel on the floor, but in Libya we sometimes sit on the floor/ never kneel on the floor.
- In Japan people always eat with chopsticks, but in Libya we usually eat with knives, forks and spoons.
- In Japan people sometimes eat raw fish, but in Libya we always cook fish.

Unit 6 Lesson 6:

An Email from Fawzi

Objectives: Read an email for specific information and make notes.
Listen for specific information and detail.
Write an email.

Language: Present perfect and past simple tenses
Adjectives

Vocabulary: try (= taste), Eiffel Tower, the Louvre, frog's legs, aloud

21st Century Skills: Media Literacy: Social networking; Inferring information from images

Reference: Course Book page 70, Workbook page 70, 39

Warm up 6 mins

- Remind students that Fawzi is in Japan. Ask *What might he be doing there? What has he learnt on his trip so far? What famous places in Japan might he have seen so far?*

A Read the email. Then answer the questions. 10 mins

- Discuss the email. Ask what it shows, who it is to and who wrote it. Then ask some questions which require the students to scan the email. For example:
Where has Fawzi been? (Disneyland and to a play)
How many times does he use the word 'Japanese'? (twice)
What strange thing has he eaten? (raw fish)
What has he bought? (a camera)
- Ask students to read and answer questions 1 and 2 below the email. For 1, ask students to underline the words which tell you how Fawzi feels about his trip so far.
- Read question 1 below the email. Books closed. Elicit examples of words that might show how Fawzi feels. Then ask the students to read the email and discuss the answer to the question in pairs.

Answers

- Fawzi feels very positive about his holiday. Possible words students could have underlined include: *wonderful, fantastic, interesting, delicious, good*
- Tell the students to read and answer question 2. Write on the board:
Note down things Fawzi ...
- Elicit how to finish the sentence *has done*. Then show how to write notes, by using an imaginary trip to London. For example:
been on the London Eye
visited the Tower of London
seen a football match
- Highlight the use of the past participle.

Answers

Tell the students to read and write notes. Elicit answers in this form:
He liked (visiting) Disneyland best.
He liked (eating) Japanese food next best.
He liked (going to) the traditional Japanese play next best.

B Discuss your answers with your classmates. 5 mins

- Tell students to work in pairs to discuss their answers for both questions.

C Look at the picture attached in another email. Which country do you think it's from? 4 mins

- Prepare for the listening by asking the students to name famous places to visit in other countries. Some students will have found out about these for their project in Unit 5. Examples are: the pyramids in Cairo, Big Ben in London or the Statue of Liberty in New York.
- Ask students to look at the picture on the bottom right of page 70. Ask students to tell you the name of the monument and where it is located. Write the answer on the board.

Answer

The Eiffel Tower, Paris, France.

D 39 Listen and answer the questions. 8 mins

- Introduce the exercise. Explain that the students are going to hear Hisham reading an email from his friend, Mustafa, aloud. Tell them to listen and answer the two questions in D.

39

Presenter: Hisham has had an email from his friend, Mustafa. Listen and answer the questions.

Hisham: I've just had an email from Mustafa. He's on holiday in France.

Mother: Oh! What does he say? Read it to me, please.

Hisham: OK. Dear Hisham, France is fantastic. I've done lots of things. I've been up the Eiffel Tower. Everybody does that when they visit Paris. You can see the whole of Paris from up there. I've also visited one of the biggest museums in the world, the Louvre. It was really interesting. French food is different, but it's very nice. I've even tried some frog's legs. I've bought some new clothes for myself and a CD for you. I hope you like it. See you at home in Libya soon. Mustafa.

Answers

- France
- Libya

E Now do Exercises A and B on page 70 of the Workbook. 12 mins

- Refer students to page 70 of the Workbook.

WB A 39 Listen to Hisham reading his email and answer the questions. Write notes.

- Write *Louvre* on the board. Play 39 again as the students write short answers to questions 1, 2 and 3 in the Workbook exercise.

Answers

- The Eiffel Tower and the Louvre.
- Different, but nice.
- Clothes and a CD.

WB B Write a postcard in your notebook.

- Introduce Exercise B in the Workbook. Ask the students to agree on an English name for the visitor and for his or her friend. Go through the ideas and discuss what sort of things they could write for each.
- Go through the *Writing tip*. Use it to try and stimulate the students' imagination. Encourage them to be enthusiastic about interesting their reader and making them smile.
- Tell the students to go through the usual procedure for writing continuous text:
 - note down ideas
 - organize them
 - write a draft
 For this stage the students can work in pairs.
- Remember that the students will need encouragement to do this thoroughly. Go round helping and encouraging. Stop the class if you see any general point you wish to make and discuss it as a class.
- Tell the students to write their own final copy in their copybooks. Tell them to lay it out like the email on Course Book page 70. Tell them to decide on the best photograph for the other side of the postcard. Encourage them to draw it at home.

Model postcard

Dear Kate,

Libya is a really interesting place! We arrived on Saturday and have been staying near the ruins of Sabratha in the north-west of Libya. I've been travelling with my parents. Our hotel is beautiful. You can see the ocean through our windows. I've visited the Sabratha ruins twice now. On the first day we saw the buildings near the coast and the Byzantine wall. On the second day we walked around the villas and other buildings. I've visited Tripoli and bought you a present. I've tried the local food and

coffee. I really like shakshouka now. It's very tasty!

See you when we get back!
Mona

Unit 6 Lesson 7:

Laws in the UK

Objectives: Scanning for information.
Reading for specific information.

Language: Using *can* and prepositions

Vocabulary: moped, vote, get married, stack shelves, light work, pet, credit card, lorry

21st Century Skills: Life Skills: Critical thinking; Communication Skills: Drawing conclusions

Reference: Course Book page 71, Workbook page 71

Warm up 5 mins

- Ask students what they are and are not allowed to do at their age in Libya. Elicit the meaning of 'law' by explaining what is within and against the law in the answers they have already given.
- Prompt a discussion by asking *Do you think other countries have the same laws and ages at which you can do these things?*

A Answer the questions. 5 mins

- Ask students to tell you when they are allowed to do each of the things listed in A in Libya.

Answers

In Libya, you can leave school, vote and drive a car at 18.

B Read 'Know the Law!' and answer the questions. 10 mins

- Read the poster on the right of the page together with the class. Ask students to answer questions 1 to 3.

Answers

- In the UK, at 16 you can leave school, ride a moped and buy a pet.
- In the UK, at 18 you can vote.
- In the UK, at 21 you can fly a helicopter.

C Answer the question. 5 mins

- Ask students to find their age on the poster and find out what they can do in the UK at their age.

Possible answer

At 13 in the UK you can get a part-time job or do light work. For example, many children deliver newspapers or work on a farm.

D Compare what you can do in your country with what you can do in the UK at the same age. 5 mins

- Ask students to compare their answers from C with the laws in their own country. Try to elicit answers in a comparative form, for example, *In Libya at age 13 we can't drive a car but in the UK they can get a part-time job.*

E Complete the sentences with the prepositions in the box. 5 mins

- Tell students to read through the incomplete sentences and to fill in the gaps using the prepositions in the box.

Answers

- You can get a part-time job *in* the UK *at* 13.
- You cannot *work* before seven in the morning or *after* seven in the evening.
- Children go *to* school *from* Monday to Friday.

F Now do Exercises A to C on page 71 of the Workbook. 10 mins

- Refer students to page 71 of the Workbook.

WB A Complete the sentences with information about yourself.

- Instruct students to write in full sentences what they can and cannot do at their age according to the law in the UK.

Possible answers

- I can ride a bicycle and work for my father.
- I can't leave school, drive a car, vote, marry or have a credit card.

WB B Think and write.

- Tell students to close their Course Books. Ask them to read the instructions to question 1 and to complete only the UK column of the table from memory.
- Ask students to then open their Course Books and complete the rest of that column using the *Know the Law* text on page 71.

Answers

	UK	USA		UK	USA
1 work on a farm	13	?*	5 be an actor	?*	13
2 work in a shop	14	14	6 vote	18	18
3 drive a car	17	16	7 marry	18	18
4 be a baby-sitter	?*	13	8 leave school	17	?*

* Answer not given in the texts.

WB C Read and find.

- Instruct students to scan the text in Workbook Exercise C, which is about laws in the USA. For question 1, ask students to complete the table in

Workbook Exercise B with the new information for the USA.

- Elicit a discussion using the questions in question 2. Then ask students to compare laws in the USA to laws in Libya.

Possible answers

The laws on voting and working in a shop are the same. The law on driving a car is different.

Unit 6 Lesson 8:

A Wolf in the Forest

Objectives: Read a story for enjoyment.

Language: –

Vocabulary: crash, forest, clear (*adj.*), follow, off (the road)

21st Century Skills: Communication Skills: Drawing conclusions

Reference: Course Book page 72, Workbook pages 72 to 74, 40

Warm up 8 mins

- Ask students to tell you what types of words and sentences might make a story more interesting. Elicit *adjectives, adverbs, sentences that vary in length*, etc.
- Instruct students to look at the image above the story. What do they think the story will be about? How might it begin and end?
- Ask students to look more carefully at the people in the picture. Ask students to work in pairs, taking turns to describe the different characters to each other: for example, their height, hair colour, clothing, etc.

