

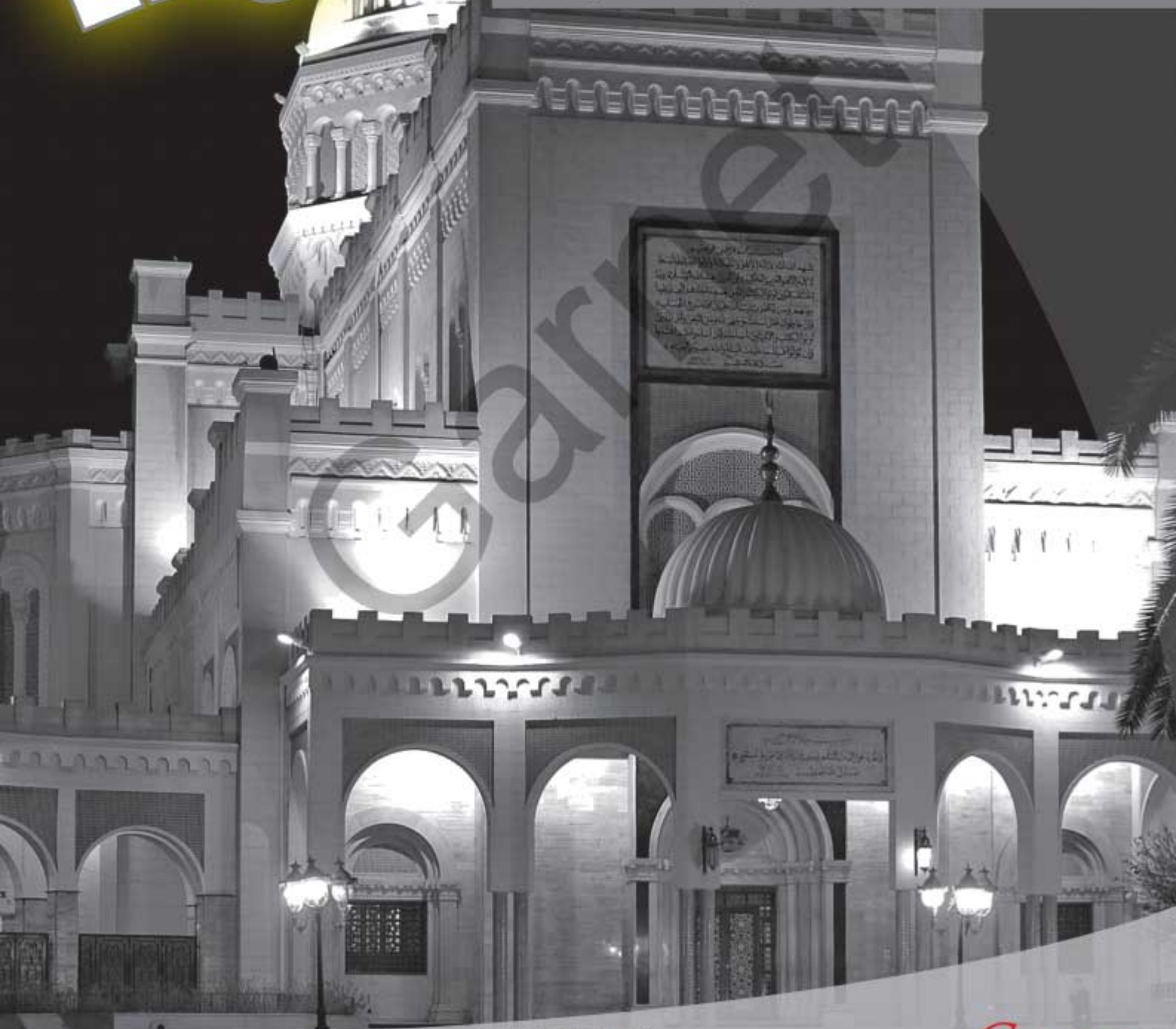


State of Libya
Ministry of Education
Curricula and Educational Research Centre

21st CENTURY

English for Libya

Preparatory 3 Teacher's Book



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2020-2019 م
مركز المناهج التعليمية والبحوث التربوية - ليبيا

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English for Libya

Preparatory 3 Teacher's Book

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إشراف: لجنة من مركز المناهج التعليمية والبحوث التربوية

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Reading and writing	<ul style="list-style-type: none"> Reading to work out meaning, sequence and detail ☐ Reading an episode of a story Reading an interview and own story aloud Filling in an application form ☐ Expanding notes ☐ Rewriting paragraphs Writing a short account of a personal event 	<ul style="list-style-type: none"> Reading for gist, detail and language ☐ Reading an episode of a story Reading to identify the main idea of each paragraph Reading to check information Correcting two paragraphs marked by a teacher ☐ Writing a limerick for the magazine Writing a personal email ☐ 	<ul style="list-style-type: none"> Reading an episode of a story Reading conversations aloud Reading and writing about sporting events ☐ Identifying relevant information in short factual texts ☐ Studying a writing plan and learning about topic sentences before writing a paragraph ☐ 	<ul style="list-style-type: none"> Reading to improve reading skills ☐ Reading to recognize different word types ☐ Reading to improve writing skills ☐ Writing notes in a spider diagram ☐
Structure and language	<ul style="list-style-type: none"> Revision of tenses Present perfect with <i>for</i> and <i>since</i> Gerunds after <i>like</i>, <i>enjoy</i>, <i>hate</i>, etc. Apostrophe before and after <i>s</i> Defining relative clause with <i>who</i> Syllable stress 	<ul style="list-style-type: none"> Giving advice with <i>should</i> Adverbial time phrases Quantifiers: <i>a little</i>, <i>a lot</i>, etc. <i>want</i> + noun/pronoun + <i>to</i> + infinitive Revision of <i>should</i> + infinitive 	<ul style="list-style-type: none"> <i>What would you like to (do)? I'd like to ...</i> <i>How good are you at (volleyball)? I'm quite good. I'd like to learn how to play it.</i> Past habitual tense: <i>used to</i> + infinitive Decimal numbers Comparatives and superlatives 	
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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, collaboration, 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 3. 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. Tips on grammar and other language skills are presented regularly in order to help students begin to understand language 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 3 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 3* 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. Studying 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 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. 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.

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 notes, matching information, etc. or listening for specific words
- 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 and learning resources 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 lesson objectives, the new language and vocabulary presented and with 21st century skills included in the unit.
- Easy-to-follow lesson notes for each individual exercise. 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



Suggested timing

4 Organization

21st Century English for Libya, Preparatory 3 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 (Fun with English) recycle language from the previous three units, presenting the language in different contexts. The Book Map contains detailed unit-by-unit information on the objectives, activities and language items covered and highlights the 21st century skills in each unit.

5 Features of the course

5.1 Functional grammar and language 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 language competence. The tips are presented in shaded 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 3* contains a number of projects and extended writing activities. The teacher may decide to ask students to do these independently outside of the lesson 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 start of the course. Various methods of categorizing and arranging vocabulary are possible: 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 3*.

The students are also shown 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 3*.

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 centre? How do I get to the library 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 3* 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, help less confident students, so 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 *Components 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 work can be graded, but this should be carried out sensitively (see below).

As well as using the 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 educational policy, 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 give students tasks for independent study, it is important to keep a record of the students who complete the work 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 independent work 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 3* fall into the following broad types:

- words and phrases
- conversations between two or more speakers
- descriptions of people, places and things
- narratives of interviews
- 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 following related sub-skills:

- 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 pictures 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 students' 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 3*. For details of tasks in particular lessons, see the Book Map and unit summaries. In *Preparatory 3* the students will work towards the following competencies:

- understanding the differences between 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 3 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./I'm not sure about that.*

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 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 3*:

- 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 3 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 in previous levels. 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 3*:

- 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 on page 100 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. Some writing tasks may be set as independent study, 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 3 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 to identify agreement and disagreement
- Listening and writing notes
- Role-playing an interview
- Asking for and making suggestions politely
- Identifying syllable stress in conversations
- Listening for and using intonation to convey emotion

Reading and writing

- Reading for gist and detail
- Scanning for words
- Reading for enjoyment
- Reconstructing written paragraphs from notes
- Punctuating a paragraph
- Reconstructing jumbled paragraphs using pronoun references
- Reading about someone's problems and responding with written advice
- Writing a short story

Structure and language

- Ownership and possession: possessive *s*
- Gerunds after *like, love, hate, dislike, enjoy*
- Relative clauses with *who*
- Describing periods of time with *for* and *since*
- Imperatives
- Pronouns
- Punctuation: speech marks

Vocabulary

- Sections of a magazine and related jobs
- Adjectives describing people's personalities
- Activities on an adventure camp

21st Century Skills

- Media Literacy: Inferring information from notices and ads
- Communication Skills: Completing an application form; understanding meaning from context; inferring information from conversations
- Life Skills: Critical thinking
- Research Skills: Conducting interviews
- Study Skills: Inferring information from notes; completing a table

Key words

accident (n) – /'æksɪd(ə)nt/	embarrassing (adj) – /ɪm'bærəsɪŋ/	poetry (n) – /'pəʊtri/
adventure (n) – /əd'ventʃə(r)/	enjoy (v) – /ɪn'dʒɔɪ/	polite (adj) – /pə'laɪt/
advertisement (n) – /əd'vɜ:(r)tɪsmənt/	exam (examination) (n) – /ɪg'zæm/	print (v) – /prɪnt/
advice (n) – /əd'vaɪs/	favourite (adj) – /'feɪv(ə)rət/	print (n) – /prɪnt/
afraid (adj) – /ə'freɪd/	first (adj) – /fɜ:(r)st/	printer (n) – /'prɪntə(r)/
article (n) – /'ɑ:(r)tɪk(ə)l/	football (n) – /'fʊt,bɔ:l/	problem (n) – /'prɒbləm/
ballooning (n) – /bə'lʊ:nɪŋ/	form (n) – /fɔ:(r)m/	report (v) – /rɪ'pɔ:(r)t/
camp (n) – /kæmp/	friendly (adj) – /'frendli/	reporter (n) – /rɪ'pɔ:(r)tə(r)/
camp (v) – /kæmp/	hobby (n) – /'hɒbi/	ring road (n) – /rɪŋ rəʊd/
campfire (n) – /'kæmp,faɪə(r)/	horse-riding (n) – /hɔ:(r)s 'raɪdɪŋ/	scuba-diving (n) – /ˈsku:bə ˌdaɪvɪŋ/
cartoon (n) – /kɑ:(r)'tu:n/	impolite (adj) – /ɪmpə'laɪt/	section (n) – /'sekʃ(ə)n/
climbing (n) – /'klaɪmɪŋ/	interview (n) – /'ɪntə(r)vju:/	shy (adj) – /ʃaɪ/
confident (adj) – /'kɒnfɪd(ə)nt/	interview (v) – /'ɪntə(r)vju:/	stammer (v) – /'stæmə(r)/
cover (n) – /'kʌvə(r)/	joke (n) – /dʒəʊk/	well known (adj) – /wel nəʊn/
definition (n) – /,defə'nɪʃ(ə)n/	letter (n) – /'letə(r)/	win (v) – /wɪn/
die (v) – /daɪ/	magazine (n) – /,mæɡə'zi:n/	windsurfing (n) – /'wɪn(d),sɜ:(r)fɪŋ/
dislike (v) – /dɪs'lʌk/	mark (n) – /mɑ:(r)k/	work (v) – /wɜ:(r)k/
edit (v) – /'edɪt/	moment (n) – /'məʊmənt/	youth (n) – /ju:θ/
editor (n) – /'edɪtə(r)/	news (n) – /nju:z/	
embarrassed (adj) – /ɪm'bærəst/	photographer (n) – /fə'tɒɡrəfə(r)/	

Unit 1 Lesson 1:

Our School Magazine

Objectives: Read a poster introducing the unit and project topics. Arrange items in alphabetical order. Match words and definitions to develop vocabulary. Listen to a conversation and identify what is agreed upon.

Language: Expressing ownership and possession: possessive *s*

Vocabulary: *magazine, monthly, team, contribution, definition, description, event, interview (n, v), report (n), cartoon, joke (n), poetry, in print, section (n), news, well known*

21st Century Skills: Media Literacy: Inferring information from notices and ads; Communication Skills: Inferring information from conversations

Reference: Course Book page 8, Workbook page 4, 1

Warm up 5 mins

- Read the introductory text aloud. Present the meaning of *monthly*, *team* and *contribution* (use the picture to help present *contribution*). Then present the word *notice* using the notice in the Course Book. Ask questions about the pictures like these:
Where do you think this notice is? (In the girls' school.)
Who wrote it? (The team.)
What's A.M.I.S.G.? (Al Mustafa Intermediate School for Girls.)
What's the box for? (The contributions.)
What's on the side of the box? (The notice.)

- Elicit the instructions on the notice (in large print) and present *section* and *in print*.

A Read the notice then answer the questions below. 20 mins

- Read the rubric to the class. Tell the students to start with questions 1 and 2. Explain that they only need to use the first words to arrange the sections in alphabetical order. They should write them in a list in their notebooks. They may need to be reminded about ordering words that begin with the same letter – they should look at the next letter.
- Note:** The purpose of writing the words before they work out the meanings is to get the students to focus on them carefully. It should help them to work out the meanings, especially if they say the words aloud as they write them.
- Carry out an oral class check.
- Now tell the students to do question 3 in pairs. They should follow the sequence from a to g.
- Carry out an oral class check. Ask the students to use the words and definitions in complete sentences like this:
Cartoons are funny stories with small pictures.
Jokes are short, funny stories.
- Ask questions to consolidate understanding of the new words. For example:
Where can you find cartoons? (In comics, newspapers and magazines, and films.)
Do you know any jokes/poetry?
Are there any interesting events in our school this week?
- Elicit answers to question 4. Begin by asking the students just to choose a section. Then get them to give reasons for their choices.

Answers

- 11 sections
- Cartoons, Interviews, Jokes, Letters, Poetry, Problem page, Puzzles, School news, Sports reports, Stories, Town events
- Cartoons
 - Jokes
 - Poetry
 - Interviews
 - Town events
 - Sports reports
 - School news

- 4 Possible answer: I would read the jokes section because it is funny.

Expressing ownership and possession: Possessive 's' 5 mins

- Tell the students to read the grammar box. Then write these phrases on the board for them to punctuate:
the three footballers story
the only child's story

Answers

the three footballers' story
the only child's story

B Now do Exercises A and B on page 4 of the Workbook. 15 mins

- Direct the students to page 4 of the Workbook.

WB A Read and complete the sentences. Choose the best words from the box.

- Revise the vocabulary in the box by asking questions as follows:
What can you write? (letters, poetry, reports, jokes)
What can you tell? (jokes)
What can you draw? (cartoons)
What can you join? (a team)
What is another word for 'famous'? (well known)
- Tell the students to attempt to complete the sentences with no further preparation. To check, elicit answers orally.

Answers

- joke
- letter
- team
- well-known
- poetry


- Refer to the question *Which sentences can you put these adjectives into?* Elicit suggestions.

Answers

interesting – best in sentence 2

funny – could go into sentences 1, 2 or 5

WB B 1 Listen and match.

- This listening exercise introduces a similar scenario to the one in the Course Book. Play  1 once, with pauses, for students to complete the exercise; then play it again for them to check. Elicit the answers.

1

- Nadia: Right. The interview. We need somebody to do the interview. Would you like to interview somebody, Maysam?
- Maysam: Me? No. I can't do that, Nadia. I'm doing the problem page.
- Nadia: Oh, yes. Of course you are. Maysam – problem page. But we still need somebody to do the interview.
- Maysam: How about Sarah? She likes talking to people. And she writes well.
- Nadia: OK. Good idea. Sarah – interview. What's next?
- Maysam: Um – the story. We don't have a story yet.
- Nadia: Don't we? Oh, dear. Well, I'll write the story. It'll be quicker if I do it. OK with you?
- Maysam: Fine. But will you have time, Nadia?
- Nadia: Sure. I'll do it. Nadia – story. Now – who wrote about School news last time?
- Maysam: Just a minute. Um. School news – Rasha. But she doesn't want to do it again. She told me. She wants to write a review of a TV programme.
- Nadia: Well, if she really wants to, I don't mind. Rasha – TV review. But who'll do the School news, then?
- Maysam: I think Muna wants to do the School news this time. She asked me.

- Nadia: OK. Muna – School news. That leaves just the Sports news. Who's interested in sport?
- Maysam: Sally. She loves sport.
- Nadia: Yes. But is she good at English?
- Maysam: Sally? Of course. She's fantastic at English.
- Nadia: Well, Sally it is, then. Sally – Sports news. I think that's it.
- Maysam: Right. Let's go and get something to drink.

Answers

Maysam	c
Sarah	d
Nadia	f
Rasha	b
Muna	e
Sally	a

Unit 1 Lesson 2:

A New Project

Objectives: Study simplified dictionary entries.
Listen for gist and detail.
Decide on roles for writing a magazine and its contents.

Language: Asking and suggesting politely: *Why don't we ...*, *Let's ...*, *What shall we do?* *I'll be X.*

Vocabulary: *project (n)*, *article*, *cover (n)*, *edit*, *editor*, *print (v)*, *printer*, *report (v)*, *reporter*, *photograph*, *photographer*, *verb (Gr.)*, *noun (Gr.)*, *decide*, *syllable*, *section*

21st Century Skills: Communication Skills:
Inferring information from conversations

Reference: Course Book page 9,
Workbook page 5, 2

Warm up 2 mins

- Read the page title aloud and elicit the meaning of *project*. Tell the students that they are going to listen to some children talking about a school project. Explain that, first, they are going to find the meanings of new words to help them.

A Study the words and their definitions then answer the questions below.

8 mins

- Read question 1 aloud. If necessary, explain that the letters are short for full words. Then give the class enough time to work out the answer. Don't accept any answers until most students have their hands up. Elicit the answers and write *noun* and *verb* on the board.
- Ask the class to give you some examples of nouns and verbs, and write them under the two headings.
- Elicit the answers to questions 2 and 3. Then ask about the other words in the list: *article*, *cover*, *edit*, *editor*, *print*.

Answers

- (n.)* means *noun*. *(v.)* means *verb*.
- Two meanings.
- Report* means to describe an event (verb) or a piece of writing describing an event (noun).
A *reporter* is someone who reports events, or writes reports.

B 2 Listen and answer these questions. Then listen again and do Exercises A and B on page 5 of the Workbook.

20 mins

- Ask a student to read the rubric aloud and then the two questions. Present *decide*. Use the pictures, caption and speech bubbles to prepare the class for the listening. For example, elicit the name of the school and ask the students to guess the answers to the questions. Don't confirm or correct any predictions at this stage. Elicit the meaning of *photographer* and practise pronunciation.