A 40 Listen, read and answer the questions. 12 mins

- Elicit the meaning of the title of the story. Then read the introduction. See if the students can

guess the meaning of *crash* and *forest* from the picture.

- Tell the students to read and find out what happened. Stress that they do not have to understand every word.
- Discuss how the people felt when they first saw the wolf, and then when they realized the wolf wanted to help them. Focus on the students' reaction to the story rather than comprehension.
- Ask students to read questions 1 and 2 and elicit answers to the questions as a whole class.

Possible answers

- 1 They crashed their plane in the forest. Nobody was badly hurt, but they were lost. A wolf appeared, and led them to safety.
- 2 An 'emergency landing' is when a pilot has to land a plane before he or she had planned, usually because of a problem with the plane.

B Circle one adjective. Underline one adverb. 5 mins

- Ask students to read the text again carefully looking for one adjective and one adverb. Ask one half of the class to read the left-hand column of the story and ask the other half to read the right-hand column. This will ensure that a variety of adjectives and adverbs are found. Then ask students to share the adjectives and adverbs they have circled and underlined, respectively, with the class.

Possible answers

Adjectives – Canadian, small, lucky, big, clear, dangerous.

Adverb – suddenly

C Now do Exercises A to E on pages 72 to 74 of the Workbook. 20 mins

- Refer students to pages 72 to 74 of the Workbook.

WB A Complete the information sheet below.

- Tell the students to discuss the story in pairs. Encourage them to talk about what happened, what they thought of it and to clarify any misunderstandings. As they work, go round the class and take part in any discussions.
- Ask the students to write what they think in *Story time* in their Workbooks.

Model answer

- 1 Title: A Wolf in the Forest
- 2 Characters: John Harper, Clare, Lucy, Ben, a wolf
- 3 What is it about?: The story is about a family who were flying in a plane but the engine stopped working. When they landed, a wolf helped them find a village.
- 4 Why I liked/didn't like the story: I liked the story because it was fun to read and because the animal helped the family. I didn't like the story because they couldn't find the wolf at the end.
- 5 New words: crash, forest, engine, wolf

WB B Which words go together? Choose the correct words from the box and write them in the spaces below.

- Ask students to read the words in the box and match them with the words in 1-6.

Answers

- 1 photographs – camera
- 2 plane – airport
- 3 advertise – magazine
- 4 boat – lake
- 5 holiday – postcard
- 6 sit – kneel

WB C Fill in this word tree.

- Ask students to read the clues 1-10 and insert the answers in the grid. When they have uncovered the mystery word (chopsticks), ask students to tell you in which country these are used (answer: Japan).

Answers

- 1 C O L D
- 2 T H R E E
- 3 T O W N
- 4 A P R I L
- 5 A S K
- 6 S T O P
- 7 F I S H
- 8 S C H O O L
- 9 O K
- 10 S U N

The hidden word is *chopsticks*.

WB D Find the odd one out. Circle the word.

- Ask students to look at each list of four words and determine which is the odd word out and why. Ask them to share their answers and reasons with a partner.

Answers

- 1 Friend: the others are relatives.
- 2 Glasses: the others are clothes.
- 3 Radio: you can read or write in the others.
- 4 Snow: the others are places.
- 5 Beach: people live in the others.
- 6 Cup: you eat with the others.

WB E Join these sentences together using suitable link words or phrases.

- Remind students about linking words and phrases. If necessary, write the following sentence on the board as an example and try to elicit the correct answer:
I need to get new clothes. These are so old.
[Becomes *I need to get new clothes as/because these are so old.*]
- Now tell students to work through 1-4, linking the sentences. Remind students beforehand that they may need to leave out some of the words in the second sentence of each question.

Answers

- 1 I'd like to go to the football match, but I'm too tired.

- 2 Rashid was very happy because he found a pen-friend in France.
- 3 Vegetarians eat rice and fish as well as eggs, fruit and vegetables.
- 4 She won't talk to me and she won't phone.
OR She won't talk to me or phone me.

Round up

- Go over the *Round up* page quickly. Ask the students to work in pairs on each section.
- Tell the students to ask and answer questions like these:
What does your brother look like?
What does your mother look like?
- Tell the students to practise introductions as shown on the page.
- Tell the students to ask and answer questions like these:
What were you doing at this time last week?
What are you doing now?
What will you be doing at this time next month?
- Tell the students to say what they have done in order to practise using the Present perfect tense. Present *maybe* and ask the students to say whether they have found a pen-friend.

Garnet

Listening and speaking

- Listening and identifying a situation
- Listening and writing notes
- Performing conversations
- Talking about pictures
- Project work: a scrapbook presentation about staying safe
- Intonation and stress in conversations

Reading and writing

- Identifying dangers in pictures
- Inferring information from posters
- Writing warnings
- Reading a narrative for enjoyment

Structure and language

- Imperative sentences
- Reflexive pronouns
- First conditional

Vocabulary

- Dangers at home and in the street

21st Century Skills

- Study Skills: Inferring meaning from context
- Communication Skills: Predicting information
- Life Skills: Critical thinking
- Media Literacy: Reading posters

Key words

accident – /'æksɪdənt/	hire – /'haɪə(r)/	pavement – /'peɪvmənt/
add – /æd/	hurt – /hɜ:(r)t/	plastic – /'plæstɪk/
ago – /ə'gəʊ/	instructions – /ɪn'strʌkʃnz/	plenty of – /'plenti əv/
aloud – /ə'laʊd/	keep off – /ki:p 'ɒf/	reached (pp) – /ri:tʃt/
burn – /bɜ:(r)n/	kill – /kɪl/	row (v) – /raʊ/
compass – /'kʌmpəs/	let – /let/	safety – /'seɪfti/
crossing (zebra ~) – /'krɒsɪŋ/	life jacket – /'laɪf dʒækt/	seat belt – /'si:t belt/
cyclist – /'saɪklɪst/	matches – /'mætʃɪz/	set off – /set 'ɒf/
drown – /draʊn/	medicine – /'medɪn, -dɪsn/	side (of the road) – /saɪd/
fill – /fɪl/	mobile (phone) – /'məʊbaɪl/	sink (v) – /sɪŋk/
free (= for no money) (adj) – /fri:/	motor (engine) – /'məʊtə(r)/	space – /speɪs/
get lost – /get 'lɒst/	oar – /ɔ:(r)/	touch – /tʌtʃ/
handlebars – /'hændlbɑ:(r)z/	out of the reach of – /aʊt əv 'ri:tʃ əv/	warning – /'wɔ:(r)nɪŋ/

Unit 7 Lesson 1:

Instructions

Objectives: Read and use instructions, orders and warnings. Write sentences.

Language: Imperatives, including negatives with *Don't/Never*

Vocabulary: instructions, keep off, add, plenty of, space, warning, imperative, base form

21st Century Skills: Life Skills: Critical thinking

Reference: Course Book page 76, Workbook page 75

Warm up 8 mins

- Present the word *instructions*. Ask the students to give examples of the instructions you give to the class.
- Ask the students where else they can find examples of instructions, in or outside the home. Tell them to think of labels on items of food, electrical appliances, instruction booklets for CD-players, machines, road signs, other signs in the street, etc.
- Read the title aloud. Tell the students to look at the pictures on page 76 of the Course Book and describe what they can see. Deal with the new vocabulary as it arises.

A Talk about the pictures. Then read and match the instructions to the pictures. 10 mins

- Ask the students to match the instructions and pictures on page 76 of the Course Book and write the number of the instruction beside the appropriate picture. Let them check each other's answers in pairs.
- During feedback, elicit the complete instruction from individual students. Use the opportunity to check understanding of vocabulary and expressions.

Answers

A3; B5; C6; D1; E2; F4

B Talk about warnings you see at home, at school, in the street or in the park. 10 mins

- In pairs, have the students brainstorm all the warnings they often see. This will generate a lot of new vocabulary, so encourage students to use their dictionaries for new vocabulary. Once the students have thought of a few, go through their ideas as a class and write them on the board.

C Now do Exercises A and B on page 75 of the Workbook. 17 mins

- Refer students to Exercises A and B on page 75 of the Workbook.

WB A Read about giving orders and instructions. Then write four imperative sentences. Choose from the verbs in the word pool.

- Ask the students to read the information box in the Workbook exercise. Present *warning*, *imperative* and *base form* and explain any difficulties.
- Ask the students to think of their own imperative sentences, using four of the verbs listed. They should write two positive and two negative imperatives. Tell them to indicate whether their sentence is an instruction, an order or a warning and use the exclamation mark where appropriate.

Possible answers

- 1 Give me your Workbook! – order
- 2 Keep milk in the fridge. – instruction
- 3 Never drink sea water! – warning
- 4 Don't do your homework in class – order

WB B Match the conditions to the orders or instructions by writing the number in the correct box.