- Play the introduction to 2. Make sure the students understand the task. Then play 2 up to where Layth says *Exactly! Come on, Mazin.*

2

Mazin: Hey, Usama! Look at this.
 Usama: What is it?
 Mazin: A magazine. From the girls' school. It's really interesting. Why don't we start a magazine?
 Usama: Mm. I don't know. It'll be a lot of hard work and ...
 Mazin: Well, if you're not interested, Layth will be. Layth! Have you seen this magazine from the girls' school?
 Layth: Yes, I have. Good, isn't it? Why don't we start one?
 Mazin: You see, Usama. I told you.
 Usama: Oh, but it'll be too much work and ...
 Layth: Oh, come on, Usama. It'll be fun.
 Usama: Oh, all right. Maybe. But who'll decide what goes into the magazine?
 Layth: We'll need an editor. Just a minute! Mazin, you're good at English. Why don't you be the editor?
 Mazin: You're good at English too, Layth.
 Layth: But I want to be a reporter. I think you'll be a good editor, Mazin. Don't you, Usama?
 Usama: Yes, great! Fantastic! Mazin is really good at English and he's good at telling people what to do.
 Layth: Exactly! Come on, Mazin.
 Mazin: Oh, all right then. I'll be the editor. And you want to be a reporter, Layth?
 Layth: Yes.
 Usama: Can I be a reporter, too?
 Mazin: Of course. You write very well. But I thought you didn't want to ...
 Usama: Well ... you know ...
 Mazin: Right. We have an editor and two reporters. That's a good start. Now – what sections shall we have? There's a list in the girls' magazine. We don't want all these, do we?

Layth: No, no. There are too many.
 Usama: Let's have articles about the school.
 Mazin: I agree, but can't we have some articles about things outside the school? Like the interview.
 Usama: Who'll be the photographer and take the photographs? I don't have a camera. Do you?
 Tariq: Hi, everybody. What are you talking about?
 Mazin: Hi, Tariq. Tariq! You have a camera, don't you?
 Tariq: Yes. And I'm a good photographer. Why?

- Elicit the answers.

Answers

- 1 They are talking about the girls' school magazine.
- 2 They decide to start their own school magazine.

- Direct the students to page 5 of the Workbook.

WB A 2 Listen to Track 2 again and answer these questions. Write short answers.

- Elicit the names of the four boys – Mazin, Usama, Layth and Tariq – and write them on the board. Elicit whose idea it is to start the magazine.
- Introduce Exercise A. Give the students time to read the four questions before playing the audio. They should already know the answers to questions 1 and 2, and they should have an idea about question 3.
- Play 2 from beginning to end this time. Tell the students to complete as much as they can using short answers. Play 2 again so that they can check and complete their answers. Check answers orally as a class.

Answers

- 1 Usama
- 2 Mazin, because he's good at English
- 3 reporters
- 4 photographer

WB B Listen again and underline the strong syllable in these words.

- Introduce Exercise B and explain *syllable*. Play the second half of 2. (Start anywhere before Mazin says *Right. We have an editor and two reporters.*) While the students are marking the stress, write the words on the board.
- To check the answers, ask individuals to come to the board and mark the stress on each word.

Answers

magazine

reporter

interview

photograph

photographer

C Your project this year is to write your own English magazine. Decide on these things in groups, then as a class. 10 mins

- Invite a student to read the three topics to be discussed. Draw their attention to the language box at the bottom of the page and elicit the language for making suggestions. Then tell the class to discuss the questions in groups.

D Study the Functional grammar box below then do Exercise C on page 5 of the Workbook. 5 mins

- Direct the students back to page 5 of the Workbook; they should keep their Course Books open so that they can refer to the phrases for making suggestions as they write their sentences.

WB C Make your own suggestions to:

- If your class is confident, you can direct them to work on their suggestions individually, and then elicit suggestions. If they are less confident, get suggestions from various students first and write them up on the board, eliciting the corrections for any mistakes as a whole-class activity, until you have a few possible answers. Then encourage students to write their own answers.

Possible answers

Why don't we go to an Italian restaurant tonight?
Let's have an essay about historical places in Libya in the school magazine.

**Unit 1 Lesson 3:
An Interview**

Objectives: Read and understand the text of an interview.
Read aloud.
Make sentences orally.
Write answers to questions.

Language: Gerunds after *like, love, hate, dislike, enjoy*
Relative clauses with *who*
Describing periods of time with *for* and *since*

Vocabulary: *the following, well-known, run (a business), since (prep), work (n, v), spare time, dislike (v), garden (n, v), wife, polite, impolite, shout (v), pasta, programme (n), centre (n), ring road, favourite, adjective, relative clause*

21st Century Skills: Research Skills:
Conducting interviews
Study Skills: Completing a table

Reference: Course Book pages 10–11,
Workbook pages 5–6, 3

Warm up 2 mins

- Elicit the page title. Tell the students to guess/ find out where this interview comes from. (The students' school magazine.)
- Ask the students to look at the interview and think about why there are two kinds of print. Describe one as being dark and slanted and tell them that this style of print is called bold and italic. Ask: *What's in bold italic?* Elicit the answer *The questions*. Explain that using bold

italic means that the names of the speakers are not needed and that it makes the interview easier to read. Point out that italic is conventionally used when referring to the titles of books, films, plays and television programmes, e.g., *A Taste of the Sea*.

A This is the students' first interview for their magazine. Read it and find words that mean the following: 5 mins

- Elicit the rubric. Then read the introduction to the interview aloud and elicit the word that means *famous* (*well-known*). Tell the students to work in pairs and complete the rest of the activity. Tell them to write the answers in their notebooks.

Answers

- well-known
- dislike
- impolite
- ring road

- Write the following words on the board: *wife*, *shout*, *pasta*. Ask the students to find these words and guess their meaning.
- Ask students to look again at the interview and to find the words *cleaning up* and *washing up*. See if students can guess the meaning (*cleaning up* means *tidying up*, putting things away and making a place clean; *washing up* means washing the plates, glasses, knives and forks, etc. after people have eaten).

B Now do Exercise A on page 5 of the Workbook. 5 mins

- Direct the students to page 5 of the Workbook.

WB A Answer these questions about the interview on page 10 of your Course Book. Write short answers.

- Do the first two questions as a class. Use the opportunity to introduce *for* and *since*. Don't spend time on the grammar at this stage, just indicate the meaning. Tell the students to write the answers in their Workbooks.
- Tell the students to read and answer the remaining questions. Then elicit all the answers orally.

Answers

- For ten years.
- Since he was born.
- Cleaning up, washing-up and gardening.
- Because he always learns something.
- Because there are too many cars in the town centre.

C 3 Listen to the interview above then read it aloud. 8 mins

- Play 3 with pauses, so that the students can listen to the native-speaker model and try to imitate it. Choose pairs of students to read parts of the interview aloud. Correct pronunciation as necessary.

3

Is the interview on page 10 of the Course Book.

- Tell the students to practise reading aloud in pairs. Select several pairs to listen to. Concentrate on weaker students.

D Study the Functional grammar box about describing periods of time then answer questions 1 to 4 below.

5 mins

- Go through the grammar box. Explain briefly how each sentence is used:
since + fixed time in the past (e.g., *I was born, last week*)
for + period of time (e.g., *one week, ten years*)

- Then ask the questions and elicit different possible answers from the class. (The answers do not have to be true.)

Possible answers

- I've been in this school since 2016.
- I've been in this class for a month.
- My family has lived here since 1997.
- I've known my best friend for five years.

- You can go on to establish the rules for using these phrases:
for + number of years/months/days; or phrases such as *a long time*, *ages*, *years*
since + clause (string of words with a verb), e.g., *I was a baby*; or time words, e.g., *July/August/last year/last week*

E Study the Functional grammar box about naming activities then answer questions 5 and 6 below. 6 mins

- Draw students' attention to the Functional grammar box about naming activities using gerunds. Gerunds are nouns that take the form verb + *-ing*, like *cooking*. Tell the students to find the phrases in the box in the text of the interview on Course Book page 10. Can they find any other phrases that are similar?
- The students should already be very familiar with the language in questions 5 and 6. Highlight the different ways of expressing *like* and *dislike*:
I love, I hate, etc.

Possible answers

- I love watching films.
- I don't enjoy playing football.

F Study the Functional grammar box about describing people then ask and answer questions like questions 7 and 8 below. 6 mins

- Draw students' attention to the Functional grammar box about describing people. Elicit the meaning of *adjective* and explain *relative clause*.

Explain that 'vs' stands for 'versus', which means 'against' and is used when two sports teams are playing against each other. Point out that questions 7/8 and 9/10 are the same – so how are the exercises different? (The phrases in the first word box are adjectives, but the phrases in the second word box are from relative clauses.) Ask and answer a few questions with a strong student, or write models on the board; then get students to ask and answer in pairs.

Possible answers

- I like people who are friendly.
- I don't like people who are lazy.
- I like people who can tell jokes.
- I don't like people who tell lies.

G Now do Exercises B to D on page 6 of the Workbook. 8 mins

- Direct the students to page 6 of the Workbook.

WB B Write answers to these questions.

- Elicit each question orally and ask for some individual answers. Refer to the interview in the Course Book to remind the students to give reasons, examples or explanations where relevant.
- Tell the students to write short answers to each question. Circulate and check their work. Point out errors, but encourage them to correct mistakes themselves.
- If there is time, invite students to read some of their answers to the class.

Possible answers

- I live in Misurata.
- I have lived in Misurata since I was born.
- I have been in this school for three years.
- I love playing football.
- I don't like doing housework or homework.
- I like people who are funny and who can tell jokes. I dislike people who tell lies.
- I like all the programmes about football. My favourite is *Match of the Day*.
- There aren't enough places to play football. Why don't we build a new park?

WB C Read and complete the sentences with *for* or *since*.

- Tell the students to attempt the exercise without preparation. Let them discuss the answers with their partner.
- To check the answers, elicit each sentence orally.

Answers

- for
- since
- since
- for

WB D Write the words. Be careful with your spelling.

- Highlight the example *farm/farmer*. Elicit and write the second pair of words on the board – *print/printer*. Write *skate* and elicit *skater*. Ask how the last example is different. (*Farmer* and *printer* add *-er*, but *skater* adds *-r* only.) Elicit the other different patterns: *edit/editor* and *swim/swimmer*.
- Tell the students to complete the activity on their own and then check their work in pairs.

Answers

farmer	cleaner	driver
printer	catcher	swimmer
editor	player	speaker
reporter	skater	singer
teacher	footballer	writer

Unit 1 Lesson 4: Problems

Objectives: Understand a description of a personal problem and the advice given.
Discuss the advice.

Read short descriptions of personal problems and suggest advice.

Expand notes to write short paragraphs giving advice.

Language: Imperative sentences
Form of notes

Vocabulary: *shy (adj), shyness, afraid, go red, stammer (v), smile (v, n), may (modal), confident, even (adv), probably, piece (n), advice, happiness, kindness, exam, copy (v), paragraph, problem*

21st Century Skills: Study Skills: Inferring information from notes;
Life Skills: Critical thinking

Reference: Course Book pages 12–13, Workbook pages 7–8

Warm up 5 mins

- Ask the class to tell you what the page contains, i.e., two letters, one from Jill, the other from Aunt Sally. Ask: *Why do you think Jill wrote to Aunt Sally?* Prompt them with the page title.
- Make sure the students understand that this page comes from an online magazine. Aunt Sally works on the magazine.

A Look at an online magazine problem page. Do Exercises A and B on page 7 of the Workbook.

10 mins

- Direct the students to page 7 of the Workbook. (They need to keep their Course Books open.)

WB A Read the problem section in the magazine blog on page 12 in the Course Book. Who has a problem? What is it? Write it in your own words.

- Ask the first question in the rubric. The students should know the answer already. Tell the students to read Jill's letter to find out what the problem is and to explain it. Elicit possible answers orally. Encourage the students to give shortened versions of the text in the third person. Elicit the meaning of *afraid* (frightened) and *go red*.

Possible answer

Jill's problem is that she is very shy. She is afraid to speak to the other students and cannot make new friends. When the teacher asks her a question she goes red and the other students laugh.

- Books closed. Ask: *What would you say to Jill?* Encourage the students to offer different pieces of advice.
- Point out that Jill's problem is *shyness*. Write the word on the board. Write *happy* on the board and show how it can be changed into a noun (*happiness*) in the same way. Do the same with *kind* and *kindness*.

WB B Now read both letters on page 12 of your Course Book and find the following:

- Tell the students to read Aunt Sally's reply. They need to search both letters for the words. Check the answers orally.

Answers

- 1 afraid
- 2 stammer
- 3 confident
- 4 hello

- Elicit the meaning of *smile* and explain that it is both a noun and a verb. Give examples.

B What do you think of each piece of advice Aunt Sally gave Jill? Is it ... very good? ... good? ... not very good? Is there any other advice you would give Jill? Explain why.

5 mins

- Read out the rubric and present or elicit the meaning of *piece* and *advice*. Go through each numbered piece of advice, before asking the class to give their opinions on it. Encourage them to give reasons for their answers and to suggest any other advice they would give. They can do this in Arabic if necessary.

C Read these problems. What do you think Aunt Sally will say to the people who sent them?

10 mins

- Introduce the two letters. Discuss the pictures and ask the students to predict what they are about.
- Elicit the instructions. Then discuss how Aunt Sally could answer the first problem as a class.
- Tell the students to work in pairs and discuss the other problem. Elicit ideas orally.

D Sally has made some notes on the problems. Read the notes and answer these questions.

5 mins

- Read the rubric and the two questions to the class. Tell the students to work in pairs and try to answer the questions. Then elicit and discuss answers as a class.

Answers

- etc. = et cetera (and so on)
h.w. = homework
e.g. = for example
v. = very
- Notes don't have full sentences. Words are missing and there isn't correct punctuation.

E Now do Exercises C and D on pages 7 and 8 of the Workbook.

10 mins

- Direct the students to pages 7 and 8 of the Workbook.

WB C Now read the two problems on page 13 of your Course Book and use Aunt Sally's notes to write her advice. Write one paragraph to each person.

- Elicit the first paragraph orally, sentence by sentence, and write it on the board. Then tell the students to do the other paragraph. Circulate and monitor their work. They can finish the writing for homework if necessary.
- Do a class check. Note that there is no definite correct answer.

Possible answers

- Work hard all semester. Don't work too hard before exams. At exam time, try not to worry. Before you go to bed, read a story or listen to music. Go to bed early. Good luck!
- I agree. It is not right. Don't give your homework to your friend. You are not helping her. If she doesn't do her own work, she won't learn anything. She can't copy in exams. Explain this to her. I hope she understands.

WB D Read these problems. Use Aunt Sally's notes to write her advice.

- This exercise provides extra practice – it follows exactly the same pattern established in Exercise C. It would make a good homework activity. Again, there are no definite correct answers.

Possible answers

- To stop stammering, try this: why not count to five before you speak? Think about what you want to say. You can also ask your teacher to help. She will understand.
- Write new words in groups in your vocabulary book, for example, names of food, buildings or clothes. Ask your brother or sister for help. Try to learn five new words every day.

Unit 1 Lesson 5:

Embarrassing Moments

Objectives: Read to work out the sequence of events in short narratives.
Write a short story.
Read aloud.
Evaluate a story and make plans orally.

Language: Past simple and past continuous tenses
Making references using pronouns
Punctuation – speech marks and commas

Vocabulary: *moment, embarrassing, embarrassed, pronoun (Gr.), gift, mug (n), price (n), spill (v), pick up, I nearly died (idiom), mirror, towards, black eye (idiom), opinion, language*

21st Century Skills: Communication Skills:
Understanding meaning from context

Reference: Course Book pages 14–15, Workbook pages 9–11, 4–5

Warm up 3 mins

- Read the lesson title, *Embarrassing Moments*, and explain what it means: things that happen which make you 'go red'. Write *embarrassing* and *embarrassed* on the board. Explain that you feel embarrassed when something embarrassing happens. Ask the students to look at the pictures on Course Book page 15 and to try to identify which person feels embarrassed.

A Look at the pictures on page 15 and try to guess the stories. 5 mins

- Tell the students that Course Book page 15 is from an online magazine. It has two short stories about embarrassing moments. Set the first task: tell the students to use the pictures to predict the content of the stories. Students discuss in pairs. Ask different pairs to say their ideas. Accept all reasonable responses to the pictures.

B Now read the sentences and number them in order. 10 mins

- Introduce the Functional grammar box. Explain that it will help students with the reading task. Tell the students to read and discuss in pairs.
- Reorder the text of story 1 as a class. Encourage the students to try to look for pronouns and *there* to help them work out the relationships between the sentences.
- Tell the students to read the next story and write the letters in the correct sequence in their notebooks. Tell them that they will be able to do this even though there are new words in the text.

C 4 Listen and check your answers. 7 mins **5 Then listen to the complete stories.**

- Tell the students to listen and check their answers. Play 4.

4

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

- Briefly go through story 2 and discuss the correct sequence. Then play 5 so that students can listen to the complete stories.

5

Liz: One day last week, my mum and I were out shopping in town. We were looking for a present for my uncle, so we went to a gift shop. Mum saw a really nice mug on the shelf. 'That's nice,' she said. 'Your uncle will like that. He drinks lots of tea.' I picked it up to look at the price and spilled hot coffee all over my dress. It was the shop assistant's own mug! I was so embarrassed that I nearly died!

Wendy: Last week, my dad took my sister and me to the museum. We were looking at an old car and I wanted to ask Dad something. I turned round, but he wasn't there. 'Dad! Dad!' I shouted. I was worried. Suddenly I saw him and ran towards him. Bang! I ran into a big mirror. I still have a black eye. I feel embarrassed every time I go out.

D Now do Exercises A to F on pages 9, 10 and 11 of the Workbook. 20 mins

- Direct the students to pages 9, 10 and 11 of the Workbook.

WB A Write the sentences in your notebook with the correct punctuation.

- Tell the students to punctuate the three sentences on their own. Write the sentences on the board without punctuation while they do the exercise.

Note: This exercise focuses particularly on the position of apostrophe + s with singular and plural nouns.

- Invite individuals to write the correct punctuation of the sentences on the board in a different colour.

Answers

- 1 In our classroom the teacher's table is in front of the board.
- 2 Most teachers stay in the teachers' room in the break.
- 3 Yesterday four animals escaped from the lions' cage in the zoo.

WB B Study the Writing tip. Write the question and answer below with the correct punctuation.

- Go through the Writing tip with the class. Draw attention to the position of the commas in the examples. The answer to the question is: because there is a question mark.
- Follow the same procedure for checking the exercise as in WB Exercise A.

Answers

'Are you coming to the beach?' my brother asked.
'I can't,' I answered. 'I have to write an article.'

WB C Find these words in the stories on page 15 of your Course Book. Choose the correct meaning.

- Tell the students to find the words and choose the best meanings. Then elicit the answers.

Answers

- 1 b
- 2 b
- 3 a
- 4 c

- Read through the Vocabulary tip on page 14 of the Course Book. Then give the students time to think about the two questions. Elicit possible answers from the class.

Note: These are common English idioms – phrases that don't mean exactly what the individual words mean.

- 'I nearly died!' means 'I was very embarrassed.'
- A black eye means that the area of the face around the eye is bruised and black, not the eye itself. You can get one by being hit or bitten by an insect on that part of the face.