- Have the students work through the exercise independently.
 - b
 - e
 - a
 - c
 - d

Note: You will need a small mirror for the next lesson.

Unit 7 Lesson 2: Warnings to Children

Objectives: Develop vocabulary. Understand warnings. Say and write sentences about things in the home that are dangerous to children.

Language: Imperatives; *will* in warnings; reflexive pronouns

Vocabulary: children, matches, medicine, teaspoon, daily, plastic, hurt, drown, burn, touch, kill, yourself, himself, herself, ourselves, yourselves, themselves

21st Century Skills: Life Skills: Critical thinking

Reference: Course Book page 77, Workbook page 76

Warm up 4 mins

- Remind students of the new vocabulary and imperative sentences they learnt last lesson. Ask students to give you example sentences using the imperative, for example, *Come here*. Ask students to remind you where they might find instructions in the home and outside.

A Talk about the pictures and work out the meaning of the new words.

8 mins

- Elicit the meaning of the title on page 77 of the Course Book. Discuss why young children need warnings. Then use the pictures to revise and present the names of the dangerous objects. Elicit or present the meaning of *teaspoon* and *daily*.

B Now answer the questions. 10 mins

- Focus on the three questions under the pictures. Present the words *make sick*, *hurt badly*, *kill*. Tell the students to discuss the six pictures in pairs and answer the questions. Continue the discussion as a class. Encourage the students to express their own opinions.

C Read these warnings and match them to the pictures. 6 mins

- Check that the students have understood the new vocabulary in the warnings. Then ask them to match the warnings and pictures on page 77 of the Course Book by writing the number next to the appropriate warning. Let them check each other's answers in pairs.

Answers

a1; b3; c6; d2; e5; f4

D Talk together and check your answers. 6 mins

- During feedback, elicit complete warnings from individual students. Use the opportunity to

clarify vocabulary and expressions. Also discuss individual opinions about the warnings and ask if the students think they are appropriate.

- Bring a small mirror into the classroom. Hand it to one student and ask him/her to look into it. Ask *Who can you see?* Present *myself* and write on the board. *I can see myself.* Tell the student to repeat in chorus. Ask the class *Who can he/she see?* Elicit the answer *He/She can see himself/herself* and write this on the board under the first sentence. Then write the first part of a reflexive table on the board as a separate list.

myself

yourself

himself

herself

- Take the mirror yourself and look into it. Ask *Who can I see?* Point to the word *yourself* on the board and elicit the answer *You can see yourself.*
 - Hand the mirror to a pair of students and ask them to look into the mirror. Ask *Who can you see?* Elicit or present *ourselves* and write on the board *We can see ourselves.* Ask the pair of students to repeat this. Ask the class *Who can they see?* Elicit *They can see themselves* and write it on the board. Write the second half of the table on the board.
- ourselves*
yourselves
themselves
- Ask the pair holding the mirror to ask the class *Who can we see in the mirror?* Point to the word *yourselves* on the board and elicit the answer *You can see yourselves.* Repeat the above with two more pairs of students.
 - Draw the students' attention to the Functional Grammar box and encourage them to write some sentences of their own.
 - Ask individual students to read the warnings on page 77 of the Course Book aloud. Encourage them to use suitable intonation, so they sound like warnings and not meaningless sentences.

E Now do Exercises A and B on page 76 of the Workbook.

11 mins

- Refer the students to Exercises A and B on page 76 of the Workbook.

WB A Complete the table.

- Clean the board and ask the students to do Exercise A on page 77 of the Workbook.

Answers

Singular	Plural
myself	ourselves
yourself	yourselves
himself	themselves
herself	

WB B Why are the things in box 1 dangerous for children? Write sentences.

- Use the verbs in box 2. Books closed. Ask *Why is glass dangerous for children?* Prompt them to say *They can cut themselves.* Write this on the board. Then write underneath *Glass can cut them.* Tell the students to look at the two sentences and decide when to use *them* and when to use *themselves*. Elicit explanations. Then explain that in the first, the children are the subject and the object in the sentence. In the second, the children are only the object in the sentence.
- Introduce Exercise B on page 76 of the Workbook. Elicit the first answer. Ask *Who is 'them'?* and elicit *the children*. Tell the students to work on their own and complete the exercise.

Answers

- Glass can cut them.
- Matches can burn them.
- Medicine can make them sick.
- Plastic bags can kill them.
- Knives and scissors can cut them.
- Pools can drown them.

Unit 7 Lesson 3:

Warnings to Parents

Objectives: Work out the meanings of safety posters.
Complete exchanges in writing and perform exchanges.

Language: Imperatives with *Always/ Never*; asking for reasons: *Why? Why not?*

Vocabulary: out of the reach of, keep away from, let (= *allow*)

21st Century Skills: Media Literacy: Reading posters

Reference: Course Book page 78, Workbook page 77

the Course Book – *in hospitals and clinics*. Tell the students to read and work out the warnings. Elicit the meanings of *out of the reach of* and *keep away from*. Ask individuals to read each slogan aloud.

Possible answers

street – a main road through city, town or village
out of reach – not able to be touched (e.g., by children)
let – allow
plastic – non-natural material

B Now do Exercises A and B on page 77 of the Workbook. 20 mins

- Refer the students to Exercises A and B on page 77 of the Workbook.

Warm up 10 mins

- Course Books closed. Ask students to remind you what possible dangers there are in the home. Many of these will have been discussed in the previous lesson. Write students' suggestions on the board.
- Ask students to revise imperatives by making instructions for avoiding these potential dangers. However, do not take too long on this.

A Read the posters and try to work out the meaning of any new words.

15 mins

- Elicit the sentences the students wrote in the last lesson about dangers for children. Ask where these things might happen. Elicit that they happen at home.
- Read the page title aloud and contrast it with the title of Lesson 2. Ask why the warnings are for parents. Elicit that it is because many accidents happen in the home. Tell the students to read the poster at the top of page 78 of the Course Book and see what it says to parents. Then ask where most accidents happen – in the home. Find out if this surprises the students or not.
- Read the warning posters. Ask the students where they would see the posters on page 78 of

WB A Complete these conversations about the posters on page 78 of your Course Book.

- Go through the information box at the beginning of the Workbook exercise. Elicit examples of positive and negative warnings.
- Read the first conversation with a student. Then ask two students to read the second conversation. Highlight the fact that *Why not?* is used with *Never*, and *Why?* with *Always*. Tell the students to complete the conversations in writing and then practise with their partner. Do a class check using different pairs.

Answers

- Never let children play with matches.
Why not?
They'll burn themselves.
- Always keep medicine out of the reach of children.
Why?
They'll make themselves sick.
- Always keep knives away from children.
Why?
They'll cut themselves.
- Never let children play in the kitchen.
Why not?
They'll hurt themselves.

- 5 Never let children play in pools alone.
Why not?
They'll drown themselves.
- 6 Always keep plastic bags out of the reach of children.
Why?
They'll kill themselves.

- Tell the students to think of one or two similar conversations. Let them practise in pairs. Then ask them to perform for the rest of the class.

WB B Now make your own 'stay safe' poster. List rules and warnings.

- Have the students make their own 'stay safe' posters on A3 paper if possible, based on their ideas. Encourage them to use bright colours, large capital letters and exclamation marks (where appropriate) to make their posters as effective as possible.
- If there is time at the end of the class, allow confident students to present their posters.

Unit 7 Lesson 4: Going Fishing

Objectives: Read and understand a conversation.
 Perform the conversation.

Language: First conditional sentences (receptive in this lesson)

Vocabulary: motor (engine), sink (*v*), life jacket, compass, oar, hire, row (*v*), get lost, free (*adj*) (= *for no money*)

21st Century Skills: Life Skills: Critical thinking

Reference: Course Book page 79,
 Workbook page 78, 41

Warm up 8 mins

- Read the title with the class. Ask the students

who they think is going fishing. Then introduce the characters in the picture: Mazin, the owner of the shop and the two boys, Ahmed and Khalid. Discuss what they can see in the shop. Present any new vocabulary that arises.

- Tell the students to read the introductory text. Then ask the following questions:
Where is Mazin's shop? (Near the sea in Tobruk.)
What can people buy there? (Everything they need to go fishing.)
Does he only sell things? (No, he also hires things. Present *hire*.)
- Discuss what the following items in Mazin's shop are used for: life jackets, a compass, a motor and oars. Introduce the words *sink* and *get lost*. During the discussion, get the students used to hearing the conditional without explaining it. For example:
You can use a compass to show the direction.
You can use it if you are lost.
You can row a boat or you can use the motor. If you are tired, you will use a motor!

A 41 Listen and read. 10 mins

- Tell the students to follow the conversation in their books as they hear it. Play 41.

41

Listen and read.

[Track 41 is the text on page 79 of the Course Book.]

B Read the conversation aloud. Then answer the questions. 8 mins

- Ask students to work in groups of three and read the conversation from A aloud. Encourage them to use the same intonation as heard on the audio track.
- Read the three questions and discuss the answers as a class.

Answers

Hire a boat
 A compass
 Nothing

C Now try to make other conditional sentences. 9 mins

- Read the Functional Grammar box above C together as a class. On the board, copy out the following, leaving large blank spaces as shown below:
If the boat _____, we _____.
If we _____, we _____ the compass.
 As a class, try to fill in the blanks using alternative words and phrases, ensuring that pupils use the correct conditional format and *will*.

Possible example sentences

If the boat fills up with water, we will empty it out.

If we don't know where we are, we will look at the compass.

D Now do Exercises A and B on page 78 of the Workbook. 10 mins

- Refer students to page 78 of the Workbook.

WB A Answer these questions about the conversation on page 79 of your Course Book.

- Have the students answer the questions in pairs.
- Elicit the answers orally.

Answers

- No, they want to hire one.
- The boat can sink.
 - They can get lost.
 - The motor can stop.
- Life jackets, a compass and oars.
- Nothing. He gives them everything free.

WB B Write three 'if' sentences with these words from the conversation on page 79 of your Course Book.

- Read the Functional Grammar box below Exercise B, which gives further explanation to the use of the conditional with *if*.
- Elicit the Arabic for *if* and point out that the way it is used is similar to *if* in English.

- Go through the first part of the explanation of the structure in the language tip box with the class. Present *may*, *clause*, *result* and *miss*. Tell the students to complete the rule.

Answer

The missing words are *present* and *will*.

- Read out the remainder of the explanation in the Functional Grammar box and the example and answer the question. Elicit that when we write the result clause first, there is no comma. Tell the students to try and think why this is. Give them time to think and then elicit explanations from different students. Explain that the comma shows a slight pause in a sentence when reading aloud. Get them to experiment with the pronunciation of the two sentences to see how it works.
- Tell the students to try to write sentences from the conversation on page 79 of the Course Book using the cue words in Exercise B on page 78 of the Workbook, but without looking at the Course Book. When they have completed the sentences, tell them to check in their Course Books.

Answers

- If the boat sinks, we'll swim.
- If we get lost, we'll use a compass.
- If the motor stops, we'll row.
- If you take me, I'll give you everything free.

Unit 7 Lesson 5: Danger!

Objectives: Read to complete a conversation.
 Perform the conversation.
 Make conversations, choosing correct options.
 Compile a list of dangers.

Language: Gerunds

Vocabulary: ago, fill, overnight

21st Century Skills: Communication Skills:
 Predicting information

Reference: Course Book page 80,
 Workbook page 79, 42

Warm up 5 mins

- Elicit the meaning of the page title and ask the students to talk about the picture on page 80 of the Course Book. Ask questions to prompt discussion:
How does the mother look? (worried)
What is she saying to the boy?
What is the little girl doing? etc.

A Read and complete the conversation with sentences a to g. 10 mins

- Tell the students to read what the mother said and try to imagine Saeed's part of the conversation. Then ask them to work in pairs and work out the sequence of the conversation. When they are sure, they should write the letters next to the appropriate numbers in the conversation.
- Tell the students to listen and check their answers. Play Part 1.

42

Danger! Part 1. Listen and check your answers.**Answers**

1e); 2c); 3g); 4a); 5f); 6b); 7d)

B 42 Listen and check. Then practise the conversation. 10 mins

- Ask the class to imagine how the mother will speak. Invite students to read extracts from the conversation in the way they think she will say them. Then play 42 and let the students follow the conversation. Give them time to check their answers. Elicit the complete conversation as a class check.

42

Part 2**Listen to the conversation.**

Mum: Saeed, where's Amal?
Saeed: I don't know.
Mum: Have you seen her?
Saeed: She was in the sitting room two minutes ago.

Mum: Did she go into the garden with you?
Saeed: No, she didn't.
Mum: Oh, no!
Saeed: What's the matter, Mum?
Mum: The bathroom!
Saeed: What about the bathroom?
Mum: I've filled the bath with very hot water.
Saeed: I'll go and look.
Mum: Run! Run!
Saeed: I've got her, Mum. She's OK.

- Tell the students to perform the complete conversation in pairs. Encourage them to copy the intonation on the audio. Go round the class, listening to how the students speak. If necessary, play 42 again and ask the students to repeat after the audio.
- Ask pairs of students to perform the conversation to the class.
- Encourage the class to think about the situation. Find out if they think Amal was in danger, or if the mother was worrying for nothing. Find out which students have little brothers and sisters and ask if they have had similar experiences.

C Now do Exercises A and B on page 79 of the Workbook. 20 mins

- Refer students to Exercises A and B on page 79 of the Workbook.

WB A Complete these sentences with the correct forms of the verbs in brackets.

- Introduce the exercise by completing the first sentence as a class. Present *hurry*. Then tell the students to complete the task. When they have finished, elicit sentences orally.

Answers

- If I get hungry, I will cook a meal.
- If you go to bed late, you will be tired.
- My mother will take a message if I am out.
- If we don't hurry, we will be late.
- I will ask Raed to come to the party if he phones me tonight.

WB B Choose suitable words to complete this conversation.

- Introduce the topic of football. Present *boots* as in football boots.
- Tell the students to complete the conversation. Let them work in pairs, so they can discuss the options. Then go over the conversation as a class.

Answers

John: What *will* we do if it rains?

Tom: If it rains, we'll get *wet* but that doesn't matter.

John: I can't find my football boots. I've *lost* them.

Tom: Don't worry. If you *ask* Jim, he will *lend* you his boots.

John: Jim's boots are *too* small. They'll hurt my *feet*.

Tom: Do you *want* to play football or not?

John: Yes, I *do*.

Tom: OK. Let's *go*.

- Discuss the students' attitude to rain. Find out if they mind getting wet. Point out that in England you get very muddy when playing football in the rain. Find out if any students have experienced wearing shoes that are too small and how they felt. Ask if they would play football in boots that were too small.

Unit 7 Lesson 6: Road Safety

Objectives: Identify dangers on the streets.
Read and choose warnings.
Write a paragraph about dangers in the street.
Listen for gist and detail.
Understand aspects of story-telling.

Language: Present tenses and past continuous tense

Vocabulary: safety, handlebars, cyclist, seat belt, crossing (zebra ~), pavement, side (of the road), busy (street).

21st Century Skills: Life Skills: Critical thinking; Media Literacy: Reading posters

Reference: Course Book page 81, Workbook page 80

Warm up 5 mins

- Books closed. Present *safety* and write *Road safety* on the board. Ask the students to think about things they see on the roads that could be dangerous. Then discuss their ideas as a class and talk about what people should do to make the roads safer.

A Look at these three pictures and answer the questions. 6 mins

- Tell the students to look at the three pictures in Exercise A on page 81 of the Course Book. Explain that these are pictures of streets in England. Elicit the meanings of the words in the pictures. Tell them to answer the question about the zebra crossing – it is called that because it has black and white stripes, like a zebra.

Possible answers

cyclist – person riding a bicycle

handlebars – bar the cyclist holds while riding a bicycle

zebra crossing – black and white striped road crossing (for crossing a busy road safely)
pavement – safe area for walking next to road
seatbelt – safety belt for passengers in a car, bus or aeroplane

B Read and answer the question.

5 mins

- Tell the students to read the paragraph in Exercise B on page 81 of the Course Book and work out which picture it is describing – *Picture 1*. Then ask questions to check understanding:
What side of the road should they ride on? (the left)
What should they hold on to? (the handlebars)
How many boys should be on the bike? (one)

C Now talk about the other two pictures in the same way.

6 mins

- Tell the students to look at the other two pictures and find how many dangers there are in each one. Elicit that there are three dangers in picture 2 and four dangers in picture 3. If the class can't agree, make sure they know what all the dangers are.
- Tell the students to work in pairs and describe pictures 2 and 3 using the same pattern as the paragraph describing picture 1. Give them time to work out how to describe each picture as accurately as they can. Then build up the descriptions on the board with the help of the class. Revise the difference between *very fast* and *too fast*.

Possible descriptions**Picture 2**

There are three things wrong:
The man is driving too fast.
He is not wearing his seat belt.
A child is standing in the car.

Picture 3

There are four things wrong:
The woman is not holding the child's hand.
Two boys are playing football on the pavement.

The man is not using the zebra crossing.
The girl is running across the road.

D Discuss the question.

5 mins

- Ask students to look carefully at the images at the top of the page again. Put students into pairs and ask them to read the questions and compare these images with streets in their own country.
- Select pairs to share their answers with the class.

E Research and present: Plan and prepare a 'Staying Safe' poster. Use signs. Share it with your class.

8 mins

- Ask students to work individually to create a poster about how to stay safe on the streets in Libya. The poster should include:
Relevant images
Known safety signs (e.g., a stop sign) and what they mean
Instructions of what to watch out for and be careful of on the street

F Now do Exercises A to C on page 80 of the Workbook.

10 mins

- Refer students to Exercises A to C on page 80 of the Workbook.