WB D Write one of the stories on page 15 of your Course Book.

- Go through the Writing tip carefully. Focus on this essential feature of paragraph writing: sentences don't begin on new lines but continue along the lines. Also briefly discuss punctuation.
- Let the students choose one story to write as a paragraph. (If time is short, this could be done for homework.)

Note: This exercise will help the students write their own story.

WB E Write a paragraph about your most embarrassing moment.

- Ask the class to think of an embarrassing moment. Give them time to think about this and discuss in pairs. Then elicit some examples.
- Introduce the writing topic. If some students can't think of an embarrassing moment that actually happened, ask them to try to imagine one. You may need to give them some ideas. For example: You were bored in a shop with your dad; you got the car keys and went out to sit in the car; you couldn't open the car door and got angry with it; a man ran to the car shouting; it was the wrong car!

When you were young, you were in the park with your parents; they were sitting on the grass; you were on the swings. You decided to play a trick on your father. You walked behind him very quietly and put your hands over his eyes; you said 'Guess who?' The man turned round; it wasn't your father.

- Tell the students to write a draft in their notebooks, then edit it and write it out in the space given on page 10 of the Workbook.

Possible answer

One day last week, my dad and I were out shopping in town. I was really bored, so I asked Dad for the car keys. I went to sit in the car. When I got to the car, I couldn't open it. The keys didn't work! I got angrier and angrier as I tried to open it. Then a man ran up to me and yelled, 'Who are you? That's my car!' I was trying to open the wrong car! I was so embarrassed that I nearly died!

WB F Read your stories aloud. Then choose the best to put in the school magazine. Use the language in the boxes.

- Point out that when you are telling embarrassing stories you use more varied intonation. You could play 5 again and ask the students to listen to the way the girls speak. Then invite different students to read one of the stories aloud. Correct pronunciation as necessary.
- Now tell the students you want them to read their stories aloud in groups and choose the best for the school magazine. Before they begin, go through the language for asking for and giving opinions in the two boxes.

Unit 1 Lesson 6:

The World Youth Camp

Objectives: Read an advertisement and completed application forms for detail.
Fill in an application form.

Language: Expressing likes and dislikes and giving reasons

Vocabulary: *Arabic, youth, advertisement, camp, campfire, climbing, hobby, horse-riding, adventure, fill in, application form, in common, age (n), address (n), language (Arabic ~), ballooning, scuba-diving, windsurfing, sleeping bag*

21st Century Skills: Media Literacy: Inferring information from notices and ads; Communication Skills: Completing an application form

Reference: Course Book pages 16–17, Workbook pages 11–13

Warm up 3 mins

- With Course Books shut, introduce the topic of camps for young people. Ask students if they or anyone in their family has ever been to one. Remind the students of the adjective *young*, and present *youth*. Present *adventure* in the context of the topic.

A Read the advertisement for the World Youth Camp then discuss the questions in pairs. Would you like to go? Why? Why not? 7 mins

- Elicit the lesson title. Then read the rubric aloud, and present *advertisement* and the two questions underneath. Ask the class to read the poster and think about whether they would like to go.
- Give the class two minutes to read the poster. Then let them discuss their answers in pairs.

- Discuss answers as a class. Be sure to elicit reasons for students' answers. Encourage as many students as possible to give you their answer. Practise pronunciation of the questions. Ask the students when the camp is taking place. Elicit the meaning of *fill in*.

B Read the two application forms on page 17. 15 mins

- Read the rubric and elicit the meaning of *application form*. The students should be able to work it out by looking at the forms on page 17 of the Course Book. Ask a few questions to practise scanning and to elicit some of the new vocabulary. For example:
Who has filled in the two forms?
Where do the two boys come from?
Which part of the application form tells you where they come from?
How old is Bashir?
Is Bob the same age?
Which languages does Bashir speak?
Does Bob speak Arabic?
What does 'language' mean?
- Read out the task below the rubric and explain *in common*. Write this heading on the board:
Things they have in common.
- Tell the students to work in pairs to search the application forms for three things the boys have in common. They can write notes in their notebooks.
- Circulate while the students are doing this. If they are having difficulty or taking too long, stop them and give them some clues. Don't correct the answers at this stage. After a few minutes, tell them to search for five things the boys don't have in common and note them down. Tell them to look for things they like, things they do, or things they want to do that are different. Write this heading and these clues on the board:
Different
camping
country
languages
reason for going to WYC
- Elicit answers orally. Note that the answers don't have to be expressed in exactly the same way as

those below. Elicit answers as full sentences, for example: *They both like cooking.*

Possible answers

In common

- 1 They both like cooking.
- 2 They both like listening to music.
- 3 They both speak English.

Different

- 1 Bashir goes camping every weekend. Bob goes camping in his summer holidays.
 - 2 Bashir has never been to another country. Bob has been to France, Germany and the USA.
 - 3 Bashir speaks Arabic. Bob doesn't.
 - 4 Bob speaks French. Bashir doesn't.
 - 5 Bashir wants to meet young people from other countries. Bob wants to see Australia and its animals.
 - 6 Bashir wants to go horse-riding and windsurfing. Bob wants to go ballooning.
 - 7 Bashir is 16; Bob is 15.
 - 8 Bashir is Libyan; Bob is British.
- Ask questions to revise the new vocabulary on these pages. For example:
What word means ...
an exciting or dangerous activity? (adventure)
a notice in a newspaper or magazine giving information about something? (advertisement)
something you have to fill in if you want to join a camp? (application form)
a young person? (youth)
the house, street, town and country where you live? (address)
another word for 'pastime'? (hobby)
how old you are? (age)
what Arabic and English are? (languages)
something you sleep in when you are camping? (sleeping bag)
a sport that takes you up in the sky? (ballooning)
a sport that takes you under the water? (scuba-diving)
a sport that needs water and wind? (windsurfing)
 - Ask questions about the application forms to give practice in scanning. For example:
How often does Bashir go camping?
Which languages does he speak?
What is his favourite hobby?

C Now do Exercises A to E on pages 11, 12 and 13 of the Workbook. 20 mins

- Direct the students to pages 11, 12 and 13 of the Workbook.

WB A Fill in this application form.

- Go through the application form orally as a class, eliciting information from individual students. Point out that if any of them don't like camping, they can write this with a reason. Remind them of this language:
What's [Arabic word] in English, please?
How do you spell ..., please?
- Tell the students to complete the information about themselves. Point out that they can ask you for any new words they need and how to spell them. Of course, they can use dictionaries if they have them. Tell them they can look back at page 17 of the Course Book if they need help.
- Go around the class while the students are writing. Draw attention to errors, but try to get the students to correct themselves.
- When the writing is finished, invite different students to read their forms aloud. Tell the class to listen for things they have and don't have in common with the speaker.

WB B Read the descriptions of people in the box. Write sentences using 'I like ...' or 'I don't like ...'.

- This exercise revises using relative clauses, which students learned in Lesson 3.
- Set the task for students to do individually. Then elicit answers, making sure that students' sentences are grammatically correct. Technically, different answers are possible, though most students will have the same opinions; if they give different answers, it may be a sign they haven't understood the language. If students are struggling, you can revise relative clauses using Course Book page 11.

Answers

- 2 I like people who tell jokes.
- 3 I don't like people who laugh at me.
- 4 I don't like people who copy my homework.
- 5 I like people who help other people.
- 6 I don't like people who tell lies.

WB C Write this paragraph with the correct punctuation.

- Before the students do this exercise, tell them to read the whole paragraph aloud with their partner. This will help them work out the sense and therefore the necessary punctuation. Give them a minute to do this. Then ask them to write their answers.

Answer

Nadia and Dana wrote stories for the class magazine. Both stories are very good, but the editor says she can only print one. Which of the girls' stories will the team choose?

'I think Nadia's is the best,' Sarah said.

Everyone agreed, so Nadia's story will be in the magazine.

WB D Work out these messages and write them as full sentences.

- This exercise revises note forms. If students are struggling, direct them back to page 13 of the Course Book. When they have completed the exercise, elicit the correct words from the class and reconstruct the sentences on the board.

Answers

- 1 Please go to the shop. I'm very hungry.
- 2 Do your homework. I'm very tired.

WB E Read the answers below and write the questions.

- See if students can complete this exercise without any assistance. If they are struggling, reconstruct the questions on the board with the whole class, eliciting the question word/phrase needed for each question and the order of the other words. If they need more help, tell students

they can find the questions, or questions like them, on the application forms on page 17 of the Course Book.

Answers

- 1 How often do you go swimming?
- 2 Which (other) countries have you been to?
- 3 Which languages do you speak?

Unit 1 Lesson 7: Meet a Local Personality

Objectives: Scan an interview for relevant information.
Role-play an interview with good pronunciation and intonation.
Practise question forms.
Practise matching answers to questions.

Language: Question forms

Past tense verb forms

Vocabulary: *local (adj), personality, improve*

21st Century Skills: Communication Skills:
Understanding meaning from context

Reference: Course Book page 18,
Workbook pages 13–14

Warm up 5 mins

- Elicit the lesson title and its meaning. Ask students what kind of text this is (an interview). Ask: *How do you know this is an interview?* (The title and subtitle provide clues, and students should also be able to identify the use of bold italic text for the questions.) Explain that the boys from Lesson 2 have included this interview in their new school magazine.

A Read the interview from an online school magazine and find out what Mr Fawzi thinks should be improved. 25 mins

- Ask a student to read the rubric, and elicit the meaning of *improved* (to improve something is to make it better). Ask the students to scan the questions, without reading the interview, and to work out which question Mr Fawzi will answer with his opinions on what should be improved (the final question).
- Tell students to read the interview aloud in pairs, with one student acting as the interviewer and the other as Mr Fawzi. Circulate and monitor pronunciation and intonation, helping students with any difficulties. Students swap roles.
- Elicit and confirm the answer.

Answer

Mr Fawzi thinks the town would be improved by having some more parks. He thinks the roads and bridges should also be improved.

- Ask students to shut their Course Books. Start to read out Mr Fawzi's answer to one of the interview questions and see if students can tell you what the question is. This exercise reinforces question forms, and also shows that sometimes people answer questions in ways that aren't completely obvious. For example, Mr Fawzi begins his answer to the question *What do you like doing in your spare time?* with the phrase *I don't like sitting at home in the evenings*. On the other hand, *I love Libyan food* is an obvious way of answering the question *What's your favourite food?*
- You can extend this exercise in any number of ways. For example, students could work in pairs, with one student reading an answer and another naming the question. Or you could have all the questions and answers on individual sheets of paper and ask students to match them into pairs.

B Now do Exercises A and B on pages 13 and 14 of the Workbook. 15 mins

- Direct the students to pages 13 and 14 of the Workbook.

WB A Read the interview on page 18 of your Course Book then answer the questions.

- Set the exercise for individual work. Tell students to write full sentences (apart from in question 4, where they tick a box). Then elicit answers from the class. This exercise could also be set for homework.

Answers

- 1 He works at a high school.
- 2 He dislikes doing paperwork and sitting at home in the evenings.
- 3 He is learning French.
- 4 c
- 5 It is a programme about health.

WB B Read and complete this story. Write the correct forms of the verbs in brackets.

- Students can do this exercise individually or in pairs, or you can do it as a whole-class activity with the text on the board.

Answers

was walking, saw, was playing, said, went, shouted, fell, started, walked, has

Unit 1 Lesson 8: Bob and Bashir

Objectives: Read a story for comprehension and enjoyment.
Complete the *Round up* page summarizing the unit.

Language: –

Vocabulary: *It doesn't matter, flight attendant, seat (n), asleep, passport, appear, fewer, customs officer, Anything to declare?, Would you mind ...?, inside*

21st Century Skills: Communication Skills:
Inferring information from conversations

Reference: Course Book pages 19–21, Workbook pages 15–16

Warm up 5 mins

- Elicit the lesson title. Then ask who Bob and Bashir are (the boys who filled in the application forms in Lesson 6). Find out what they remember about Bob and Bashir.
- Ask the students to talk about the pictures: *What can you see? What do you think is happening?* Present these phrases as they arise through the pictures: *flight attendant, passport, customs officer, Anything to declare?*

A 6 Listen and read the story then answer the questions. 15 mins

- Read the rubric and elicit the three questions. Tell the students to read the first paragraph to answer 1 and 2. Then tell them to skim-read the whole story to answer question 3.

Answers

- 1 Bob.
- 2 To the World Youth Camp in Australia.
- 3 Two unlucky things happened to him:
 - a He dropped his orange juice.

- b He picked up the wrong suitcase, one that belonged to an old lady. His suitcase was still on the baggage carousel.

- Ask the students: *Why did the customs officer and Bashir look at Bob when he opened the suitcase? What was in the suitcase?* (The lady's clothes.)
- Ask: *Was the flight attendant unhappy with Bob?* and elicit students' opinions. On the one hand, she said *It doesn't matter*, which might indicate that she wasn't unhappy. On the other hand, we don't know what tone of voice she used. Encourage students to think about the different ways the flight attendant could say *It doesn't matter*. She could sound really angry saying this.
- Ask students to find other lines of direct speech in the text and to work out ways of saying them with different tones of voice. They can do this in pairs or groups. Have a whole-class discussion, encouraging students to contribute as many ideas as possible. For each line of text that students choose, make a list of adjectives on the board to show the different ways of saying it, e.g., *angry, worried, friendly*. You can use these adjectives to ask students to come up with more ideas: *Can you say that in a friendly way?*
- Tell the students to listen and follow the story in their books. Play 6.
- Encourage students to give their opinion of Bob and predict what will happen at the camp. Clarify anything they don't understand.



6
Is the story on pages 19 and 20 of the Course Book.

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

15 mins

- Direct the students to pages 15 and 16 of the Workbook.

WB A Read the story on pages 19 and 20 of your Course Book and complete the information sheet below.

- Elicit the five categories on the information sheet and check students understand what they have to do. Then give them a few minutes to fill in the sheet individually. Afterwards, invite a few students to share what they wrote.

Possible answers

- 1 Bob and Bashir
- 2 Bob, Bashir, a flight attendant, an old lady, a customs officer
- 3 The story is about Bob flying to Australia to the World Youth Camp. He meets Bashir on the flight. At the end he loses his suitcase!
- 4 I liked the story because it is very funny when Bob's suitcase gets mixed up with the old lady's.
- 5 flight attendant, passport, customs officer

WB B Read the definitions and match them to the words below.

- This exercise recaps some of the vocabulary that was introduced in the story. Elicit answers from the class.

Answers

- 1 b
- 2 c
- 3 a

WB C Write these words in alphabetical order.

- Invite a student to write the first word on the board, and elicit from the class whether it is correct. Repeat the process for the other words, until they are all in sequence on the board.

Answers

photographer, pile, poetry, price, printer, probably, programme

WB D Write these sentences correctly.

- This exercise recaps speech marks. Let students work individually, then elicit answers and punctuate the sentences on the board.

Answers

- 'Mum!' I shouted. 'Come here!'
- 'What's the matter?' she asked.
- 'I've broken my brother's computer,' I answered.
- 'He won't be very happy about that,' she said.

Round up 10 mins

- Go over the *Round up* page quickly. Ask the students to work in pairs to come up with a few more examples for each section.
- For the first bullet point, give the class a situation in which they can make suggestions. For example:
Imagine you are at home with some friends. Someone says, 'What shall we do?'
- For the fifth bullet point, give the class word cues to replace *Tareq's story*. For example, the name of a football team, a famous landmark, a film or a place. One student asks the question and the other expresses their opinions.

Note: Part of the purpose of the list on the *Round up* page is to encourage students by showing them how much they have achieved.

Garnet

Listening and speaking

- Giving advice
- Asking and answering personal questions about health and fitness
- Listening and taking notes
- Role-playing conversations about being ill and ordering food in a restaurant
- Listening for rhyme, rhythm, emphasis and intonation in a limerick and imitating it

Reading and writing

- Reading for gist and detail
- Scanning for words
- Reading for enjoyment
- Taking notes and using them to write advice for a person
- Correcting and rewriting a paragraph marked with correction symbols
- Reading limericks and inferring their rules
- Writing a limerick

Structure and language

- Adverbial phrases for expressing frequency
- Using *should/shouldn't* for expressing advice
- Phrases expressing quantity: *a little, a few, too much, too many, a lot of*
- Expressing feeling/status: *have/have got + illness/complaint*
- Imperatives

Vocabulary

- Health and fitness
- Food and drink
- Illnesses

21st Century Skills

- Study Skills: Classifying information in a spider diagram; identifying the general idea
- Life Skills: Critical thinking
- Information Literacy: Card messages
- Communication Skills: Concluding information

Key words

ache (n) – /eɪk/	fault (n) – /fɔ:lt/	pills (n) – /pɪlz/
ache (v) – /eɪk/	fit (adj) – /fɪt/	regularly (adv) – /'regjʊlə(r)li/
baked (adj) – /beɪkt/	fitness (n) – /'fɪtnəs/	salt (n) – /sɔ:lt/
basketball (n) – /'bɑ:skɪt,bɔ:l/	form (n) – /fɔ:(r)m/	should (v) – /ʃʊd/
beef (n) – /bi:f/	fried (adj) – /fraɪd/	stomach (n) – /'stʌmək/
card (n) – /kɑ:rd/	fruit (n) – /fru:t/	stomach ache (n) – /'stʌmək eɪk/
cheer up – /tʃɪər ʌp/	get well – /get wel/	sugar (n) – /'ʃʊɡə(r)/
curry (n) – /'kʌri/	grilled (adj) – /grɪld/	surprised (adj) – /sə(r)'praɪzd/
dentist (n) – /'dentɪst/	headache (n) – /'hedɪk/	tired (adj) – /'taɪə(r)d/
doctor (n) – /'dɒktə(r)/	healthy (adj) – /'helθi/	tooth (n) – /tu:θ/
earache (n) – /'ɪərəɪk/	hurt (v) – /hɜ:(r)t/	toothache (n) – /'tu:θeɪk/
exercise (n) – /'eksə(r)saɪz/	lamb (n) – /læm/	unfit (adj) – /ʌn'fɪt/
fat (n) – /fæt/	miss someone (v) – /mɪs 'sʌmwʌn/	unhealthy (adj) – /ʌn'helθi/
fat (adj) – /fæt/	pain (n) – /peɪn/	unusual (adj) – /ʌn'ju:ʒʊəl/

Unit 2 Lesson 1:

Keep fit!

Objectives: Read for gist and detail.
Interpret pictures and give advice orally.
Ask and answer personal questions and write notes.
Use answers to write about partner.

Language: *should/shouldn't + infinitive* for expressing advice
Adverbial phrases for expressing frequency

Vocabulary: *keep fit, get fit, fit, fitness, unfit, in fact, out of breath, regularly, tired, take exercise, netball, cycle (v), form (n), either, all the time, every day, once a week, twice a week, often, sometimes*

21st Century Skills: Study Skills: Identifying the general idea

Reference: Course Book page 24, Workbook pages 17–19

Warm up 5 mins

- Introduce and explain the unit title: *Health Matters*. Find out what the students know about health and fitness. Present any relevant words that arise; make sure you include *fit, fitness, health, healthy, exercise*.