WB A Make conversations.

- Introduce the exchange in Exercise A on page 79 of the Workbook. Demonstrate with one student, then with pairs. Show how to substitute different words from the boxes. For example:
T: *Get sick.*
S1: *What will we do if we get sick?*
S2: *Don't worry. If we get sick, we'll take some medicine.*
- Tell the students to practise making and performing different conversations in pairs, using the words and phrases from the boxes. They should take turns to play Student A and Student B. Go round the class helping and encouraging.

WB B Write three questions and answers.

- Ask the students to choose three of the four conversations they have just practised and write them in Exercise B on page 80 of the Workbook.

Answers

Any 3 of the following.

- A: What will we do if we get lost?
B: Don't worry. If we get lost, we'll use the compass.
- A: What will we do if we get sick?
B: Don't worry. If we get sick, we'll take some medicine.
- A: What will we do if the motor stops?
B: Don't worry. If the motor stops, we'll use the oars.
- A: What will we do if the boat sinks?
B: Don't worry. If the boat sinks, we'll swim.

WB C Complete these sentences using the correct endings from those below.

- Tell the students to complete Exercise C on page 79 of the Workbook individually. Check in pairs.

Answers

- If Nadia gets a letter from her pen-friend, she'll be very happy.
 - If the boys lose the match, they won't like it.
 - She'll burn herself if she falls into the bath.
 - If the motor stops, they'll use the oars.
 - They'll have an accident if they ride their bikes too fast.
- Write on the board:
What will you do if you lose your bag?
you find a medicine bottle?
tomorrow is cold?
 - Ask the students to think about the situations and suggest different answers.
 - Ask the students to think of other situations in pairs. Then tell them to ask and answer in pairs. Ask several pairs to perform their exchanges for the class.

Unit 7 Lesson 7: Stay Safe and Healthy

Objectives: Identify activities to keep safe and healthy.
Use modals to give instructions.
Conduct conversations.
Write an instructional paragraph.
Listen and complete conversations.
Find alternative vocabulary.

Language: Using modals

Vocabulary: Revision

21st Century Skills: Communication Skills:
Predicting information

Reference: Course Book page 82
(and 81 for Workbook activities), Workbook pages 81 to 84, 43

Warm up 6 mins

- Start with Course Books closed. Put students into pairs and ask them to tell each other their morning routines between waking up and getting to class. Try and elicit activities such as 'I wash my hair', 'I brush my teeth', etc.
- Ask students which of the things they do in the morning keep them safe and/or healthy. Ask students what else they can make part of their day to keep them safe/healthy.

A Read the rules and match them to the pictures. 5 mins

- Ask students to read the six rules and write the matching picture's letter in the box next to each rule.

Answers

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

B Tick (✓) the correct sentences.

5 mins

- Ask students to read the four sentences. Some give incorrect advice. Tell students to tick the sentences which give correct advice.

Answers

2 and 3 are correct.

C Complete the sentences with your own ideas.

5 mins

- Ask students to create other health and safety rules using the sentence beginnings provided. Students can use examples elicited in the warm up activity.

Possible answers

- You must clean your teeth every morning.
- You don't have to wash your hair every day.

D Now to Exercises A to I on pages 81 to 84 of the Workbook.

24 mins

- Refer students to pages 81 to 84 of the Workbook.

WB A Read and talk.

- Refer the students to Exercise A on page 81 of the Workbook.
- Demonstrate how to make a conversation with one student. Present *overnight*. Then organize the students into pairs, A and B, and get them to make and perform one conversation. Encourage them to use appropriate intonation for surprise and concern and to choose correct phrases (some are not possible). Remind the students to look at their partner as they speak. Go round the class while they work, listening to how they perform.
- When the students have completed one conversation, give them some feedback on how they performed. Discuss any improvements they could make, especially to pronunciation. Then ask them to perform another conversation by making different choices.
- Invite pairs of students to perform their conversations for the class. Encourage them to act out the conversation as naturally as they can.

Possible conversations

A: I've heard that Rashid hurt himself.

B: Yes, he did.

A: Is he bad?

B: Not too bad.

A: What happened?

B: He cut himself with a knife.

A: Where did this happen?

B: In the kitchen. He was cutting meat.

A: Where is Rashid now?

B: He's at home.

A: I've heard that Rashid has had an accident.

B: Yes, he has.

A: Is he OK?

B: No, he isn't.

A: What did he do?

B: He burned himself.

A: How did this happen?

B: He was taking a bath. The water was too hot.

A: Did he go to hospital?

B: Yes. They kept him in hospital overnight.

WB B Write warnings about these things.

- Ask the students to complete Exercise B on page 82 of the Workbook individually.

Possible answers

- Don't play in the kitchen. You'll hurt yourselves.
- Never play with plastic bags. You'll kill yourselves.
- Never play with matches. You'll burn yourself.

WB C Read and match these warnings to the pictures on page 81 of your Course Book.

- Make sure the students are familiar with the ten warnings by reading them out in a random order and eliciting the appropriate number. Present *busy*. Then introduce the activity by matching the first two warnings as a class. Tell the students to write the numbers in the box and then complete the rest of the exercise individually.

Answers

- 1 – 2
- 2 – 1
- 3 – 3
- 4 – 1
- 5 – 3
- 6 – 1
- 7 – 2
- 8 – 3
- 9 – 2
- 10 – 3

- Tell the students to discuss the questions at the bottom of the page. Note that one of the main differences between Libya and England is that in England they drive on the left.

WB D Write a paragraph about one of the pictures on page 81 of your Course Book.

- Elicit the three things the boys on the bicycle on page 81 of the Course Book are doing wrong. Then get the students to check in their books. Then revise what people are doing wrong in the other pictures.
- Ask the students to choose either picture 2 or picture 3, then write a paragraph describing the dangers. As in the oral description the students gave of the pictures, they should begin with *There are (number) things wrong* and list the dangers. Encourage them to add opinions, for example, *That is very dangerous*.

Model answers

Picture 2 – The driver is going too fast. He's not wearing his seatbelt. The little girl is standing on the back seat. Only the boy in the passenger seat is being safe.

Picture 3 – The lady isn't holding the little girl's hand on the crossing. The women near the blue car and the man in the grey coat aren't using the zebra crossing. The boys are playing football on the pavement.

WB E Read and complete these sentences.

- Ask the students to complete Exercise E on page 83 of the Workbook individually. Check in pairs.

Answers

- Always look left and right/use a zebra crossing when you cross the road.
- Always wear a seat belt when you are in a car.
- Never play with a ball in the street.

WB F 43 Nader, his wife, Huda, and their son, Fareed, are driving in their car. Listen to their conversation and write notes to complete the sentences.

- Introduce the exercise. Explain that the students are going to hear a family talking in their car on the way to the beach. Tell them to listen and then complete the sentences.

43

- Presenter: Nader and his wife, Huda, and their son, Fareed, are driving to the beach. Listen to their conversation.
- Nader: That man! He didn't look!
- Huda: Nader, you ARE driving very fast. It's dangerous. Drive carefully, please.
- Nader: I AM driving carefully. It's the other drivers.
- Huda: Nader, please drive slowly. If you don't, we'll have an accident.
- Nader: Oh, all right.
- Huda: Fareed.
- Fareed: Yes, Mum.
- Huda: Are you wearing your seat belt?
- Fareed: No, Mum. I don't need it.
- Huda: Yes, you do. Now, put it on. Nader! Be careful!
- Nader: What's the matter?
- Huda: Those two boys! They're riding on the wrong side of the road.
- Nader: It's OK. I've seen them. And one of them isn't holding the handlebars.
- Fareed: Dad, why have you stopped?

- Nader: It's a zebra crossing, Fareed. And that old man wants to cross the road. You see?
- Fareed: Oh, yes.
- Huda: Nader! That boy!
- Nader: Hey! Walk on the pavement. Not on the road. Boys!
- Huda: They don't think. Right, Nader. Nice and slowly. If you drive slowly, we'll still get to the beach in time for lunch.
- Fareed: Can I have a pizza?
- Huda: Yes, Fareed. You can have a pizza.

Answers

- 1 very fast
- 2 carefully
- 3 an accident
- 4 seat belt
- 5 wrong
- 6 zebra crossing
- 7 on the pavement
- 8 lunch

WB G Write words that mean the same as the expressions below.

- Have the students complete in pairs or individually.

Answers

- 1 matches
- 2 alone
- 3 oars
- 4 medicine
- 5 seat belt
- 6 compass

WB H Complete the sentences using the correct form of self.

- Have the students complete individually.

Answers

- 1 ourselves
- 2 myself
- 3 herself
- 4 yourself

WB I Use suitable words to complete these sentences.

- Set for individual work. Students can check their answers to Exercises B, C and D on page 82 of the Workbook in pairs.

Answers

- 1 Never
- 2 Always
- 3 Always
- 4 Never

Unit 7 Lesson 8: Danger at Sea

Objectives: Read a story for enjoyment.