A Read this advice blog. What is each paragraph about? 5 mins

- Elicit the lesson title, then the rubric. Establish that there are two paragraphs. Explain that the first sentence in a paragraph often gives you the topic (what the paragraph is about).
- Tell the students to read the first sentence in each paragraph carefully, before reading the

rest of the paragraphs quickly. Tell them they have one minute to read the paragraphs; they shouldn't worry about unfamiliar words.

Note: It is important to encourage the students to read quickly if they are to improve their reading skills.

- Elicit answers:
Paragraph 1 is about why fitness is important.
Paragraph 2 is about how to get fit.

Note: Answers to these two questions are given in the Workbook, but this is done so that the students will have a record that they can look at later. The procedure above will help them learn a strategy for reading for gist.

B Now do Exercise A on page 17 of the Workbook. 5 mins

- Direct students to page 17 of the Workbook.

WB A Read the advice blog on page 24 of your Course Book and answer these questions.

- Introduce the exercise. Explain to the students that they have already done question 1; they can now write the answers and do the whole exercise.
- Elicit the answers orally.

Possible answers

- Paragraph 1: why fitness is important.
Paragraph 2: how you can get fit.
- Unfit people can't enjoy life.
- They get tired and out of breath.
- It helps you to get fit; it helps you to enjoy life.
- Football, basketball, netball, swimming, cycling and walking.
- regularly
 - fit
 - unfit
 - forms

C Look at the pictures below. Which of these boys do you think is fit? 3 mins

- Elicit the rubric. Tell the students to work in pairs again and discuss what the boys are saying. They can then decide on their answer to the question.
- Elicit answers from individual students. Let the class say if they agree or not.

Answer

We don't know for sure, but only Omar is likely to be fit.

D Study the Functional grammar box below then give advice to the boys who are unfit. 5 mins

- Elicit the examples of advice from the Functional grammar box at the bottom of the page. Then ask the class to give advice to the unfit boys in the pictures. Elicit as many examples as the students can think of.

Possible answers

Zaid, you're unfit. You should take some exercise, and maybe go to bed earlier.
Ahmed, you shouldn't watch TV all the time. You should play games and get fit.
Fawzi, you shouldn't drive everywhere. You should walk and get fit.

E Now do Exercises B to E on pages 17, 18 and 19 of the Workbook. 22 mins

- Direct students to pages 17, 18 and 19 of the Workbook.

WB B What other forms of exercise do you know? Make a list together.

- Let the students discuss this in pairs for one minute before eliciting answers. Students can give answers in Arabic; give the English words for any new activities that arise.

Possible answers

tennis, volleyball, athletics, running

WB C Complete these sentences to give advice to the boys on page 24 of your Course Book.

- Do as much oral preparation as you feel is necessary. Elicit the answers orally in complete sentences.

Answers

- Ahmed, you shouldn't watch TV all the time. You should play games.
- Zaid, you should take exercise regularly and get fit.
- Fawzi, you shouldn't drive everywhere. You should walk.

WB D Write these sentences again using *should* or *shouldn't*.

- Get students to shut their Workbooks. Write *matches, zebra crossing, cycle* and *medicine* on the board. Elicit the meanings. Then try to elicit some advice.
- Students can open their Workbooks again. Elicit the first two sentences and the transformations orally. Then tell the students to write the answers to 1 and 2 and to attempt 3 and 4 on their own. Elicit the full sentences orally to check the answers.

Answers

- You shouldn't let children play with matches.
- You should use the zebra crossing when you cross the road.
- You shouldn't cycle on the wrong side of the road.
- You should keep medicine out of the reach of children.

WB E Study the Vocabulary tip below then ask and answer the questions on the next page.

- Introduce the activity. Then go through the words and phrases in the Vocabulary tip. Explain

that *once* means *one time* and *twice* means *two times*. After that, we say *three times*, *four times*, etc. To set up the activity, do a substitution drill with the question: *How often do you ...?* Try to elicit questions such as:

How often do you cycle?

How often do you walk upstairs?

How often do you eat fruit? etc.

- Use several pairs of students to demonstrate the main activity. Make sure students understand that if the answer to question 1a or question 2a is *No*, there is no point in asking the next three questions. Highlight the final question – *Do you agree with your partner's answer to question 3?* – and encourage the class to discuss this question together in their pairs when they have completed the other questions.
- As the students work, try to listen to those students who are likely to need help and encouragement.
- Elicit what individual students think of their partners, with reasons. Give each partner the opportunity to agree or disagree.

Possible answers

My partner thinks she is fit, but I don't agree with her. She doesn't play any games and she never goes walking. So she can't be fit. She needs advice.

My partner thinks he is fit, and I agree with him. He plays football twice a week and tennis once a week. He doesn't need advice.

- When someone says his/her partner needs advice, ask the student to give the advice now. Continue this activity for as long as the students are engaged by it.
- Note:** It is reasonable to think someone is unfit if they only exercise by walking or playing a game sometimes or not very often.
- Spend a few minutes revising words and phrases from the lesson: *fit, fitness, unfit, keep fit, get fit, take exercise, out of breath, regularly, all the time*.

Unit 2 Lesson 2: Eat the Right Food

Objectives: Read and understand a report of a talk about healthy eating.

Language: Phrases expressing quantity: *a little, a few, too much, too many, a lot of*

Vocabulary: *good for you, not so good for you, crisps (n), nurse, fruit, salt, sugar, healthy, unhealthy, fat (adj), fat (n), chocolate bar, a few, too much, too many, a little, a lot of*

21st Century Skills: Study Skills: Classifying information in a spider diagram

Reference: Course Book page 25, Workbook pages 19–20

Warm up

7 mins

- Elicit food items the students know and write them on the board. Then get students to open their Course Books at page 25 and check which of the food items pictured are on the board. Present *crisps*. Highlight any pictures of vegetables which students have already named and elicit the word *vegetables*. Do the same with fruit items and present the new word *fruit*.

A Talk about the foods and drinks in the pictures. Choose three things that are ... very good for you ... not so good for you.

10 mins

- Present *healthy* and *unhealthy*. Say:
If we don't eat food that is good for us, we won't be healthy.
If we only eat food that isn't good for us, we will be unhealthy.
- Tell the students to work in pairs and write three things that are good for them and three that are

not so good in their notebooks. While they are doing this, write these two headings on the board:

Good for you

Not so good for you

- Elicit items individual pairs have written under each heading. Get them to spell the words as you write them on the board. Ask the students to think of any other things to eat and drink that they think are good or not so good for us. Write them in the column suggested by the class. Do not correct answers at this stage.
- When you elicit *oil*, present the noun *fat* and the adjective *fat*. Revise *thin* from last year.

B Now read Layla Ahmed's report in the school magazine and check your ideas. Then do Exercises A and B on pages 19 and 20 of the Workbook. 18 mins

- Elicit the instruction above the report. Before they read, ask the students:
Who wrote the report?
What is the report about?
What does 'nurse' mean?
- Tell the students you will give them two minutes to read the report and find out if their ideas about food were correct.
- Ask these questions to check answers:
What kinds of food did Nurse Fauzia say are good for us? (Fish, fruit and vegetables.)
What did she say we should be careful about? (Anything with a lot of fat, salt or sugar, such as chips, crisps and sweets.)
- Check the list on the board again to make sure that items are in the correct list. Recap on healthy food and revise the words *fruit* and *vegetables*.
- Direct students to pages 19 and 20 of the Workbook.

WB A Complete the spider diagram with the words from the box.

- Refer the students back to page 25 of the Course Book and the photos of the different foods. Tell

them they are going to create a diagram showing some foods which are very good for you and some which are not so good for you. Tell the students to complete the spider diagram using the words in the box.

Answers

Very good for you: apple, cucumber, lettuce, strawberries, water

Not so good for you: biscuits, burger, cola, crisps, sugar

WB B Answer these questions about the report on page 25 of your Course Book. Write short answers.

- Tell the students to read the report carefully and answer the questions. Encourage them to think carefully about question 4. When you check answers orally, you may find that some students want to include biscuits, sweets, chips and crisps in the answer to question 2. This is acceptable.

Answers

- fish, fruit, vegetables and water
- meat and cheese
- fat, salt and sugar
- too much fat and salt
 - too much fat and sugar
 - too much sugar

C Study the Functional grammar box below then do Exercise C on page 20 of the Workbook. 10 mins

- Draw students' attention to the Functional grammar box. Ask students what the difference between the two sentences is. Elicit some ideas, but don't confirm or correct yet. (Students are going to use this exercise to work out the difference between count and non-count nouns.)
- Introduce Workbook Exercise C. Tell the students to try to complete the first part (items 1–5) by choosing a phrase from the word box for each food. (Each food can be paired with two of these phrases, as the answers on the next page show.) If students need some help, they

can scan Layla's report for the food words, and check which of the phrases is used with them.

Note: This activity is designed to let the students work out a grammatical rule for themselves.

Answers

- 1 too much/a little meat or cheese
- 2 too many/a few biscuits, sweets, chips or crisps
- 3 too much/a little cola
- 4 too many/a few chocolate bars
- 5 too many/a few vegetables

- Read out the gapped rules and ask what *count* and *non-count nouns* are. Then elicit the answers orally before the students fill in the gaps.

Answers

You use too many and a few before count nouns. You use too much and a little before non-count nouns.

- Tell the students to read the Vocabulary tip at the bottom of the page. Ask: *Do we use 'a lot of' before count or non-count nouns?* (We use it before both.)
- Give the class further practice using quantifiers. Tell them you will call out some nouns. You want them to make phrases using *too much*, *too many*, *a little*, *a few* or *a lot of*. For example:
T: *Cars.*
S: *Too many cars.*
T: *Tea.*
S: *A little tea.*
- Continue with *money*, *eggs*, *shops*, *milk*, *lessons*, *work* and any other suitable words. Use the food items on page 25 of the Course Book as visual prompts.

Unit 2 Lesson 3: In a Restaurant

Objectives: Use definitions and pictures to work out meanings. Discuss food on a menu that is good for you and not so good for you. Listen for language and specific information, and take notes. Role-play a conversation in a restaurant.

Language: Polite expressions when in a restaurant: *Good evening. Are you ready to order, sir? No, sorry, we're not ready.*

Vocabulary: *beef (n), lamb, curry (n), fried (adj), grilled (adj), baked (adj), fruit salad, cow, ready*

21st Century Skills: Life Skills: Critical thinking

Reference: Course Book page 26, Workbook page 21, 7

Warm up 3 mins

- Elicit the lesson title and the meaning of *restaurant*. Ask students if they have a favourite restaurant.

A Look at the menu. Use the definitions to work out the meaning of the underlined words. 5 mins

- Ask students to identify the five underlined words. Tell the students to look at the menu, read the definitions and work out the meaning of each one.
- Use the definition of *beef* to elicit the meaning of *cow*. Check that the students understand the word *curry*. Elicit which letter is not heard in the word *lamb*.
- Elicit which items on the menu the students would like to eat.


B Discuss which things on the menu are 'healthy' and which things are 'not healthy'. 5 mins

- Tell the students to discuss the items on the menu in pairs and decide which ones are good for you and which ones are not so good.
- Have a class discussion. Encourage the students to give their own opinions. Use this opportunity to correct pronunciation if necessary.

C Waleed and Reema are in a restaurant with their father. The waiter has come to take their order. 7 mins

- Tell the students to look at the picture. Ask:
Who can you see?
Where are they?
- Tell the students to work in pairs and answer questions 1 and 2. They need to decide what the waiter might say from the four options next to 1, and then select replies from the four options next to 2. Make sure they understand that they can select more than one thing for each person to say. Leave them for one minute, then clarify what they have to do and check understanding of *ready*. Get them to write their predictions in their notebooks.

D 7 Now listen and check your ideas. Then do Exercises A to C on page 21 of the Workbook. 25 mins

- Elicit the first sentence from the rubric and check understanding. Then play  7 Part 1.


7

Part 1

Waiter: Good evening.
 Father: Good evening.
 Waiter: Are you ready to order, sir?
 Father: Er, are you ready, Reema ... Waleed?
 Children: Yes, Dad.
 Father: Yes, thank you. Reema, give the waiter your order.

- Elicit the answers:
- The waiter says:
Good evening.
Are you ready to order, sir?
- The father replies:
Good evening.
Yes, thank you.
- Elicit why *What do you want?* and the reply *We're not ready* are not appropriate. Point out that they are not polite. Ask about the question *Can I take your order, sir?* Point out that there is nothing wrong with it; it is perfectly polite, but it isn't what the waiter says.
- Direct students to page 21 of the Workbook.

WB A 7 Listen and write notes.

- Introduce Exercise A. Then play  7 Part 2.

7

Part 2

Reema: I'd like a baked potato, please.
 Waiter: A baked potato. And some meat, or fish?
 Reema: No, thank you. I'm not very hungry.
 Father: How about a pizza?
 Reema: No, thanks, Daddy. But I'd like a salad, please.
 Waiter: A mixed salad? With tomatoes, lettuce and onions?
 Reema: Oh, yes. That sounds lovely. And can I have a little butter on the baked potato, please?
 Waiter: Yes, of course, miss. And for dessert?
 Reema: I'd like some fruit salad and a little ice-cream, please.
 Waiter: Fruit salad and ice-cream. And what would you like to drink?
 Reema: Oh, er, I forgot about a drink ...
 Waiter: An orange juice, please.
 Father: One orange juice. Thank you, miss.
 Father: Now you, Waleed.
 Waleed: Well, I am hungry. I'd like a large burger and chips, please. And ...
 Waiter: One burger and chips.
 Father: You should have some vegetables, Waleed.

- Waiter: The burgers come with a small salad, sir.
- Father: Oh, fine.
- Waleed: And for dessert, I'd like a large piece of chocolate cake and a lot of ice-cream.
- Father: Not too much ice-cream.
- Waiter: Chocolate cake and ice-cream – not too much. And to drink?
- Waleed: Can I have a large cola, please?
- Waiter: One large cola. Thank you. And what would you like, sir?
- Father: I'd like some grilled fish and rice, please, with, let me see, ...

- Elicit answers orally and write them on the board.

Answers

- baked potato with butter, mixed salad, fruit salad, ice-cream, orange juice
- large burger, chips, chocolate cake, ice-cream, cola

WB B 7 Listen again and discuss whose meal was healthier – Reema's or Waleed's. Explain why.

- Elicit the rubric. Play 7 again, or if you think students are ready, launch straight into a whole-class discussion. Elicit answers and ask the students to give reasons. There is not one correct answer.

Possible answers

Reema's meal is healthier, because she orders lots of fruit and vegetables.

Reema's meal is healthier than Waleed's, because he orders foods that have a lot of fat and sugar.

Waleed's meal is healthier, because he eats a lot!

WB C Use the menu on page 26 of your Course Book to order a meal. Take turns as the waiter.

- Ask the students to role-play conversations in pairs. Let the class hear 7 again if necessary – ask them to focus on the intonation each character uses. Try to listen briefly to each pair

to be sure they are participating. If students need controlled practice, stop the activity and do some choral repetition. You could also list some useful generic phrases on the board for students to refer to, such as *Are you ready to order? What would you like to eat/drink? I'd like a ..., please.* If some students need an easier exercise, they can simply role-play the conversation from 7 in groups of four, using the transcript at the back of the Course Book.

Note: This activity can be used again.

Unit 2 Lesson 4: Aches and Pains

Objectives: Develop vocabulary related to common illnesses.

Practise reading

dialogues aloud.

Role-play conversations about being ill.

Make notes of two conversations between a doctor and a patient.

Use notes to complete a paragraph.

Express feelings in different situations.

Language: Expressing feeling/status: *have/have got (alan) + illness; my (head) aches*

Vocabulary: *ache (v, n), hurt, pain (n), tooth, toothache, stomach (n), stomach ache, headache, earache, dentist, drop (n)*

21st Century Skills: –

Reference: Course Book page 27, Workbook pages 21–23, 8–10

Warm up 3 mins

- Read the page title aloud and focus on the pronunciation and the spelling of *ache*. *Aches and pains* is a common expression in English

used to describe feeling unwell, especially when one has a bad cold or flu. See if the students know the words for any illnesses in English.

A 8 Listen and look at the pictures. 5 mins

- Tell the students to listen to 8 and look at the pictures. Then use the audio with pauses for pronunciation practice.

8

Mona: I've got toothache.
Adam: I have a stomach ache.
Jameel: I have an earache.
Nadia: I've got a headache.

B Now match these sentences to the pictures in Exercise A. 3 mins

- Ask the class to match the sentences to the pictures. Then have them check in pairs like this:
S1: *What is Mona saying?*
S2: *I've got toothache.*

C Study the Speaking tip on the right then think of other expressions that are similar. 5 mins

- Tell the students to read the Speaking tip and find another way of saying *I've got a headache*. Elicit why *ache* has an *s* in the sentence *My head aches* (because it is a verb in the third person – *it aches*). Ask the students to change the sentences at the top of the page so that *ache* is a verb.

Answers

- My stomach aches.
- My tooth aches.
- My head aches.
- My ear aches.

Note: British English speakers tend to use *have got*, while American speakers prefer *have*. They mean the same.

Note: The indefinite article *a* is essential in the sentences *I have a headache* and *I have a stomach ache*. With *earache* and *toothache*, it is optional: *I've got an earache* and *I've got earache* mean the same thing.

D 9 Listen to the conversations. Read them aloud. What do you think of the advice the woman gives the children? 8 mins

- Introduce the conversations. Tell the class they are all about people with aches and pains. Ask the students to read the conversations as they hear them. Play 9.

9

Is the text of the four conversations on page 27 of the Course Book.

- Use pairs of students to read the conversations aloud.
- Ask the students what they think of the advice given in each of the conversations. Elicit other possible advice. For example:
Woman: *You eat too many sweets. They're bad for your teeth.*
You drink too much cola. It's bad for your teeth.
Woman: *You should go home/go to bed.*
Woman: *You should go home.*
Woman: *You shouldn't watch too much television.*

E Now make up your own conversations. 8 mins

- Tell the students to work in pairs and prepare at least one conversation. Encourage them to prepare two if possible, so they can each talk about one illness.
- Practise in open pairs. Then get the students to work together and role-play in simultaneous pairs.

F Now do Exercises A to D on pages 21, 22 and 23 of the Workbook. 13 mins

- Direct students to pages 21, 22 and 23 of the Workbook.

WB A Complete the conversations with the words from the box.

- Tell students they can use more than one word in a space if necessary. They should do this exercise individually. Then check the answers orally.

Answers

all right, toothache, sorry, dentist, matter, have, headache, aches, pills, water

WB B 10 Listen and answer the questions. Write notes.

- Go through the first set of questions about Noora. Then play 10 Part 1; students should write short answers as they listen. Play the audio a second time for the students to check and complete their answers. Tell the students to compare answers with their partner before checking as a class.