Language: –

Vocabulary: calm, silly, coastguards, set off, waves, turn over, hang on, upturned, wrapped, blankets, save, life

21st Century Skills: Study Skills: Inferring meaning from context; Life Skills: Critical thinking

Reference: Course Book page 83, Workbook pages 84 to 86, 44 and 45

Warm up 4 mins

- Read the title of the story with the students. Ask them to look at the picture and tell you what they think the story is about.

A 44 Listen to the first [part of the story and talk about what you think happens next. 4 mins]

- Tell the students to work in pairs and to think of as many ideas as they can about what they think happens in the story. Don't confirm any ideas at this stage.

B 45 Listen, read and answer the questions. 12 mins

- Tell the students to think about whether the boys in the story acted responsibly as they read. Encourage them not to worry about the new words. They should be able to work out the meanings from context.
- Discuss what the boys did wrong and what they did right. Focus on the students' reaction to the story, rather than comprehension.
- Ask the students to find the answers to the questions at the bottom of the page as they listen. Play 45 and let the students follow in their books.

Answers

- The wind got stronger and the waves got bigger
- It is never safe to not wear a life jacket on a boat
- A coastguard helicopter
- Tom had phoned the coastguards on his mobile phone and had told them where they were going

C Now do Exercises A to E on pages 84 to 86 of the Workbook. 25 mins

- Refer the students to Exercises A to E on pages 84 to 86 of the Workbook.

WB A Complete the information sheet below.

- Tell the students to discuss the story on page 83 of the Workbook in pairs. Encourage them to talk about what happened, what they thought of it and to clarify any misunderstandings. As they work, go round the class and take part in any discussions.
- Ask the students to write what they think in *Story time* in their Workbooks.

Model answer

- Title: Danger at Sea
- Characters: Dave, Tom
- What is it about?: The story is about two friends who go fishing but the weather

changes. They fall in the water and the coast guard saves them.

- Why I liked/didn't like the story: I liked the story because it was very exciting. I didn't like it because Dave was silly and forgot his life jacket.
- New words: calm, silly, coastguards, set off, waves, turn over, hang on, upturned, wrapped, blankets, save, life jacket

WB B Tick (✓) the correct words in these sentences.

- Tell students to tick the correct word (of the two in boxes) to complete the sentences.

Answers

- flour
- saw
- write
- oars
- seen

WB C Put these words in order to make sentences. Use the correct punctuation.

- Tell students to write the words in the correct order to form a complete sentence. Students will also need to add in the correct punctuation.

Answers

- There was an accident on the road.
- Will you go away on holiday?
- The boys enjoyed themselves in the park.
- What will you do if the car won't start?/If the car won't start what will you do?

WB D Complete these sentences with the correct forms of the verbs in brackets.

- Instruct students to fill in the gaps with the correct form of the verb in brackets.

Answers

- is – will stay
- won't be – don't leave

- 3 will buy – gets
- 4 is – will not be
- 5 play – will have
- 6 will take – want

WB E Read about an accident and answer the questions. Use short answers.

- Tell students to read the text to themselves carefully and answer the questions that follow.

Answers

- 1 Yesterday evening.
- 2 On the pavement.
- 3 Four.
- 4 Into the road.
- 5 No.
- 6 A car.
- 7 Careful.
- 8 He was driving slowly.
- 9 Worried.
- 10 No.

Round up

- Go over the *Round up* page quickly.
- Tell the students to work in pairs to check their understanding and recollection of the unit. For each language point listed, ask the students to take it in turns to make sentences or think of more examples. Their partner should correct them if necessary. When they have finished, ask them to write other things they remember in their notebooks.

Garnet

Listening and speaking

- Concentrating when listening
- Pronunciation of *Yes/No* questions and answers

Reading and writing

- Using titles, headings and pictures to predict content of texts
- Scanning a text for direct information
- Reading more carefully for indirect information

Structure and language

- Grammar and vocabulary from Units 5 to 7

21st Century Skills

- Study Skills: Transferring information to a table
- Communication Skills: Intonation

Key words

agony – /'æɡəni/
 agree – /ə'ɡri:/
 anywhere – /'eniweə(r)/
 balloon – /bə'lu:n/
 bark (v) – /bɑ:(r)k/
 calm down – /kɑ:m 'daʊn/

jet ski – /'dʒet ski:/
 main – /meɪn/
 net – /net/
 point (n) (= idea) – /pɔɪnt/
 print (v) – /prɪnt/
 rush (v) – /rʌʃ/

scenery – /'si:nəri/
 spend (time) – /spend/
 steep – /sti:p/
 surfboard – /'sɜ:(r)fboɜ:(r)d/
 travel (v) – /'trævl/

Garnet

Unit 8 Lesson 1:

Questions and answers

Objectives: Read about pronunciation.
Practise pronunciation.
Ask and answer questions.
Perform dialogues.

Language: Yes/No questions

Vocabulary: balloon, jet ski, basketball

21st Century Skills: Communication Skills:
Intonation

Reference: Course Book page 88,
Workbook pages 87 and
88, 46 and 47

Warm up 4 mins

- Ask the students to read about pronunciation in the *Speaking tip* box at the top of page 88 in the Course Book. The change in intonation at the end of each of the questions starts on the last stressed syllable, with a slight dip followed by a rise. In the answer, the voice goes up a little on the last stressed syllable, and then goes down.
- Can you use a computer? Yes, I can.

A 46 Listen and copy these questions and answers. 12 mins

- Tell the students to look at the two questions and find the main stressed syllable. These are *com* in computer and *ice* in ice-skating. Ask them to listen very carefully to the intonation on the audio. Play 46.

Track 45

- Voice 1: Can you use a computer?
Voice 2: Yes, I can.
Voice 1: Can you use a computer?
Voice 3: Yes, of course I can.
Voice 1: Can you use a computer?
Voice 4: No, I can't.
Voice 1: Have you ever been ice-skating?
Voice 2: No, I haven't.
Voice 1: Have you ever been ice-skating?
Voice 3: Yes, I have.

- Play the audio again and ask individual students to repeat first the question, then the answer accurately. It helps if you show the rising and falling intonation with your hand. Tell the students to practise the exchanges in pairs. Go round the class and check. If necessary, play 46 again. Finally, ask pairs of students to perform the exchanges for the class.
- Note where the change in intonation starts in the following:
Yes, of course I can.

B Ask and answer questions about the things in the pictures. One person listens and corrects the pronunciation. Take turns. 6 mins

- Discuss the pictures in Exercise B on page 88 of the Course Book. Elicit the meaning of *balloon*, *jet ski* and *basketball*.
- Note the stress in these words: *balLOON*, *JET ski* and *BASketball*. Get the students to use the pictures as prompts to make questions beginning *Have you ever ... ?* Help them to use appropriate intonation.
- Practise the exchange as a class.
- Organize the class into groups of three with two students asking and answering questions about the pictures in Exercise B on page 88 of the Course Book and the third student monitoring pronunciation. The students take turns to speak and check. Go round the class listening and encouraging. Talk to the student who is checking and ask his/her opinion of the pair he/she is monitoring.

C 47 Listen and read these longer conversations. 6 mins

- Discuss the two conversations at the bottom of the page. Find out which students can use a computer. Find out if they agree with these comments: *It's easy. It's fun.*
- Ask the students to form groups of four. Play 47 as the students first listen, and then read the conversations aloud. Remind them to act their parts convincingly and to copy the pronunciation on the audio accurately.

Track 47

A: Can you use a computer?

B: No, I can't.

A: Would you like to?

B: Oh, yes! I'd love to.

A: Can you use a computer?

B: No, I can't.

C: I can. It's easy.

D: And it's fun too.

D Now make longer conversations.

Use your own ideas. 5 mins

- Tell the students to continue the activity in groups and construct their own conversations.
- Ask them to discuss what they want to say and make notes. Elicit some examples from the groups.
- Get the students to perform their conversations. Encourage them to concentrate on pronunciation. Go round the class listening and encouraging. Ask each group to perform at least one conversation for the class.

E Now do Exercises A to E on pages 87 and 88 of the Workbook.

12 mins

- Direct the students to pages 87 and 88 of the Workbook.

WB A Write the opposites of these words.

- Introduce the activity by asking the students to find and match the opposites of the words you write on the board. For example, write: *old, big, exciting, young, short, hot, tall, boring, cold, small*
- Tell the students to work with their partner and write the opposites of the words in the Workbook.

Answers

- 1 modern
- 2 plump/fat
- 3 cooked
- 4 warm

WB B Now use the words in four sentences.

- Prepare the exercise using the opposites you wrote on the board. Then tell the students to write four sentences in their notebooks using pairs of opposites from Exercise A on page 87 of the Workbook.

Possible answers

- 1 In Tripoli you can find a mixture of traditional and modern buildings.
- 2 My little sister is quite thin and weighs only 30 kilos. However, my brother is quite plump and weighs 70 kilos.
- 3 I never eat raw fish. I always eat it cooked.
- 4 In England it is often cool in autumn. I like summer better when it is warm and the sun is shining.