10

Part 1

Doctor: Hello, Noora.
 Noora: Hello, doctor.
 Doctor: Now, what's the matter?
 Noora: I have a pain in my ear. It really hurts.
 Doctor: So you've got an earache. I'd better have a look. Let me see. Mmmm! Yes, I see. I'll put some drops in your ear. It will be better soon.
 Noora: Will it hurt?
 Doctor: No, of course not. It will feel cold, that's all. Just put your head on one side, please. Thank you. One, two drops. There. That didn't hurt, did it?
 Noora: No, it didn't.

Doctor: Right. Now take this bottle with you and put two more drops into your ear before you go to bed tonight.
 Noora: Two drops at night.
 Doctor: That's right. Use the drops twice a day until your ear doesn't hurt any more.
 Noora: How long will it hurt, doctor?
 Doctor: Oh, only a few days. Don't worry. I'm sure your ear will be fine. But don't go swimming until it's better.
 Noora: All right, doctor. Thank you.
 Doctor: Goodbye.

Answers

- earache
- some drops
- twice
- four
- go swimming

- Tell the students to read the second set of questions, this time about Rasha. Then play 10 Part 2 and follow the same procedure as before.

10

Part 2

Doctor: Hello, Rasha. What can I do for you?
 Rasha: I've got a very bad headache, doctor. It hurts all the time.
 Doctor: A headache. I see. Your eyes look a bit red, too. Tell me, Rasha, do you wear glasses?
 Rasha: Yes, sometimes.
 Doctor: But you're not wearing them now. Why not?
 Rasha: I don't like wearing them, doctor. I don't look nice with glasses.
 Doctor: Well, you should wear them all the time, Rasha. If you don't, you'll have headaches all day, every day – and night. And your eyes will get worse. You don't want that to happen, do you?
 Rasha: No, I don't, doctor. Do I have to wear them when I'm watching television?

- Doctor: Yes, of course. I said all the time. Except when you're sleeping, of course.
- Rasha: All right, doctor.
- Doctor: Good girl. I'll give you some painkillers to stop this headache, but I don't want to hear that you ever have a headache again. Do you understand?
- Rasha: Yes, doctor.
- Doctor: There are twelve pills in this box, Rasha. Take two with water, three times a day – today and tomorrow.
- Rasha: Two pills, three times a day – today and tomorrow.
- Doctor: That's right. Have you got your glasses with you?
- Rasha: Yes, I have.
- Doctor: Good. Put them on now, please, and don't take them off until you go to bed.
- Rasha: All right, doctor. And thank you.
- Doctor: Goodbye, Rasha.
- Rasha: Goodbye, doctor.

Answers

- 1 headache
- 2 glasses
- 3 doesn't look nice
- 4 wear glasses all the time

Rasha had a very bad headache. It hurt all the time. Rasha needs to wear glasses, but she doesn't like wearing them. The doctor said Rasha should wear her glasses all the time. If she doesn't, she will have headaches all the time and her eyes will get worse. The doctor gave her painkillers/pills. She should take them three times a day.

WB D How do you think you feel in these situations?

- Ask a student to read the first sentence in item 1. Then ask the class *How do you feel?* Elicit answers and agree on a suitable adjective. Tell the students to write the answer. Then get them to complete the exercise on their own.
- Ask individual students to read a sentence aloud and get another to say how he/she feels.

Possible answers

- 1 I feel tired.
- 2 I feel frightened/afraid/nervous.
- 3 I feel happy.
- 4 I feel excited.
- 5 I feel worried/sad.
- 6 I feel fit.

WB C Use your answers to complete these paragraphs.

- Introduce the task. Let the students attempt the activity without preparation. Monitor their work and give help as necessary.
- Elicit complete sentences from individual students to check the answers. There is more than one possible way of completing some of the sentences.

Possible answers

Noora had (an) earache, so she went to the doctor. The doctor put some drops in Noora's ear. Noora should do this twice a day. Her ear will be better in a few days. Noora should not go swimming.

Unit 2 Lesson 5:

Jalal's Story

Objectives: Read for gist, then detail.
Write sentences to practise a language pattern.
Study a marked paragraph and correct and improve it.

Language: *want* + noun/pronoun + *to* + infinitive
Correction marks: *sp.* = spelling; *gr.* = grammar; *p.* = punctuation; *n.p.* = new paragraph

Vocabulary: *an hour or so*, *be a pain* (idiom), *unusual*, *surprised* (adj), *appendix*, *save* (v), *fault* (n), *draft* (n), *mark* (n, v)

21st Century Skills: Study Skills: Identifying the general idea

Reference: Course Book page 28, Workbook pages 23–25

Warm up 2 mins

- Elicit the lesson title. Then ask the students to scan the page to find Jalal's full name (Jalal Abdullah).

A Jalal wrote this story for the school magazine. Read it quickly and say what the story is about. 4 mins

- Explain that Jalal has written a true story for the school magazine. Tell the students to look at the pictures and try to guess what happened. Elicit predictions, but don't confirm or correct them.
- Tell students they have a minute to read the story quickly; then they have to tell you what it is about.

Possible answer

The story is about when Jalal's brother Ibrahim was unwell.

B Discuss which of these lessons you think Jalal learned. Then do Exercises A and B on pages 23 and 24 of the Workbook. 16 mins

- Elicit sentences 1–3. Tell the students to read the story through and choose from the three possible answers. Give them two minutes.
- Elicit that number 2 is the best answer, but let students who choose one of the others say why. Encourage class discussion.
- Direct students to pages 23 and 24 of the Workbook.

WB A Answer these questions about Jalal's story on page 28 of your Course Book.

- Tell the students to read questions 1–6 and try to answer them. Then tell them to refer back to the story again to check their answers. Elicit answers orally and discuss as a class.

Answers

- a No, he doesn't.
b ... I want him to play by himself.
- a He said he felt sick many times.
b ... again and again ...
- No, he didn't.
- ... he didn't eat the crisps.
- He had to go to hospital.
- No, he didn't.

WB B Choose and tick the best meanings of these words.

- Tell students to search the story for the words and work out the meanings from the context.

Answers

an hour or so – b
unusual – c
surprised – c
fault – b

C You know the meaning of *pain*, but what do you think Jalal means when he says: *You are a pain*? 3 mins

- This is a very common expression in spoken English. It means: *You give me a pain because you are a nuisance.*

D Now do Exercises C and D on pages 24 and 25 of the Workbook. 20 mins

- Direct students to pages 24 and 25 of the Workbook.

WB C Use the table to write four sentences like this one:

- Elicit possible sentences. Then get students to make their own. Point out that they should pay attention to both meaning and grammar.

Possible answers

My friend wants me to go to the park.

Our teacher wants us to work harder.

My mother wants me to ride my bike more carefully.

My father wants you to help him in the garden.

WB D This was the draft of paragraph 1 of Jalal's story. Look at the marks and work out what they mean. Try to correct the paragraph and make it better.

- Read the instruction and elicit or present *draft* and *mark*. Point out that *mark* is also a verb, and ask *Who marked Jalal's draft?* (His teacher.) Go through all the marks on Jalal's draft and elicit some of the corrections orally.

Marks used

join = join sentences using a conjunction

gr. = check grammar

p. = check punctuation

sp. = check spelling

n.p. = start new paragraph

- Tell the students to write the corrected paragraph in their notebooks. Let them discuss the mistakes in pairs and suggest improvements, but then write their own corrected draft. Make sure they don't look at the Course Book until they finish.

Unit 2 Lesson 6: 'Get well' Cards

Objectives: Choose a *Get well* card for a friend.

Match cards with the messages inside.

Make a card.

Write a note to a friend who is ill.

Language: Imperatives

Vocabulary: *cheer up, hurry up, get well, card, as soon as you can, leave (v), miss (v)*

21st Century Skills: Information Literacy: Card messages

Reference: Course Book page 29, Workbook page 26

Warm up 5 mins

- Elicit the lesson title and its meaning. Ask students if they ever send *Get well* cards. Have they ever received one? When? Ask whether they send or receive other kinds of greetings cards, too.

A Talk about the cards with your partner. Discuss the following questions. 8 mins

- Tell the students to work in pairs, reading the four questions, discussing the answers and writing note answers in their notebooks.
- Elicit answers orally.

Answers

- 1 Get well soon
- 2 Possible answer: I think the card with the frogs driving the car is funny!
- 3 When they are sick.
- 4 Possible answers: I chose the card with the birds for my friend because he likes music.

B Match the cards with the messages inside. 8 mins

- Invite individuals to read a message aloud. Elicit or present the meaning of *cheer up* as it arises. Then tell the students to work in pairs, matching the messages to the cards in Exercise A.
- Elicit answers orally. Discuss reasons for students' choices. For example, card 1 shows a group of birds, so the message *Fly back to us as soon as you can* matches this picture. Although the answers below represent the most likely matches, other answers are possible.

Possible answers

1E, 2C, 3F, 4B, 5D, 6A

C Now do Exercises A and B on page 26 of the Workbook. 24 mins

- Direct students to page 26 of the Workbook.

WB A Imagine you have a friend who is sick. Make a Get well card for him or her.

- Elicit the rubric and check students understand it. Then tell the students to read the four numbered instructions on how to make a *Get well* card. Encourage them to use the pictures to work out the meanings of new words.
- Elicit oral interpretations of the instructions and clarify what the students are going to do. Then tell them to follow the instructions and make the cards. Go around the class and give any help that is needed. Make a note of any especially funny or clever cards so you can ask the students who made them to show them to the class at the end of the activity.

Note: Some students may want to use words that they don't know. They should ask *What's ... in English, please?*

WB B Read the note Sarah sent to her friend. Then write one to your sick friend.

- Introduce the letter. Explain that it is a *Get well* letter.
- Elicit the number of paragraphs and how we show the beginning of a new paragraph. Point out that the first and last paragraphs are much shorter than the middle one. Focus on the greeting and farewell and elicit different forms of farewell. Remind students that you can end a letter with *Best wishes*.
- Ask a student to read the first paragraph aloud. Elicit the meaning of *leave*. Explain that the first and last paragraphs in informal (friendly) letters usually don't have topics. The first paragraph is a friendly beginning and the last is a friendly ending.
- Tell the students to read the second paragraph quickly for gist. Give them half a minute to do this. Elicit that it is about the past week at school. (If anyone says it is about Nurse Fawzia's talk or the netball coach's visit, explain that this is not what the *whole* paragraph is about.)
- Invite one student to read the final paragraph aloud. Elicit or reiterate that this is a friendly ending.
- Tell the students to write a letter following the same plan as Sarah's. Tell them to use their notebooks and plan the main paragraph first. They can write about what has happened in school in the past week, or they can write about something interesting they have done outside school. Encourage them to modify Sarah's opening paragraph, or write a completely new one if they can think of a better opening.
- Monitor progress on the draft as the students write. Answer any questions or requests for help. Students can complete this task for homework.
- Collect the letters for marking.

Unit 2 Lesson 7:

Limericks

Objectives: Read limericks and understand their rules.
Apply the rules to complete a limerick.
Write a limerick for the school magazine.

Language: Rhyme, rhythm, emphasis and intonation
Punctuation

Vocabulary: *limerick*

21st Century Skills: –

Reference: Course Book page 30,
Workbook pages 27–28,
🔊 11–12

Warm up 3 mins

- **Note:** The limerick is a common form of humorous poem that has existed in Britain for many years. They are popular, as they are often very funny and can be written about any subject.
- Elicit the lesson title, and provide the correct pronunciation. Students will not know the meaning of the word. Explain that a *limerick* is a special kind of poem. A limerick is always funny. Ask students if they know any poetry. Do they like poems? Elicit the text on the notice at the top of the page. Explain that in this lesson, students are going to read some funny limerick poems and then write their own!

A 🔊 11 Listen and read. 8 mins

- Ask students to look at the pictures. Explain that each picture goes with a limerick. Ask them to predict what the limericks will be about. Encourage the students to use their imagination to interpret them.
- Write these words on the board: *trip, dish, mad, Brazil, pie*. Ask the students to find each one in the limericks and explain it briefly.
- Tell the students to read the limericks as they hear them. Play 🔊 11.

🔊 11

Is the text of the two limericks on page 30 of the Course Book.

B 🔊 11 Work with a partner to complete the notes below. Listen again then say the limericks together. Correct each other if necessary. 8 mins

- Get students to briefly read through the rules with a partner and come up with answers. Then prompt them to give the rules. Don't let this activity take too long.

Answers

A limerick is a short poem.

It has five lines.

The last words on lines 1, 2 and 5 rhyme.

The last words on lines 3 and 4 also rhyme.

A limerick is always funny.

- Let the students practise saying the limericks in pairs for pronunciation purposes. Emphasize the strong, regular and simple rhythm. Remind students that limericks are funny, so they need to decide on the best intonation; they may understand that pretending to have a serious manner is sometimes good for a funny poem. Encourage students to enjoy making an attempt, and play 🔊 11 again to help them as necessary. Don't insist they get it right at this stage, as there is plenty of time to practise later.

C Do Exercises A to E on pages 27 and 28 of the Workbook. 16 mins

- Direct students to pages 27 and 28 of the Workbook.

WB A Complete the limericks with the words from the boxes.

- Tell students to complete the limericks in pairs. Explain that they will not need all the words for each limerick, so they need to be especially careful to choose words that fit the rhyme and

rhythm of the poem, as well as making sense. This is quite a difficult exercise, so do the first poem on the board as an example if students are struggling.

WB B 12 Now listen and check your answers.

- Play 12 for students to check their answers.

12

There was a young boy from Kuwait,
Who got to school every day late.
When his teacher asked 'Why?'
He replied with a cry,
'My clock always wakes me at eight.'

There was an old man from Jaipur,
Whose house had a green and blue door.
I said, 'I like white.'
He said, 'That's all right.'
But I think that white is a bore.'

Answers

The answers are underlined in 12.

WB C Rewrite the sentences with the correct punctuation.

- This exercise, along with Exercise D, revises punctuation and language points which will help students write a good limerick. Let the students discuss the punctuation in pairs before writing the answers in their Workbooks.

Answers

- 1 'Would you like to go to a restaurant this evening?' she asked.
- 2 'I don't know what to do,' said Ali. 'I agreed to meet Jamal, but I can't remember where.'

WB D Complete the sentences with the words from the box.

- Tell students to complete the exercise in pairs. Then elicit answers. See if students can think of other words that could be used to complete the sentences.

Answers

- 1 frightened
- 2 excited
- 3 surprised, worried
- 4 happy, wonderful
- 5 upset

WB E Join the sentences together. Use *but*, *when* and *and*.

- Remind the students of why we join sentences – it makes writing more interesting to read. Go through the Writing tip and give students a few moments to read the example sentences. Elicit answers orally. Then tell students to write them down.

Answers

- 1 Rafid fell off his bicycle and hurt his leg./
Rafid hurt his leg when he fell off his bicycle.
- 2 Noora doesn't like beef, but she likes lamb.
- 3 When I was washing up, the phone rang./
I was washing up when the phone rang.

D Write a limerick for your school magazine. 10 mins

- Encourage students to write their own limericks for submission to the school magazine. They could do this in class in pairs or as homework.
- If you think students will struggle to come up with their own ideas, you can help them by telling them that many limericks start with a line like *There was an old man from ...* They can use this line to start their limerick, choose a place name to complete the line, and then list words that rhyme with the place name. Demonstrate this way of beginning to write a limerick on the board. For example:
There was an old man from ...
There was an old man from Japan
Words that rhyme with Japan: fan, pan, man, ran
There was an old man from Japan
Who got his head stuck in a pan!

Unit 2 Lesson 8:

Bob and Bashir – The Eggs

Objectives: Read a story for comprehension and enjoyment.
Complete the *Round up* page summarizing the unit.

Language: –

Vocabulary: Algeria, wake up, whole, scrambled eggs, pan (n), perfect (adj), proud of, pick up, wallaby, race through, bush, wipe (v), plate (n)


21st Century Skills: –

Reference: Course Book pages 31–33, Workbook pages 29–31, 13–14

Warm up 1 min

- Elicit the story title and the meaning of *eggs*. Then move straight into Exercise A, as this provides a recap of the story characters.

A 13 Listen and read the story then answer the questions. 6 mins

- Ask the students to talk about the pictures on the two pages. Ask: *What can you see? What do you think is happening?* Elicit predictions for what will happen in this story, and present any of the new words that arise during this discussion.
- Tell students to listen and follow the story in their books. Play  13

13

Is the story on pages 31 and 32 of the Course Book.

- Elicit the questions and their answers from the class. Get students to refer back to the story in Unit 1 if necessary. Then ask what the students think of Bob and what they have learned about him so far.

Answers

- They are two boys going to the World Youth Camp.
- They met on the plane in Tripoli.
- They are in Australia (at the World Youth Camp).
- He lost his suitcase.

B Read the story again and then answer these questions. 10 mins

- Elicit the questions orally, then tell the students to read the story again and find the answers.
- Elicit answers orally. Encourage students to use full sentences. There are a number of different ways of answering the questions; make sure students have understood the story correctly.

Possible answers

- They have to cook scrambled eggs for breakfast.
 - You cook eggs slowly with butter, milk, salt and pepper.
 - They fly into the air when a wallaby knocks Bob over.
- Ask follow-up questions to check understanding:
Why did Bob need to borrow clothes? (He lost his suitcase.)
Whose trousers/shirt/sweater did he borrow? (He borrowed Paul's trousers, Bashir's shirt and Aziz's sweater.)
Why did Bob drop the eggs? (A wallaby knocked him over.)
How did the other boys feel? (They thought it was funny.)
 - Clarify anything the students don't understand.

C Now do Exercises A to G on pages 29, 30 and 31 of the Workbook. 18 mins

- Direct the students to pages 29, 30 and 31 of the Workbook.

WB A Read the story on pages 31 and 32 of your Course Book and complete the information sheet below.

- Elicit the five categories on the information sheet and check students understand what they have to do. Then give them a few minutes to fill in the sheet individually. Afterwards, invite a few students to share what they wrote.

Possible answers

- Bob and Bashir – The Eggs
- Bob, Bashir, Paul, Chuck, Hans, Aziz, Rod Border
- The story is about Bob and Bashir's first morning at the World Youth Camp. They cook scrambled eggs for breakfast, but a wallaby knocks Bob over when he is carrying the eggs.
- I liked the story because it is very funny and Bob is unlucky again. I thought Bob and Bashir would burn the eggs, but the accident is a surprise!
- scrambled eggs, perfect, wallaby, bush

WB B Complete the sentences with the words from the box.

- These sentences summarize parts of the story in different words. Ask students to work in pairs to complete the sentences. Afterwards, do a class check.

Answers

- borrowed
- told
- offered

WB C Correct this paragraph and make it better by joining sentences and using punctuation marks.

- Introduce the exercise, which extends the work students did on joining sentences together in Lesson 7. Ask students to complete the exercise individually, then get them to compare answers in pairs.

Possible answer

Khalid was watching TV when the phone rang. It was for his mother.