WB C Read these definitions and write the words.

- Encourage the students to use their books as reference if necessary. Show how they can do this with number 2. Say *Find a picture of a cyclist*. Then elicit what cyclists hold on to.

Answers

- 1 magazine
- 2 handlebars
- 3 life jacket
- 4 oars
- 5 suit
- 6 medicine

WB D Reorder the words to make questions. Don't forget the punctuation.

- Introduce the activity by eliciting the first two questions orally. Write them on the board and remind the class of the word order in questions.

Answers

- 1 Have you ever ridden a camel?
- 2 Where do the apes live?
- 3 What do they make in Japan?
- 4 Why hasn't Jamil answered my letter?

- 5 Which country is hotter in summer, India or Italy? *or ... summer – India or ...*

WB E Read Ahmad's answers and write Khalid's questions.

- Tell the class to read the first answer and try to form Khalid's question. Elicit each question orally before the students write them.

Answers

Khalid: Are you going to New York this year?

Khalid: How long will you be there?

Khalid: Have you ever been to India?

Unit 8 Lesson 2: Social Networking

Objectives: Scan for details.

Read for details.

Language: *Wh-* and *Yes/No* questions

Vocabulary: main, polar bear, print, Munich, only (*adj.*), spend (time), surf (the internet), net (= *internet*), email, California, surfboard, capital (city), electronic, electric

21st Century Skills: Study Skills: Transferring information to a table

Reference: Course Book page 89, Workbook pages 88 and 89

Warm up 4 mins

- Elicit the meaning of the title of the page. Talk about the text. Ask the students where they think they might see a page like this. (*In a magazine for young people.*)

A Read and answer these questions. Try to find the answer faster than your partner. Then do Exercise A on page 88 of the Workbook.

18 mins

- Go through the *Reading tip* at the top of page 89 in the Course Book. This reminds the students of how to scan for specific information. They should look for key words – clues – in the questions and be aware of certain language rules. For example, to find the answers to questions 1 and 4, they should look for words that begin with a capital letter.
- When students have finished, tell them to open their Workbooks at page 88.

WB A Write the answers to the questions in Exercise A on page 89 of your Course Book in the table. Then compare your answers.

- Tell the students to scan the four texts as quickly as possible to find the answers and fill in the table in Exercise A on page 88 of their Workbooks. Encourage them to race their partner to find all the answers. The student in each pair that finds all the answers first 'wins'. The students now compare their answers.

Note: You could make it more competitive by asking the students to raise their hands each time they complete one set of answers in the table. They could raise their hands to indicate they have completed a set of answers and then continue.

Answers

Name	Girl or Boy?	Age	Country
Rona	girl	11	Canada
Josh	boy	13	United States
Hans	boy	13	Germany
Nasreen	girl	14	India

B Now do Exercises B to D on pages 88 and 89 of the Workbook

23 mins

- Direct Students to pages 88 and 89 of the Workbook.

WB B Now answer these questions about the texts on page 89 of your Course Book.

- Tell the students to scan the four texts in Exercise A on page 89 of the Course Book and the table in Exercise A on page 88 of the Workbook, to find the answers to the questions in Exercise B.
- Point out that they should follow the *Reading tip* and find clues in the questions. Do the first one with them. Present *electronic* and *electric* when you check the answers.

Answers

- 1 Rona
- 2 Nasreen
- 3 She wants a girl penfriend.
- 4 He wants to drive a car.
- 5 Five
- 6 A computer
- 7 b

- Write the new words on the board. Tell the students to scan the texts on page 89 of the Course Book and underline the words. Then tell them to look at the pictures to work out their meanings.

WB C Which of the four people on page 89 of the Course Book would you email? Why?

- Ask the students to look back over the texts and choose someone they would like to have as a pen-friend. Ask them to give reasons.

WB D Write an advertisement for a penfriend in your notebook.

- Discuss the form of the advertisement as a class. Then ask the students to work in pairs and plan their advertisement.
- Ask the students to work in pairs and follow the usual procedure for planning, writing a draft and improving their work.
- Tell the students to write their letters individually in their notebooks.

Model answer

My name is Rob. I live in York, a city in the north of England. I'm fourteen, and I'd like a penfriend of my age. I have two brothers, both older than me. When I'm not at school, I spend a lot of time playing sports (I like golf and football best, but I'm not very good at them) and playing the piano. Sport and music are my main interests, so I also like reading about them on the internet. I spend hours on the internet. I also like going to sports events and music concerts. Send me an email and say hello! I hope we can be friends.

Unit 8 Lesson 3: Keep Listening!

Objectives: Make predictions.

Listen for gist, details, and to identify sequence of events.

Write correct verb forms to complete the story.

Write conditional sentences.

Language: Past tense

Vocabulary: for example, point (*n*) (= *idea*), thought, century, transport, safe, travel (*v*), anyone, anywhere, radiation, agree, brightly, get dressed, bus stop, shop window, cheap, forget all about something, run after

21st Century Skills: Study Skills: Transferring information to a table

Reference: Course Book page 90, Workbook pages 89 to 91, 48 and 49

Warm up 5 mins

- Elicit the meaning of the page title. Ask the students to look at the cartoon and to explain

what it means. Elicit ideas from different students before clarifying that it means you should pay attention when you listen.

- Go through *Listening tip*: Focusing on information with the students. It gives three pieces of advice:
Concentrate
Predict
Don't stop listening if you hear a word you don't understand
- Convince the students of the benefits of these tips and how they will help them improve their listening ability.

A Read the sentences, look at the pictures and answer the question.

8 mins

- Tell the students to read the introductory text about the radio programme. Ask them to look at the four illustrations and to note down two things: what they think the people in the radio programme are going to talk about, and what they are going to say about the subject. Elicit possible answers from individual students, but don't confirm at this stage.

Note: Don't direct attention to the table at the bottom of the page.

Possible answers

- Food: It is bad to eat too many burgers.
- Cars: Are big, fast cars a good thing?
- TV: We watch too much TV.
- Mobile phones: Young people (do not) need mobile phones.

B 48 Now listen and check your ideas.

8 mins

- Play 48 as the students listen to check their ideas. Find out if any students made correct predictions.

48

On the radio, some people are talking about Our World Today. Listen.

- Speaker 1: So, I think we are very lucky to be living in the 21st century. Think of all the things we have that our parents and grandparents didn't have. We can buy food from all over the world, for example.
- Speaker 2: But today, some of the food we get is not good for us. I've stopped eating meat, for example. I don't think it's safe.
- Speaker 3: Yes, that's true. We don't eat beef now and my children are very upset because they loved burgers.
- Speaker 1: What about transport? Today, we can travel all over our own country in cars instead of having to walk or ride camels or horses. And we can travel anywhere in the world quickly and easily by plane. My parents never went outside Libya!
- Speaker 2: Yes, but look at all the accidents we have!
- Speaker 3: And cars make us lazy. Nobody wants to walk anywhere these days.
- Speaker 1: Well, you can't find anything wrong with all the information we can get today, on television and the internet. And you don't have to go outside your own home! I think it's fantastic! And it's very good for children. They can learn so much.
- Speaker 2: But look at all the programmes on television that are *not* good for children. And the internet is even worse! I'd rather my children read books.
- Speaker 1: Well, you can always switch off the television. And what about the telephone, and especially mobile phones? You have to admit that they're amazing! We can telephone anyone anywhere from anywhere.
- Speaker 3: But I've read that mobile phones are dangerous – especially to children. It's radiation, I think.
- Speaker 1: Oh, I don't believe it! There's something wrong with everything that's new.

C 48 Listen again. What do the speakers say about these things? Make notes. Then compare your notes with the rest of the class.

6 mins

- Focus on the table at the bottom of the page. Present *point*. Ask the students to copy the table in their notebooks. Tell the students they are going to hear the discussion programme again and that this time they should make short notes of the good and bad points on each subject.
- Remind the students how to make notes. Then play 48 twice more as they listen and write notes.
- Make sure that most students have made some notes and play 48 again if students have difficulty understanding. During feedback, elicit or present *century, transport, anyone, anywhere, safe, travel and radiation*. Write the new words on the board.

Possible answers

- Food**
Good points: Food from all over the world
Bad points: Some food not safe.
- Transport**
Good points: Travel all over by car and plane.
Bad points: Accidents. Cars make us lazy.
- Information on TV, internet**
Good points: Children learn a lot.
Bad points: Many TV programmes not good for children.
- Mobile phones**
Good points: Phone anyone from anywhere.
Bad points: Dangerous for children.

D Answer the questions.

5 mins

- Ask the students to read the two questions in Exercise D at the bottom of page 90 in their Course Books. Present *agree with* and write these sentences on the board.
I agree with that (point).
I don't agree with that (point).
I agree with him/her.
I don't agree with him/her.
- Ask the students to repeat the points made in the radio programme, say whether they agree with them or not, and to make their own good or bad points about the subjects.

E Now do Exercises A to E on pages 89 to 91 of the Workbook.

13 mins

- Direct the students to pages 89 to 91 of their Workbook.