'I'll take it in the kitchen,' she said. 'Take care of your little brother.'

'I will,' he answered.

Five minutes later, Khalid looked for his brother, but he wasn't there. Khalid ran into the garden and saw his brother up a tree.

'Stay there!' he shouted. 'Don't move!'

Just then, his brother fell. Khalid ran over. His brother was lying on the ground. He was crying, but he wasn't hurt. He was just frightened.

WB D 14 Listen and answer the questions. Write short answers.

- Introduce the exercise. This exercise revises some of the language and the listening skills from Lesson 4: students have to listen to a conversation between a doctor and a patient and write short, note answers.
- Play 14 once with pauses, and then once straight through for students to check their answers. Then elicit the answers from the class.

14

- Doctor: And your name is ...?
Huda: Huda.
Doctor: Hello, Huda. Now, what's the matter?
Huda: I've got a stomach ache.
Doctor: A stomach ache. How long have you had it?
Huda: Since yesterday morning.
Doctor: Yesterday morning! That's a long time. Why didn't you come and see me earlier?
Huda: I hoped it would go away.
Doctor: I see. What did you eat the night before last?
Huda: Lamb and rice with a salad.
Doctor: That's all right then. Now, where exactly does it hurt? Which part of your stomach?
Huda: It hurts all over.
Doctor: Not in one particular place?
Huda: No. All over.

- Doctor: Well, it's not appendicitis then.
I'll give you some medicine. Take it three times a day. If the pain doesn't go away, come and see me again tomorrow and we'll do some tests. All right?
- Huda: Yes, doctor. Thank you.

Answers

- 1 Huda
- 2 stomach ache
- 3 yesterday morning/the morning before
- 4 a salad
- 5 all over
- 6 medicine
- 7 three times
- 8 see the doctor again

WB E Write the opposite of these words.

- Ask students to complete the exercise quickly on their own. Elicit the answers from the class.

Answers

- 1 unfit
- 2 always
- 3 unusual
- 4 a lot
- 5 unhealthy
- 6 interesting

WB F Write words that match these definitions.

- This exercise revises some vocabulary from the unit. Allow students to look back in their Course Books to search for the answers if they need to.

Answers

- 1 lamb
- 2 baked
- 3 grilled
- 4 menu
- 5 dentist

WB G Give these people advice. Give a reason each time.

- Do the first item on the board, eliciting the answers from the class. Then get students to work in pairs to complete the exercise.

Possible answers

- 1 You should wear your glasses every day.
If you don't, you will get headaches.
- 2 You should take exercise regularly.
If you don't, you will be unfit.
- 3 You should eat lots of fruit and vegetables every day.
If you don't, you will be unhealthy.

Round up 10 mins

- For the first bullet point, prompt more examples of giving advice by asking questions like: *How do you keep fit?*
- For the second bullet point, ask the class to talk about things they do in their spare time and how often they do them.
- For the third bullet point, elicit the example sentences. Then prompt transformations.
For example:
S: *A little salt on your food is all right.*
T: *What about too much salt?*
S: *Too much salt is bad for you.*
- For the fourth bullet point, mime toothache. Then ask: *What's wrong with me?* and elicit: *You've got toothache.* Invite the students to mime other illnesses and ask other students: *What's wrong with me?* Get them to continue this activity in pairs.
- For the fifth bullet point, add *when* clauses to the two sentences. For example:
I (sometimes) feel frightened when I am in the house alone.
I feel excited when my friends visit me.
- Ask the class to do the same with other adjectives. Use the following: *hungry, tired, angry, happy, exhausted, sad, nervous, shy.*
- For the sixth bullet point, organize the students into pairs. Tell them to discuss things their parents want them to do. Elicit examples as a class.

Listening and speaking

- Asking and answering questions about preference and ability
- Listening for days and times to fill in a timetable
- Listening for intonation and pronunciation
- Asking and answering questions about a timetable
- Role-playing conversations with different intonation to convey emotion
- Asking and answering comprehension questions

Reading and writing

- Reading for gist and detail
- Scanning for words
- Reading for enjoyment
- Filling in a timetable
- Reading and reconstructing incomplete conversations
- Identifying factual information in a text and using it to write comprehension questions
- Identifying how a written paragraph has been improved from a note draft
- Identifying topic sentences
- Writing a paragraph
- Understanding the genre of a text from its title and appearance

Structure and language

- Verbs and sports – *play/do* + sport;
go + gerund
- Plural nouns with possessive *s*
- Comparative adjectives and adverbs

- Question forms: *Wh-* questions;
How good are you at ...?
- Changes from the past: *used to be/have*

Vocabulary

- Sports and activities
- Decimal numbers, years, weights and times

21st Century Skills

- Media Literacy: Inferring information from a picture, story or leaflet
- Information Literacy: Transferring information to a table
- Research Skills: Comparing results and conclusions
- Communication Skills: Recalling information quickly
- Study Skills: Comparing notes to texts; organizing information in a diagram
- Numeracy Skills: Reading numbers

Key words

advanced (adj) – /əd'vɑ:nst/
 against (prep) – /ə'genst/
 athletics (n) – /æθ'letiks/
 beat (v) – /bi:t/
 beginner (n) – /bɪ'ɡɪnə(r)/
 book (v) – /buk/
 compete (v) – /kəm'pi:t/
 competition (n) – /,kɒmpə'tɪʃ(ə)n/
 competitor (n) – /kəm'petɪtə(r)/
 confidence (n) – /'kɒnfɪd(ə)ns/
 confident (adj) – /'kɒnfɪd(ə)nt/
 final (n) – /'faɪn(ə)l/
 gymnastics (n) – /dʒɪm'næstiks/
 health (n) – /helθ/
 high jump (n) – /haɪ dʒʌmp/

judo (n) – /'dʒu:dəʊ/
 karate (n) – /kə'reɪti/
 lose to (v) – /lu:z tu:/
 medal (n) – /'med(ə)l/
 melt (v) – /melt/
 message (n) – /'mesɪdʒ/
 performance (n) –
 /pə(r)'fɔ:(r)məns/
 point (n) – /pɔɪnt/
 point (win a ~) (n) – /pɔɪnt/
 practice (n) – /'præktɪs/
 practise (v) – /'præktɪs/
 result (n) – /rɪ'zʌlt/
 rule (n) – /ru:l/
 sailing (n) – /'seɪlɪŋ/

score (n) – /skɔ:(r)/
 score (v) – /skɔ:(r)/
 sighed – /saɪd/
 sports centre (n) – /spɔ:ts 'sentə/
 strong (adj) – /strɒŋ/
 successful (adj) – /sək'sesf(ə)l/
 swimming (n) – /'swɪmɪŋ/
 tennis (n) – /'tenɪs/
 timetable (n) – /'taɪm,teɪb(ə)l/
 train (v) – /treɪn/
 volleyball (n) – /'vɒli,bɔ:l/
 world record (n) –
 /wɜ:(r)ld 'rekɔ:(r)d/

Unit 3 Lesson 1:

The Sports Centre

Objectives: Talk about sport.
Listen for pronunciation.
Revise and develop sport vocabulary.
Ask and answer questions about preferences related to sport.

Language: *What sports would you like to do? I'd like to ...*
Verbs and sports – *play/ do + sport; go + gerund*

Vocabulary: *sports centre, karate, tennis, athletics, gymnastics, basketball, football, judo, sailing, swimming, volleyball, horse-riding, information, rule (n), etc./et cetera, net (tennis ~), racket*

21st Century Skills: Media Literacy: Inferring information from a leaflet

Reference: Course Book page 36,
Workbook page 32, 🎧 15

Warm up 5 mins

- Write the word *sport* on the board and tell the class that this is the topic of the unit. Elicit the names of sports the students know and write them on the board. Then find out what they think of the various sports by asking questions. For example:
Do you like football?
How often do you play volleyball?
Do you watch basketball on television?
Who is your favourite tennis player?

A 🎧 15 Listen and point to the pictures as you hear the names of the sports. Repeat the names. 15 mins

- Elicit and explain the lesson title. Then tell the students to look at page 36 of the Course Book and work out what the large blue box is. Try to elicit that it is a notice or an advertisement giving information about a sports centre in a place called Ashby.
- Explain that you are going to play a radio advertisement for the sports centre. Then play 🎧 15.

🎧 15

Voice 1: Ashby Sports Centre. Come to the sports centre and get fit! You can choose from last year's old favourites:

Voice 2: Volleyball.

Voice 1: Swimming.

Voice 2: Sailing.

Voice 1: Horse-riding.

Voice 2: Football.

Voice 1: Judo.

Voice 2: Basketball.

Voice 1: And, from the beginning of this year, we can give you lessons in these sports:

Voice 2: Karate.

Voice 1: Tennis.

Voice 2: Athletics.

Voice 1: Gymnastics.

Voice 2: Call us on 952841 for more information.

- Check understanding of the four new sports. Then elicit the names of all the sports and check pronunciation. If necessary, use 🎧 15 again.
- Use the Functional grammar box. Explain the meanings of *etc.* and *rule*. Give the students time to think about the rule and discuss their opinions in pairs. Elicit suggestions from the whole class.

Answer

- Play* is used with sports that are competitive, like games.

- *Go* is used to indicate taking part in an individual sport mainly for enjoyment, often outdoors.
- *Do* is used for individual sports where you practise alone for improvement or competition.
So you can *do swimming* (practise competitively) or *go swimming* (do it for enjoyment), but you can't *play swimming*.

Note: The question uses *do* in all cases: *What sport would you like to do?*

- Elicit more example sentences using each verb.

B Ask and answer. 7 mins

- Demonstrate this activity with one student. Then choose two students to demonstrate.
- Tell the students to ask and answer questions in pairs. Try to listen to everyone.

C Now do Exercises A to C on page 32 of the Workbook. 18 mins

- Direct students to page 32 of the Workbook.

WB A Which sports connect these words? Write the names of the sports.

- Read the rubric, and before giving any explanation, see if any of the students can work out item 1 for themselves. If they can't, ask: *In which sport do you run, jump and throw things?* Then tell the students to work in pairs and try to do the other items. Tell them to move on if they can't do one of them. They can come back to it later.
- After a few minutes, elicit answers.

Answers

- 1 athletics
- 2 basketball
- 3 sailing
- 4 tennis
- 5 swimming
- 6 football

WB B Answer the question.

- Tell the students to write full-sentence answers. Refer them back to the Functional grammar box and the speech bubbles on page 36 of the Course Book. Give them a short time to write, then elicit answers from a few different students.

Possible answers

I'd like to play basketball and tennis.

I'd like to do sailing.

I'd like to go swimming.

WB C Complete the sentences with the correct forms of the verbs from the box.

- Tell the students first to work individually and match the correct verb to each sentence, without deciding on the verb form. Check answers, then elicit the correct forms of the verbs from the whole class, completing the sentences on the board.

Answers

- 1 was playing
- 2 went
- 3 has done
- 4 used to go
- 5 do
- 6 does
- 7 used to do
- 8 has played

Unit 3 Lesson 2:

The Timetable

Objectives: Listen for specific information.
Ask and answer questions about a sports timetable.
Ask and answer questions about what you like and what you are good at.

Language: Plural nouns with possessive *s*
How good are you at ...?

Vocabulary: *timetable (n), beginners, message, advanced, team practice, leaflet, good at, quite, practise*

21st Century Skills: Media Literacy: Inferring information from a leaflet

Reference: Course Book page 37,
Workbook page 33,
🔊 16–17

Warm up 3 mins

- Read the lesson title and ask students what *timetable* means – they might be able to guess. Refer to their school timetables to explain the meaning. Ask them if they use any other timetables.

A 🔊 16 Dave phoned the sports centre and heard a message. Listen to the message. What information does Dave have to leave? 7 mins

- Tell the students to read the rubric and find out what the boy in the picture is doing. Elicit his name – *Dave* – and check they understand the question.
- Tell students to listen and follow the message. Then play 🔊 16. If you can't elicit the correct answer, play the audio again.

🔊 16

This is the Ashby Sports Centre. Thank you for calling. We hold classes in many different sports from tennis to horse-riding. We have separate classes for women and girls and for men and boys. There are three kinds of classes: beginners, advanced and team practice. Please leave your name and address and we'll send you a leaflet. Thank you for calling.

Answer

Dave has to leave his name and address.

- Ask: *Why do they want Dave's name and address?* Elicit answers before confirming the correct answer (they want to send him a leaflet). Play the audio again if necessary. Explain *leaflet* and ask the students to find the word on page 37 of the Course Book.

B 🔊 17 Listen and repeat these words. 5 mins

- Tell the students to listen and repeat after each word on the audio. Play 🔊 17.

🔊 17

beginners
advanced
team practice

- Make sure that the students don't pronounce the letter *n* twice in *beginners*.
- Check the meaning of the three new words.

C The sports centre sent Dave this leaflet. Ask and answer questions about it. 6 mins

- Elicit the question and the answer in the speech bubbles below the leaflet. Ask the class similar questions about the timetable. Then invite a student to ask a question. The student who answers correctly can ask the next question.
- Continue the practice in simultaneous pairs.

D Now do Exercise A on page 33 of the Workbook.

9 mins

- Direct students to page 33 of the Workbook.

WB A Answer these questions about the leaflet on page 37 of your Course Book. Write short answers.

- Tell the students they will need to study the leaflet quite carefully to answer these questions – the answers are not entirely obvious. As they work, go around the class checking that they understand that both *Start now!* and *Learn a new sport!* indicate a beginners' class.

Answers

- 1 10 (2 volleyball, 2 athletics, 1 tennis, 2 gymnastics, 1 basketball, 2 karate)
- 2 4 (2 volleyball, 2 gymnastics)
- 3 4 (1 tennis, 2 swimming, 1 basketball)

E Ask and answer questions. What sports do you want to do?

15 mins

- Ask students to imagine they have gone to a sports centre. The man/woman at the desk says: *What sports do you want to do?* Ask the question to different students and elicit short answers, for example, *judo*, *swimming*, etc. After a few students have answered, take one of the sports they have named and model: *I'd like to do [judo]*. Get a few more students to answer the question using this pattern.
- Tell the students to study the three speech bubbles. Now ask the same question as before, adding the follow-up question: *How good are you at [judo]?* Students answer using the patterns from the speech bubbles:
T: *What sports do you want to do?*
S: *I'd like to do swimming.*
T: *How good are you at swimming?*
S: *I've never done swimming. I'd like to learn how to do it.*
- When the students understand what to do, let them practise in simultaneous pairs. Don't expect too much accuracy at this stage. At some point you may want to draw attention to the

spelling of the verb *practise* (in the second speech bubble) and compare it with the noun *practice* (in the leaflet).

- Use the Vocabulary tip at the bottom of the page. Remind the students that when we are using the possessive *s*, we put the apostrophe after *s* in plural nouns. (See the Functional grammar box on page 8 of the Course Book.) However, there are some irregular plural nouns in English, for example, *men*, *women*, *children* and *people*. These already show more than one, so, if we want to show possession, the apostrophe goes before the *s*. Elicit sentences with *women* and *children* and write them on the board.

Possible answers

The women's favourite sport is karate.

The children's favourite sport is basketball.

**Unit 3 Lesson 3:
Booking Lessons**

Objectives: Listen and read for specific information.
Fill in a timetable.
Practise verb forms.
Make conversations asking and answering about activity times.

Language: –

Vocabulary: *book (v)*

21st Century Skills: Information Literacy:
Transferring information to a table

Reference: Course Book page 38,
Workbook pages 33–34,
🔊 18–19

Warm up

3 mins

- Remind the students of the sports centre and what you can do there. Explain that when you have chosen what to do, you have to *book* a lesson. Elicit the meaning of the new word.

A 🎧 18 Liz and Dave called the sports centre to find out about lessons. Listen to and read the conversations then complete part of the timetable in Exercise A on page 33 of the Workbook. 8 mins

- Ask a student to read the rubric. Check students understand that page 38 of the Course Book shows Liz and Dave's conversations with people who work at the sports centre.
- Tell the students to look at the timetable on page 33 of the Workbook. Go through the timetable, eliciting the meanings of the abbreviations *M & B* and *W & G*. Draw attention to the item filled in on Wednesday at 5–7.
- Tell students to listen to and read the conversations in the Course Book and use the information they find to fill in two more spaces in the timetable in pairs. Play 🎧 18, then go around checking that everyone is filling in the timetable correctly.

🎧 18

Is the text of the conversations on page 38 of the Course Book.

- Elicit the answers orally. Check understanding by asking: *Why is Liz going to team practice and not a lesson?* (Because she's quite good at tennis.) *Is Dave going to judo team practice?* (No, he is going to a beginners' lesson.)

Answers

Monday 7–9 Tennis (T)

Tuesday 5–7 Judo (B)

B 🎧 19 Listen and complete the timetable in Exercise A on page 33 of the Workbook. 10 mins

- Direct students to page 33 of the Workbook.

WB A 🎧 19 Listen and complete the timetable.

- Tell the students they are going to hear three more people phoning the sports centre to ask about lessons. This time, you want them to listen and write the answers in the timetable.

Note: If you think students will find this difficult, help them with the first conversation. Tell them to listen to 🎧 19 Part 1 without writing anything, then elicit the answer orally (Wednesday 7–9 Gymnastics (B)). Then tell them to listen to Parts 2 and 3 and write the answers in the timetable.

- Copy the timetable onto the board, so that you can write the answers in the correct places when you elicit them from the class.

🎧 19

Part 1

Officer: Sports centre. Can I help you?

Girl: Yes. I'd like to join a gymnastics lesson. When is it, please?

Officer: Are you good at gymnastics, or do you want to learn?

Girl: Oh, I want to learn. I've never done gymnastics before.

Officer: Well, the beginners' lesson for girls is on Wednesday at seven o'clock.

Part 2

Boy 1: Hello. Is that the sports centre?

Officer: Yes. Can I help you?

Boy 1: Yes. I want to go swimming. Can you tell me when lessons are?

Officer: How good are you at swimming?

Boy 1: I'm quite a good swimmer. I'd like to try to join the team.

Officer: Right. Team practice is on Thursday at seven o'clock.

Boy 1: Thursday at seven o'clock. Thank you.

Part 3

Officer: Sports centre. Can I help you?

Boy 2: Yes. I want to do horse-riding lessons. I'm quite good, but I want to improve.

Officer: Our advanced lessons are on Saturdays at ten in the morning. Can you come then?

Boy 2: Yes, I can. That's fine. Thank you.

Answers

Wednesday 7–9 Gymnastics (B)

Thursday 7–9 Swimming (T)

Saturday 10–12 Horse-riding (A)

C Now do Exercises B to E on page 34 of the Workbook.

24 mins

- Direct students to page 34 of the Workbook.

WB B Now find information on page 37 of your Course Book to complete the timetable.

- Tell the students to complete the rest of the timetable using information from the leaflet from the previous lesson, on page 37 of the Course Book. Tell them that there will be three blank spaces.
- Elicit answers and complete the timetable.

Answers

Day	Time	Sport	
Monday W & G	5-7	Tennis (B)	Karate (B)
	7-9	Tennis (T)	Volleyball (B)
Tuesday M & B	5-7	Basketball (B)	Judo (B)
	7-9	Gymnastics (B)	Volleyball (B)
Wednesday W & G	5-7	Horse-riding (B)	Athletics (B)
	7-9	Gymnastics (B)	
Thursday M & B	5-7	Athletics (B)	Karate (B)
	7-9	Swimming (T)	Gymnastics (A)
Friday W & G	5-7	Volleyball (A)	
	7-9	Swimming (T)	Gymnastics (A)
Saturday M & B	10-12	Horse-riding (A)	
	3-5	Volleyball (A)	Basketball (T)

WB C Complete the sentences with the correct forms of the verbs from the box.

- Tell the students to read the six sentences and decide which verb to use in each case. At this stage they just need to choose the verb, not the tense.
- Elicit answers from the class, with reasons for their choices. Then discuss as a class which tenses to use. Prompt the students so they find the right answer for themselves. For example, item 1 is clearly in the past because of the word *before*. Ask: *Do we know when?* (No, just some time in the person's life.) Guide them to choose the present perfect *I haven't played*.

- When you have been through each sentence orally, ask the students to complete the sentences in writing.

Answers

- haven't played
- did
- has gone/went
- am doing
- am going
- were playing

WB D Correct the words that have the wrong spelling. Write the words correctly.

- Discuss each sentence as a class, and agree which word is spelled wrongly and how it should be written.
- Tell the students to complete the activity in writing.

Answers

- centre
- beginners'
- athletics
- practise
- team

WB E Make conversations.

- This activity will need to be demonstrated a few times before the students can work in simultaneous pairs. Take the part of the sports officer yourself, first, and choose a student to demonstrate with. Then use a few pairs of students to make up conversations. Correct pronunciation as necessary.
- Tell the students to make conversations of their own.

Unit 3 Lesson 4:

The Basketball Game

Objectives: Read and complete a conversation.
Role-play a conversation.
Narrate orally and in writing a story about a sports competition.

Language: Comparative adjectives and adverbs
Saying numbers with decimal points

Vocabulary: *result, win/won, lose/lost (to), beat (v), awful, point (n), Let's face it, at least, against, race (n), high jump, competition, conversation, point (n) (= decimal point)*

21st Century Skills: Media Literacy: Inferring a story from pictures

Reference: Course Book page 39, Workbook pages 35–36, 20–21

Warm up 3 mins

- Elicit the lesson title. Refer to the picture and see if students can tell you anything about basketball. Ask students if they play basketball.

A Read the results of a basketball game. Guess the meaning of the words in red. 5 mins

- Introduce the exercise. Explain that the two basketball teams have just played each other. The four sentences show the result using different words – present *result*. Tell the students to read and guess the meaning of the four words in red. Then discuss as a class.

B 20 Read and work out this conversation then listen and check. 21 Listen to the complete conversation. 12 mins

- Tell the students to read the conversation and work out what Samir said. They should write the letters next to the numbers.
- Tell the students to listen and check their answers. Play 20.

20

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

- Read Hasan's lines and elicit Samir's lines from the class to check they have understood the answers. Discuss any sentences students have failed to place correctly. Then play 21 so that students can hear the whole conversation.

21

Is the text of the complete conversation on page 39 of the Course Book.

- Elicit the new vocabulary in the conversation. Most of it should be clear from the context.

C Read the conversation aloud. Discuss how the students feel. Friendly? Angry? Happy? Sad? 10 mins

- Invite individual pairs to practise parts of the conversation, imitating the pronunciation and intonation used by the boys. Encourage the students to think about and discuss the question about how the boys feel, as there is room for different opinions. For example, at the beginning of the conversation, they perhaps seem a bit angry with each other. Then at the end they seem to be friendly. Encourage a few pairs to try parts of the conversation with different intonation to convey different feeling. For example, when Hasan is talking about jumping higher than Samir last week, he could sound friendly or angry.
- Tell the students to practise the conversation in pairs.

D Now do Exercises A and B on pages 35 and 36 of the Workbook. 15 mins

- Direct students to pages 35 and 36 of the Workbook.

WB A Study the Speaking tip then look at the pictures below and tell the story of the competition.

- Use the Speaking tip to explain how to say decimal numbers. Elicit other meanings of *point*. Prompt students, if necessary, to remember the verb *to point* and the noun Hasan and Samir used earlier in this lesson (something you can score in a game).
Note: Make sure you say *one point four five* and not *one dot forty-five*.
- Ask the class how they would describe the first picture. Elicit an answer and let the class comment on it, correcting or improving it as they think necessary. Elicit the times Mary and Jane completed the race in, making sure they say the numbers and decimals correctly.
- Tell the students to work in pairs and discuss the other pictures in the same way.
- Elicit the whole story orally, sentence by sentence, and write it on the board. Use suggestions from the class to improve and correct sentences as you write them. Likewise, elicit punctuation and spelling as you write.

Possible answer

First, the girls ran 100 metres. Mary lost. She was slower than Jane. Mary ran the race in 13.2 seconds, but Jane ran it in 12.5 seconds. Then, they did the high jump. Mary beat Jane. She jumped higher than Jane. She jumped 1.45 metres and Jane jumped 1.4 metres. Next, they went to the beach for the swimming race. Suddenly they saw a boy in the water. He was shouting 'Help!' because he was drowning. The two girls jumped into the water and swam to the boy. They saved his life. Later Mary said to Jane, 'Well done, Jane! You were fantastic.'

WB B Now write the story.

- Clean the story off the board. Then tell the students to write a draft of the story in their notebooks. While the students write, circulate and monitor mistakes and difficulties. If you see common mistakes, stop the class and highlight the problem, showing the correction on the board.
- Tell the students to write a final version in their Workbooks for homework.

Unit 3 Lesson 5: London 2012

Objectives: Scan for information.

Read for detail and identify testable factual information.

Write comprehension questions to ask the class. Group sports by the verbs used to talk about them.

Language: Reading and saying decimal numbers, years, weights and times
Questions with *which/what/who/when*

Vocabulary: *Olympic Games/Olympics, final (n), boxing, medal, competitor, successful, score (n, v), (world) record, performance, gold, silver, bronze*

21st Century Skills: Research Skills:
Comparing results and conclusions;
Communication Skills:
Recalling information quickly

Reference: Course Book pages 40–41, Workbook pages 36–37

Warm up 2 mins

- Elicit the lesson title. See if students can guess what the lesson is about (the London 2012 Olympic Games). Ask students if they watched this or a more recent Olympic Games.

A Study the pictures. What do you think the texts are about? Read the texts quickly to check your answers. 5 mins

- Use the pictures as a pre-reading activity. Elicit the name of the sport shown in each picture. (Some pictures do not show sports taking place, but students may know who the sportspeople are – see how many they can identify.) Make sure students understand what women's and men's 'singles' are (*tennis games in which one player plays against another*). Then tell them to scan the text for each picture to see if there is a name of a person or country. Elicit these names. Then ask them to read the texts quickly. After a minute or two, elicit the topic of each text from the class.

Possible answers

- Women at the 2012 Olympic Games
- The Jamaican team
- The gold medals for tennis
- The Mexican men's football team
- The gold medal for men's long jump

B Who can answer these questions fastest? 4 mins

- Remind the students of how to answer comprehension questions. Tell them to work their way through in pairs and answer all the questions as fast as they can. Make it into a competition.

Answers

- Mexico.
- American.
- Serena Williams.
- The 100 metres.
- Great Britain.

- Explain that *the 100 metres* is a short way of saying *the hundred/one hundred metre race*.

C Work in pairs to list answers for these questions. Compare your answers with other answers in your class. 10 mins

- Elicit a few answers so that students know what they have to do. Then tell them to think and write their answers in pairs.
- Combine the pairs to make groups of four. Ask students to exchange answers and add to their lists. Then elicit answers from the class and create a list on the board.

Possible answers

You hit the other person in boxing and you hit balls with a racket in tennis.

You throw a ball in volleyball, netball and basketball. You also throw in judo and you throw the hammer and discus in athletics.

You kick a ball in football and you kick the other person in karate.

You run races in athletics and you also run in football and in basketball.

You jump in basketball and volleyball and you jump in the high jump and long jump.

D Now write three questions about the information in the texts. Then ask a classmate to find the answers. The Speaking tip will help you. 10 mins

- Read the rubric aloud and explain what you want the students to do. Elicit one or two questions to get them started. Point out that they can use the questions from Exercise B as models. For example:
Which country won the men's football gold medal at London 2012?
can be changed to:
Which country won the women's tennis singles at London 2012? (USA.)
- Go over the Speaking tip box to revise how numbers with decimal points are read. Make

sure students are also familiar with how years are said in English:

1991 = *nineteen ninety-one*

2012 = *twenty twelve* (or *two thousand and twelve*)

- Invite students to ask the class their questions. Encourage a competitive atmosphere in the rest of the class.

Possible questions and answers

Which country won four gold, five silver and three bronze medals? (Jamaica.)

When did Mike Powell set his long jump record? (1991.)

Who did Mexico beat in the final of the men's football? (Brazil.)

What is Usain Bolt's world record? (100 metres in 9.63 seconds.)

Who won the men's tennis singles? (Andy Murray.)

E Now do Exercises A and B on pages 36 and 37 of the Workbook. 14 mins

- Direct students to pages 36 and 37 of the Workbook.

WB A Read the texts on pages 40 and 41 of your Course Book again and answer these questions. Tick the correct answer.

- This exercise checks students' understanding of the text. They probably already know most of the answers, but give them as much time as they need. Then elicit the answers.

Answers

- 1 c
- 2 a
- 3 b
- 4 c

WB B Practise saying these figures.

- Tell the students to work in pairs and practise pronunciation. Go round the class monitoring as they work.

Answers

Years

- a eighteen ninety-six
- b nineteen thirty-six
- c nineteen forty-eight
- d nineteen eighty-eight
- e two thousand
- f two thousand and two
- g two thousand and four
- h twenty ten/two thousand and ten

Times

- a ten point two seven seconds
- b nineteen point three two seconds
- c one minute, fifty-two point one one seconds
- d three minutes, forty-three point one three seconds
- e one hour, twenty-nine minutes, eighteen point zero eight seconds
- f two hours, thirty-seven minutes, twenty-eight point five seven seconds

Weights

- fifty-two kilograms
 sixty-eight point zero five kilograms
 one hundred and five kilograms
 eighty-five kilograms
 two point zero five kilograms
 sixty point five four kilograms

Unit 3 Lesson 6:

Changes

Objectives: Study a plan for writing a paragraph.
Identify how a written paragraph has been improved from a note draft.
Write sentences about changes from the past with *used to* *belhave*.

Identify the topic sentence of a paragraph.
Write a paragraph.

Language: Talking about changes from the past: *used to* *belhave*

Vocabulary: *change (v, n), weak, schoolwork, health, compete, confident, shy, strong, confidence, train (v), used to, topic sentence, reason (n), diagram*

21st Century Skills: Study Skills: Comparing notes to texts; Study Skills: Organizing information in a diagram

Reference: Course Book page 42, Workbook pages 38–39

Warm up 2 mins

- Elicit the meaning of the lesson title. Remind students that *change* is both a noun and a verb.

A Samir does judo. The editor of Samir's school magazine asked him to write a paragraph about it. Study how Samir planned his paragraph. 6 mins

- Ask a student to read the rubric, and explain that this page shows how Samir planned his paragraph. Elicit what he did first (he wrote

some notes). Elicit what he did next (he added to the notes and put them in order).

- Ask individual students to read aloud the notes on the left. Elicit or present the meanings of *weak* and *schoolwork*.
- Ask the students to compare the two sets of notes and find out what Samir has added to the first one.

B Read Samir's article. What did he write that was not in his notes? 5 mins

- Tell the students to read Samir's article silently and find out what he has added (things that are not in his notes). They can underline the extra information or write notes in their notebooks.
- Elicit answers.

Answers

He started doing judo two years ago.
He couldn't run fast and was often ill.
He was lazy, but now he trains every day.
Now he gets good marks all the time.
He used to be afraid of competitions and exams.

C Find words that mean the following: 2 mins

- Set the task. Point out that the students have already encountered most of these words.

Answers

- personality
- confidence
- train

D Study the Functional grammar box then do Exercises A to F on pages 38 and 39 of the Workbook. 30 mins

- Focus on the Functional grammar box. Read out the two sentences from the text and explain that we use this new tense to talk about something that happened in the past, but doesn't happen now. Show how it is formed: *used to* followed by the infinitive of a verb.

- Ask students to find more examples in the text. Then check understanding by asking the students to give some examples about themselves.
- Direct students to pages 38 and 39 of the Workbook.

WB A Look at the text on page 42 of your Course Book again. Write short answers to these questions.

- Introduce the exercise. Tell the students to answer the questions individually.
- Elicit and discuss the answers.

Answers

- 1 Two years.
- 2 He could not run very fast and was often ill.
- 3 Every day.
- 4 Possible answer: Yes, because now he is more confident, fitter and more hard-working, and he has friends and something he wants to do.
- 5 Libya.

WB B Write sentences about changes in Huda's life with *used to*.

- Elicit the first complete sentence, then let the students complete the task on their own. Remind them that they can refer back to the Functional grammar box on page 42 of the Course Book.

Answers

- 1 Huda used to live in Zawiya, but now she lives in Misrata.
- 2 She used to be shy, but now she is confident.
- 3 Huda used to eat lots of ice-cream, but now she eats fruit.
- 4 She used to watch TV a lot, but now she does sport.

WB C Write about one change in your life.

- Tell students to use their answers from Exercise B as a model.

Possible answers

I used to eat lots of chocolate, but now I eat vegetables.

I used to play football, but now I go swimming.

WB D Study the Writing tip on page 38 then identify the topic sentence of the article on page 42 of your Course Book.

- Go through the Writing tip and give students a few moments to find the topic sentence in Samir's article. Then elicit the answer and discuss any disagreements.

Answer

I started doing judo two years ago and it has changed my personality and my life.

WB E Write a paragraph about one of the topics below.

- Ask students to read the two topics and choose one. Carefully go through the instructions on how to write. Remind students of what Samir did: he made notes, organized them and added more words, and then wrote sentences. Encourage them to refer back to page 42 of the Course Book.
- Circulate and monitor while the students are writing their notes. Encourage them to ask for help if they need it. They will probably need help with vocabulary and the order in which they express their thoughts.
- When you feel the students are ready, tell them to write their first draft. At this stage, the students will need help expressing themselves accurately and making their work more interesting, for example with the use of linking words.

WB F Look at your paragraph again. Correct any mistakes. Add more details. Write it again neatly in your notebook.

- When you see that the majority of the class have got as far as they can, tell them to stop writing.

Discuss common errors as a class and encourage the students to check their work. Make sure you give them appropriate strategies, for example:

- Checking spelling by referring to their Course Books
- Checking grammar by referring to model texts and grammar boxes

Note: Some students may benefit from exchanging their drafts with partners and getting them to look for mistakes and ways of improving their writing. However, this should not be compulsory; at this stage, students should be encouraged to write creatively without too much interference from their peers.

- When you think the students have made sufficient effort to improve their work, tell them to write a final copy in their notebooks. Collect final copies for assessment.

Unit 3 Lesson 7: Olympic Facts and Figures

Objectives: Predict the genre of a text from its title and appearance.
Infer the meaning of new words from context.
Read for specific information.
Revise vocabulary from the unit to complete a word tree.

Language: Saying dates – years

Vocabulary: *facts, figures, ring (n), take part, take place, medal, bullet point*

21st Century Skills: Media Literacy: Inferring information from a text

Reference: Course Book page 43,
Workbook pages 40–41

Warm up 3 mins

- Ask a student to read the lesson title. Elicit suggestions as to its meaning. Move on to Exercise A without confirming or correcting.

A Below is a text about Olympic facts and figures. What type of information do you think it will include? 12 mins

- Read out the rubric and see if students have anything to add to their previous suggestions. Guide them towards a correct answer: that a text about facts and figures will probably tell you about the Olympics by giving you information involving numbers. It might tell you about history, but it is not a story or an essay.
- Ask whether the text has paragraphs, and see if the students can explain that it is organized using bullet points. Ask students whether they ever use bullet points in writing. (Perhaps some of them have given slide presentations using bullet points.) Ask whether they would use bullet points in a story (probably not) or a piece of written work (again, probably not). Explain that bullet points are usually a good clue that a text is factual, or trying to give you information about something.

B Find these words in the text quickly and match them to their meaning. 5 mins

- Give students a short time to scan the text for the words and match them. They can read around the words to work out their meaning, but they should not read the whole text through at this stage. Elicit answers.

Answers

- 1 b
- 2 c
- 3 a

C Now do Exercises A and B on pages 40 and 41 of the Workbook. 25 mins

- Direct students to pages 40 and 41 of the Workbook.

- 8 RACE
9 MEDAL
10 GOAL

The game is: VOLLEYBALL.

WB A Read the text on page 43 of your Course Book and answer these questions quickly.

- Students should now read the whole text through. Challenge them to read it once and then answer the questions individually without checking it again. Then get them to compare answers in pairs by taking turns to ask and answer the questions. Draw their attention to the Speaking tip box, and remind them of how we say years; if necessary, write a few examples on the board for them to practise saying to each other.
- Finally, elicit the answers from the class.

Answers

- Gold medals.
- More than 200.
- The five continents.
- A Frenchman who started the modern Olympic Games.
- No. (He thought it was more important to take part.)
- 1896.
- Every four years.

WB B Fill in this word tree.

- This exercise revises key vocabulary from the unit. Tell students to work in pairs to complete the word tree. While they do so, copy the word tree onto the board. Then elicit answers from the class and write them on the board.

Answers

- ADVANCED
- SCORE
- FINAL
- LOSE
- SECOND
- OLYMPIC
- BEAT

Unit 3 Lesson 8:

Bob and Bashir – The Ice-creams

Objectives: Read a story for comprehension and enjoyment.

Complete the *Round up* page summarizing the unit.

Language: –

Vocabulary: *break (n), competition, court, exhausted, ice-cream, melt, queue (v), sigh (v), surprise, trip (v)*

21st Century Skills: Media Literacy: Inferring information from a story

Reference: Course Book pages 44–47, Workbook pages 42–43

Warm up 5 mins

- Tell the students to recall the previous episode of *Bob and Bashir* and discuss what happened in pairs. Then discuss as a class, prompting as necessary.
- Elicit the title of this episode. Ask the students to talk about the pictures and predict what happens. Check understanding of *ice-cream* and use the pictures to elicit or present the meaning of any words that students are unsure of.

A 22 Listen and read the story then answer the questions. 10 mins

- Elicit the three questions orally and check students understand them. Tell them to listen to and read the story and find the answers.

- Elicit the answers, allowing students to ask any questions they have about the story.

22

Is the story on pages 44 and 45 of the Course Book.

Answers

- Southport.
- He was tired/too hot, and he wanted to cool down.
- Five (one for himself and one each for Bashir, Paul, Hans and Rod).