WB A Complete each sentence with the correct tense of the verb in brackets.

- Read the whole exercise aloud with the class and explain, if necessary, the use of the tenses shown. Present *suitcase*. Tell the students to complete the exercise in writing.
- Elicit the completed sentences orally.

Answers

- We're *meeting* at Sameera's house at seven o'clock this evening.
- I *see* my friend every evening after school.
- I *saw* Mazin on the beach two hours ago. He *was fishing*.
- You *will recognize* me when you see me because I *will be carrying* a blue and green suitcase.
- I've *written* this letter five times and it's still not right.
- When the phone *rang*, I *was washing* the dishes.
- We are on holiday in Oman and we *are enjoying* ourselves very much.

WB B Join these sentences. Use suitable link words.

- The students have to think of suitable link words to join the separate sentences in Exercise B on page 89 of the Workbook.

Answers

- I'm very tired *because* I went to bed very late.
- I tried to cook some chicken, *but* I didn't know what to do *and* it was horrible.
- Do you want to buy a computer *or* a CD player?

WB C 49 Listen to a story and number the pictures in the correct order.

- Introduce John, the cartoon character in the pictures on page 90 of the Workbook. Explain that the pictures are in the wrong order. Tell the students to study the pictures and think about what is happening in the story. Elicit what John is doing in each picture. Present *to get dressed*.
- Ask the class what they expect the sequence of events to be in John's story. Elicit agreement on the most probable first picture. (*John waking up*.) Then elicit ideas from individual students on other parts of the sequence.
- Ask the students to listen to the story and number the pictures for the events as they occur. Play 49.

Answers

3 7
1 10 5
2 9 4
8 6

49**Listen to a story and number the pictures in the correct order.**

When John opened his eyes this morning, the sun was shining brightly. He *felt* great. He *jumped* out of bed and *got* dressed quickly. Then he *had* breakfast. After that, he *said* 'Goodbye' to his wife and *walked* slowly to the bus stop. On the way, he *smiled* at everybody he *met*. 'Good morning. Lovely day!' he *said*.

Suddenly, in a shop window, he *saw* this advertisement: Special offer! Cheap trips to India!

'India! I've always *wanted* to go there,' John *thought* and he *began* to dream about elephants and tigers. He *forgot* all about his bus. When he turned around, the bus *was moving* away from the stop. He *ran* after it shouting, but the driver *did not* stop.

'Oh, dear. Now I'll be late for work,' John *thought* sadly. 'Some days begin better than they finish.'

WB D Read and complete the story with verbs from the box below. Use the correct forms.

- Tell the students to read the whole story first, then choose a verb from the box below and write it in the correct form. Explain that they do not need to use every verb in the box and they may need to use one verb more than once.

Answers

See 49 above. The verbs are in *italics*.

WB E Complete these sentences with suitable endings. Write them in your notebook.

- Ask the students to complete the sentences in Exercise E on page 91 of their Workbook by thinking up original second halves for them. They should write the sentences in their notebooks.

Possible answers

- 1 ... I'll walk home.
- 2 ... we'll work in the garden.
- 3 ... you come home late.
- 4 ... I remember.

Unit 8 Lesson 4:

A Different Kind of Holiday

Objectives: Read for gist.
Make and check predictions.
Read for inference.
Work out meanings.

Language: –

Vocabulary: parking place, valley, magnificent, scenery, quiet (n), bark (v), rush (v), step (v), hillside, roll (v), rock (n), steep, agony, alive, nurse (n), delighted

21st Century Skills: Study Skills: Inferring meaning from context

Reference: Course Book page 91, Workbook pages 92 and 93

students to be imaginative rather than accurate – imagination will help their reading.

- Tell the students to read the first part of the story in Exercise A on page 91 of their Course Book and check their predictions. Encourage them to read just for this purpose, so that they read quickly.
- Elicit some predictions about what happens next. Ask the students to try to finish the sentence *Sounds like ...*
- Have the students answer questions 1 to 5 in pairs, then go over the answers as a class.

Possible answers

- 1 scared, in pain, confused
- 2 myself
- 3 huge, lovely,
- 4 faster
- 5 every bit of me hurts

B Talk about your ideas. Then read the rest of the story in the Workbook. 9 mins

- Ask the students to read the rest of the story.

Warm up 6 mins

- Explain to the students that they are going to read a story in two parts: part one is in their Course Books, part two is in Exercise B in their Workbooks. They are also going to look at two more *Reading tips* to help them read better.
- Go through the *Reading tip* at the top of page 91 in the Course Book. Find out from the students if they do any of these things already. Encourage the students to do them when they read this particular story.

A Look at the pictures, answer the questions and talk about your ideas. Then read quickly and check. 10 mins

- Ask the students to look at the title of the story and the two pictures and say what they think the story might be about. Focus on the question *Is he dead?* It is also a clue. (*He can't be dead because he wrote the story.*) Encourage the

C Now do Exercises A to E on pages 92 and 93 of the Workbook.

- Direct the students to page 92 of the Workbook.

WB A Answer these questions about the story on page 91 of your Course Book. Write short answers.

- Go through the *Reading tip* in Exercise A on page 92 of the Workbook. Point out how this helps in reading. For example, as you are reading you may wish to clarify something you have read. If you know where to look, you don't have to begin reading all over again from the beginning.
- Ask the students to scan the first part of the story on page 91 of the Course Book to find the answers to the questions in Exercise A on page 92 of the Workbook.

Answers

- 1 Once.
- 2 To look at the view.
- 3 A big dog was rushing towards him.
- 4 He was frightened. The dog was barking (and rushing at him).
- 5 The hillside was too steep.

WB B Now read the rest of the story and answer the questions.

- Tell the students that there are questions on page 93 of the Workbook that they need to answer about the second part of the story. Ask them to read the questions first, then read the rest of the story. Each time they locate the right part of the text they should read it carefully and answer the question.

Answers

- 1 In hospital.
- 2 The nurse smiled kindly (so he felt relaxed).
- 3 Go home.
- 4 A week.
- 5 A friend drove him.

WB C Work out the meaning of these words from the story. Remember the Reading tip.

- Ask the students to search the two parts of the story to find the words listed. They can do this by:
looking for clues near the words;
thinking of words they already know.

WB D This is what happened to Bob when he went to work one day. Talk about the pictures with your partner.

- Present *crash helmet* and *motor bike*. Tell the students to work in pairs and discuss how to tell the picture story in Exercise D on page 93 of the Workbook.
- Ask pairs of students to tell the story so far. Ask one pair to begin the story, the next pair continues, and so on.

WB E Write the story in your notebook. Remember all the Writing tips!

- The students go through the usual procedure for writing continuous text:
 - a note down ideas
 - b organize them
 - c write a draft
- Go through all the *Writing tips* and ask the students to check and improve their stories. For these stages the students work in pairs.
- Tell the students to write a final copy in their notebooks individually.

Model story

Bob always leaves home early in the morning to get to work. He wears a safety helmet because he rides a motorbike.

The traffic is usually very busy in the mornings, but Bob can move between the cars quickly on his motorbike.

One morning, the road was the busiest Bob had ever seen it. He couldn't see far in front of him. The traffic was moving very slowly and Bob was getting late for work.

Bob was travelling faster than the cars. Suddenly, he saw a flash of white hair appear from behind a bus. A dog had run into the road, right in front of his motorbike!

Bob stopped his bike so suddenly that he fell over the handlebars and onto the hard ground. Luckily, he fell to the side of the road and away from the traffic. He saw his motorbike slide away across the road. He looked up and saw the white dog running away. It ran behind a van.

Bob slowly stood up and looked down. Luckily, he hadn't hurt himself badly. He got back onto his motorbike. "It's lucky I was wearing my helmet," he thought. He looked around for the dog, but it was nowhere to be seen.

When he got to work, Bob saw his boss in the car park. "Morning Bob!" he asked. "Have you seen my dog?"

- Ask individual students to read their stories aloud. The reaction of the class can be used to test whether or not the writing is good.

Garnet

Garnet

Components of *English for Libya, Preparatory 2*

- Course Book
- Workbook
- Teacher's Book
- Audio

The Course Book presents new language and provides opportunities to practise English language and 21st Century Skills using a wide variety of reading and listening materials. Reading texts include websites, emails, articles, leaflets, reports with graphs and tables, guidebooks and advertisements. The students listen to dialogues, talks, phone calls, news items and discussions. The topics featured reflect the age and interest of the students and draw upon their knowledge and experience of the world.

The Course Book also includes a list of Key Words, which provides definitions and phonetic transcriptions of the most important vocabulary used in the course.

The Workbook contains stimulating activities to consolidate vocabulary and grammar, develop phonic awareness and practise the four skills. The students have the opportunity to personalize the language presented in the Course Book, take part in communicative speaking activities and carry out structured writing tasks and project work.

The Teacher's Book contains an introduction with practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation.

The Audio extracts comprise recordings of all the listening texts, exercises and phonic work in the Course Book and Workbook.

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