B Now do Exercises A to D on pages 42 and 43 of the Workbook. 20 mins

- Direct students to pages 42 and 43 of the Workbook.

WB A Read the story on pages 44 and 45 of your Course Book and complete the information sheet below.

- Elicit the five categories on the information sheet and check students understand what they have to do; they should be familiar with this exercise by now. Then give them a few minutes to fill in the sheet individually. Afterwards, invite a few students to share what they wrote.

Possible answers

- Bob and Bashir – The Ice-creams
- Bob, Bashir, Rod Border, Paul, Hans
- The story is about when Bob, Bashir and the other boys go to watch a tennis competition in Southport. Bob buys some ice-creams, but he falls over and the ice-creams land on Rod.
- I didn't like the story, because it reminded me of when my sister dropped ice-cream on me!
- court, exhausted, queue

WB B Read the definitions and match them to the words below.

- This activity recaps some of the vocabulary that was introduced in the story. Ask students to complete it individually, then elicit answers.

Answers

- a
- c
- b

WB C Complete the paragraph with the words from the box.

- You can do this as a whole-class activity, with the gapped text written on the board.

Answers

final, score, kicked, won, cup, beaten, scored, goals, lost

WB D Complete the sentences with the correct form of the verbs in brackets.

- Elicit the answers for the first two items so that students understand the exercise. Then get them to complete the other sentences individually. This could be set as a homework task.

Answers

- took place
- to compete
- used to do
- used to be
- used to hate
- training

Round up 10 mins

- For the first bullet point, elicit further examples of sports the students might like to play.
- For the second bullet point, ask further questions about the timetable on page 37 of the Course Book.

- For the third bullet point, ask the students about different sports. Encourage them to answer truthfully.
- For the fourth bullet point, get the students to write down different numbers in their notebooks. Then elicit and write them on the board. Ask the students to check that what they have written matches what they said.
- For the fifth bullet point, tell the students to work in pairs and make further sentences. Then elicit their answers.

Garnet

Listening and speaking

- Working out the context of a conversation
- Speaking with good phrasing and expression
- Giving a spoken presentation

Reading and writing

- Using notes
- Reading for different information types
- Planning, writing and improving a paragraph

Structure and language

- Grammar and vocabulary from Units 1 to 3

21st Century Skills

- Information Literacy: Effective reading strategies; organizing information in a spider diagram
- Study Skills: Understanding information from notes; organizing words in lists
- Communication Skills: Saying days and times

Key words

abbreviation (n) – /ə,bri:vi'eɪʃ(ə)n/

awful (adj) – /'ɔ:f(ə)l/

draft (n) – /dra:ft/

overweight (adj) – /,əʊvə(r)'weɪt/

Garnet

Unit 4 Lesson 1:

Listening

Objectives: Review and practise ways of improving listening.

Language: Revision

Vocabulary: *abbreviation, draw (n), tip (n)*

21st Century Skills: Study Skills: Understanding information from notes
Communication Skills: Saying days and times

Reference: Course Book page 50, Workbook pages 44–45, 23–27

Warm up 3 mins

- Ask students whether they find listening hard. What do they find hard about it? You probably already have a good idea as to the answers to these questions, so try to guide students towards an understanding of their own difficulties. You can use Arabic for this conversation.

A Read these listening tips. 4 mins

- Elicit or teach the meaning of *tip* (a piece of helpful advice). Draw students' attention to the text entitled: *Tips to improve your listening*. Ask them where this text is from (a study advice blog or website).
- Ask students how many tips there are (three). Then ask students to summarize what each tip is about – give them a short amount of time to scan the text. Explain that in this lesson they will do an exercise to help them put each tip into practice.

B 23 Listen to two conversations. Where are the people in each conversation? What are they doing? 10 mins

- Ask a student to read Tip 1 aloud. Discuss the advice as a class.

- Then ask a student to read the rubric. Focus on the two questions. As there are no pictures and no title to give the students clues, they will have to think about the questions and then find clues in the conversations themselves. From the questions, it is clear that there will be clues in the conversations about the location and what the people are doing.
- Before you play the audio, tell the students you want them to put up their hands as soon as they think they know the answer. When a student does this, stop the audio and elicit the answer. If it is not correct, or not complete, start the audio again. If it is correct, ask the student what clues gave him/her the answer. Then play the rest of the track and ask the students to identify further clues; elicit these from the class at the end of the conversation. Play 23, pausing after each conversation to discuss it.

23

Conversation 1

- Man 1: Can you pass me a magazine, please?
Man 2: This one?
Man 1: Yeah. Thanks.
Man 2: How long have you been here?
Man 1: Half an hour. I came in just five minutes before you.
Man 2: Why do we always have to wait so long? They should know that we have to work, too. I don't have time to sit here.
Man 1: No, I don't either. I came in here with an earache. Now I have a headache as well. What about you?
Man 2: Pain in my back. Sitting on chairs like these doesn't help. What is the doctor doing?
Man 1: Is it worth waiting? He'll give us pills and tell us to rest.

Conversation 2

- Man: It's nice here, isn't it?
Woman: Yes, it's new. It's only been open a week.
Man: What's yours like?
Woman: Delicious. What did you order?
Man: The chicken with orange sauce.
Woman: It looks interesting.
Man: It's all right. Nothing fantastic.
Woman: Do you want some more water?

Man: Yes, please.
 Woman: Waiter!

Answers

Conversation 1: They are at a doctor's, a clinic or a hospital. They are waiting to see a doctor.
 Conversation 2: They are in a new restaurant. They are having a meal.

- Discuss how the students felt about the activity. If they struggled, you can play 🎧 23 again and pause where there are clues; try to elicit the word which gives a clue, then its meaning, and finally its possible wider significance. You can use various other listening tracks from the course in the same way, if you feel students need more practice at this.

C 🎧 24 You want to know the score in a football match between Libya and Algeria. Listen to the radio. 5 mins

- Ask a student to read Tip 2 aloud. Discuss why this is important and whether the students usually follow the advice or not. Read the rubric and set the task. Play 🎧 24.

🎧 24

Announcer: And now, sport. At the end of an exciting game at the new National Stadium, the score was Libya 3, Algeria 3.

- If all the students are able to answer, elicit what it is. If not, play 🎧 24 again. You may want to tell the students that when both teams have the same score, it is called a *draw*.

Answer

Libya 3, Algeria 3.

- Ask the students if there were words they didn't know in what they heard. Tell them to look at the text in the speech bubble next to the radio and count the words they don't know. Remind them of Tip 2, and point out that this exercise shows that they don't need to know all the words they hear in order to get the information they want.

D Work out this student's notes. 5 mins

- Ask a student to read Tip 3. Elicit the meaning of *abbreviation*. Explain that there are some abbreviations that are used by lots of people; see if students can give any examples (they might think of days of the week – *Mon, Tues, Weds*). However, for most words, the students will have to write their own short forms. Point out that they need to write enough of the words to be able to read them easily later.
- Introduce the task. Explain that a student has listened to a conversation in a restaurant. They should look at the student's notes and work out what Mr and Mrs Andrews ordered from the notes. Tell the students to work in pairs and write the words in full.
- Elicit ideas, but don't confirm or correct answers at this stage.

E 🎧 25 Now listen and check your answers. 4 mins

- Play 🎧 25 for the students to check their answers. Then elicit the answers.

🎧 25

Waiter: Are you ready to order now, sir?
 Mr Andrews: Yes, we are. I'd like fried chicken with – er – rice, please.
 Waiter: Salad?
 Mr Andrews: Er – salad – do I want salad? Yes, please.
 Waiter: Madam?
 Mrs Andrews: Er, grilled fish, please. With chips. And I'll have salad, too.
 Waiter: Grilled fish, chips and salad. And dessert?
 Mrs Andrews: Fruit salad, please.
 Mr Andrews: And chocolate cake for me.
 Waiter: One chocolate cake and one fruit salad. Anything to drink?
 Mr Andrews: Apple juice for me.
 Mrs Andrews: And mineral water for me.
 Waiter: Apple juice and mineral water. Thank you, madam, sir.

Answers

- 1 Fried chicken, rice and salad, chocolate cake, apple juice
- 2 Grilled fish, chips and salad, fruit salad, mineral water

F Now do Exercises A to C on pages 44 and 45 of the Workbook.

14 mins

- Direct students to pages 44 and 45 of the Workbook.

WB A 26 Two sports officers are filling in a timetable for a special sports weekend at the centre. When are these classes? Listen and write the letters to match the times.

- Ask students to reread Tip 1, and elicit the kinds of clues students should listen for (probably the sports, days and times listed, and the words *beginners* and *advanced*). Make sure students understand how the answers should be recorded. Then play 26, pausing as necessary for students to complete the answers.
- **Note:** There are only six scheduled classes. You can tell students this if you feel they need this clue.
- Play 26 again if necessary. Then elicit the answers.

26

- Male: Right – shall we try and do the timetable for the Sports Weekend?
- Female: I've done one. Do you want to have a look at it?
- Male: Fantastic! Let me see. Now, on Saturday we have only beginners' classes, and on Sunday only advanced classes? Is that right?
- Female: Yes. And we start with karate. Karate beginners – Saturday, from ten o'clock to twelve o'clock.
- Male: And the advanced class is – let me see now – Sunday, from two o'clock to four o'clock. Fine.
- Female: Next, tennis. Advanced classes only. We have no beginners.

Male:

Female:

Male:

Female:

Male:

Female:

Male:

Female:

Male:

Sunday evening from five o'clock to seven o'clock.

No beginners at tennis?

No. Everybody is advanced. But for athletics, we only have a beginners' class. That's on Saturday from two o'clock to four o'clock.

That leaves just two classes.

That's right. And they'll be gymnastics.

No judo or swimming or horse-riding or ...?

No. There's no time. So, gymnastics – beginners. Saturday from five o'clock to seven o'clock. And advanced ...

Let me guess. Sunday morning from ten o'clock to twelve o'clock.

Correct. Sunday. Ten to twelve. Advanced gymnastics.

So, let's check that. Karate beginners – Saturday ten to twelve. Karate advanced – Sunday two to four. Tennis – advanced only – Sunday, from five to seven. Athletics, beginners only – Saturday two o'clock to four o'clock. And gymnastics, beginners – Saturday evening, five to seven. And advanced – Sunday from ten o'clock in the morning to twelve. Fine.

Answers

- 1 a
- 2 e
- 3 –
- 4 –
- 5 –
- 6 f
- 7 b
- 8 –
- 9 –
- 10 –
- 11 c
- 12 d

WB B 27 Read the first two questions. Then listen and answer them.

- Get students to read the questions and check they understand what they have to do. Tell them Tip 2 will come in useful for this exercise! Then play 27.

27

Teacher: Come in, Wendy. Don't be shy.
Sit down.

Wendy: Thank you.

Teacher: Now, what is it?

Wendy: Well – I can't sleep at night and I get headaches all the time.

Teacher: Are you worried about something? School? Exams?

Wendy: No, no. Nothing like that. I'm doing very well at school. And I never worry about exams. It's just that I can't sleep and then in the morning, I have a headache. Always. Every morning.

Teacher: Mm. Have you been to a doctor?

Wendy: No. My parents won't take me. They don't think I have a problem.

Teacher: Do you take any pills?

Wendy: No. When I take pills, I get a stomach ache.

Teacher: I see. You get a stomach ache. Er – what time do you eat in the evening?

Wendy: We have dinner at about 7.30 and then I have a glass of lemonade and a packet of crisps just before I go to bed. At about ten o'clock.

Teacher: Ah. That's the problem. You shouldn't have lemonade or anything like that just before you go to bed. Have a glass of milk or some water. But no tea or coffee or lemonade. And no crisps. You'll sleep better.

Wendy: And the headaches?

Teacher: You say you're good at schoolwork.

Wendy: Yes.

Teacher: What about sports and games? Do you swim or play tennis?

Wendy: No. I don't like swimming or tennis.

Teacher: How do you come to school?

Wendy: I live about one kilometre away. My father brings me in his car.

Teacher: But that's not far! You should walk to school. And walk home. You have to take some exercise. If you do, I think you'll find that your headaches will go away.

Wendy: All right. I'll try. Thank you.

- Elicit the answers.

Answers

- 1 c
- 2 1 d
2 a
3 c
4 b

WB C 27 Listen again and answer these questions. Tick the correct answer.

- You can do this exercise in several ways. If you feel students have understood the conversation fairly well, you can ask them to complete the questions and then listen again to 27 to check their answers. Alternatively, play 27 again straight away, perhaps pausing after each answer is given and discussing it. You could also tell students that they will hear the answers in the same order as the questions; then play the whole recording.

Answers

- 3 a
- 4 c
- 5 b
- 6 a
- 7 c
- 8 b
- 9 c
- 10 b

Unit 4 Lesson 2:

Reading

Objectives: Review and practise ways of improving reading.

Language: Revision

Vocabulary: Revision

21st Century Skills: Information Literacy:
Effective reading strategies;
Study Skills: Organizing
words in lists

Reference: Course Book page 51,
Workbook pages 45–47

Warm up 3 mins

- Talk about reading. Ask if there are any similarities with listening. Discuss which one the students find more difficult and why. Encourage a positive attitude to improving the skill. Point out that if the students can read well in English, all the other aspects of learning become much easier.

A Discuss information about improving your reading skills. 17 mins

- Elicit the title of the blog and elicit the meaning of *tip*, which students learned in the last lesson.
- Read and discuss Tip 1. Then ask what the students would expect to find in an article with the title: *Cleaner streets*. Explain that prediction is useful even when it turns out to be wrong, because it still helps engage the reader's interest. Regular practice will also improve the students' ability to predict. The skill of prediction is important for comprehension throughout the reading process because it helps the reader make sense of the text. This happens, for example, when the reader thinks about the meanings of new words and phrases in the context of his/her predictions.
- Read Tip 2 as a class. Highlight the importance of reading in different ways, depending on

the purpose of the reading. Refer students to Exercise B on page 46 of the Workbook. Ask students how they would read to answer each question. Get students to work in pairs and come up with some ideas, then elicit suggestions for the kind of information students would look for. (Don't actually do Exercise B now, though.)

- Go through Tip 3. Point out that sometimes new words are not useful – it does not relate to what you are looking for, so knowing the meaning makes no difference. Even when you do need to understand a new word, the meaning often becomes clear from the text if you read on. Point out that once they have got over their fear of new words, students will find reading becomes much easier. Do the example activity. The students should know the meanings of the coloured words, but ask them which words in the two examples would help them *work out* the meanings.
- Go through Tip 4. Point out that although the students should try not to worry about individual words while they are reading, reading is much easier with a large vocabulary. This only comes with practice. Then move straight onto the word-collecting activity in Exercise B.

B Collect words in groups in your notebook. Read the suggestions below. 15 mins

- Put students into small groups and check they understand the exercise. They should work through Units 1–3 of their Course Books and Workbooks and search for words in each category, making lists in their notebooks. They can also add other words they know. Outline a few different ways students could divide up the work: by category, by unit, or simply with each person contributing what they find. Ask each group to make one master list, and elicit some answers.
- Draw students' attention to the advice: *Try to learn five new words a day*. You could ask whether anyone already does this. Explain that this is a good way of developing your vocabulary. (If five words are too many, students could just learn one new word a day, or three

words a week.) Suggest that students could try to learn new words with a friend or in a small group, testing each other on the vocabulary every day or week. If you wish, you could set up vocabulary pairs/groups in the class yourself, and give them a dedicated amount of class time each week to work on new words.

- 8 Three minutes.
- 9 Every six months.
- 10 a contain
b overweight
c decaying
d cut down on
e prize

C Now do Exercises A and B on pages 45, 46 and 47 of the Workbook. 10 mins

- Direct students to pages 45, 46 and 47 of the Workbook.

WB A Look at the texts on page 47 and answer the first two questions quickly. Tick the correct answers.

- Remind the students of Tip 1. Give them a minute to answer the questions, then elicit the answers quickly. Ask students to give the main reasons for each answer.

Answers

- 1 b
- 2 b

WB B Now read the texts and answer these questions.

- Students will be familiar with the questions from their work on Tip 2; remind them to actively search for the information they want.

Answers

- 1 More food than you need makes you weigh too much.
- 2 Cakes, chocolate and biscuits.
- 3 Don't have sugar in your tea or coffee.
- 4 11 o'clock.
- 5 A medal and a new computer for their school.
- 6 Phone the number on the notice or send an email.
- 7 At least once a day (or after every meal if you can).

Unit 4 Lesson 3: Speaking

Objectives: Review and practise ways of improving speaking.
Prepare a presentation.

Language: Revision

Vocabulary: Revision

21st Century Skills: Study Skills: Understanding information from notes

Reference: Course Book page 52,
Workbook page 47,
🔊 28–29

Warm up 3 mins


- Ask students whether they find speaking hard. What do they find hard about it? You probably already have a good idea as to the answers to these questions, so try to guide students towards an understanding of their own difficulties. You can use Arabic for this conversation.

A Study the information blog about improving your speaking Discuss why each tip is useful. 8 mins

- Ask a student to read the *Remember!* text. Ask the class to try to think of different ways they can practise their speaking, and elicit ideas from various individuals. Ask them whether there are any places they can listen to spoken English outside of school – perhaps on TV or on the radio? Are there any places they can *speak* English?

- Students should be familiar with the blog format by now. Ask them how many tips there are (two). Then ask students to summarize what each tip is about and to discuss why each tip is useful – give them a short amount of time to scan the text. Explain that in this lesson they will do two exercises to help them put each tip into practice.


B 28 Listen, then read these sentences aloud. 5 mins

- Go through Tip 1. Explain that this exercise will help students to practise reading words in groups, i.e., without pausing after each word. Read the first sentence aloud with pauses to demonstrate how unnatural it is:
 - It's – very – hot – today.
- Play  28. Pause after each sentence and get the students to repeat it. Make sure they imitate the stress in each sentence correctly.

28

- It's very hot today.
- It was very hot and windy yesterday.
- It was very hot and windy when we went to the beach last weekend.

C 29 Listen to these conversations. Then read them aloud. 9 mins

- Go through Tip 2. Then play the first conversation on  29. After the class have listened, model lines from the conversation with bad intonation and ask the class to correct you. See if they can tell you how to say each line. Encourage the students to exaggerate the intonation patterns they heard on the audio. If they are struggling with the pronunciation, divide the class into two groups and get them to repeat after the audio.
- Use the second conversation in the same way. Then tell the students to practise both conversations in pairs.

29

- Girl 1: How are you? You look tired.
 Girl 2: I feel awful and I have a headache.
 Girl 1: Have you been to the doctor?
 Girl 2: No. I'll go this afternoon.
- Man: Can I help you?
 Boy: When do you have swimming lessons?
- Man: Are you good at swimming?
 Boy: No. I'm a beginner.
 Man: The beginners' class is at ten o'clock on Saturday morning.

D Now do Exercise A on page 47 of the Workbook. 20 mins

- Direct students to page 47 of the Workbook.

WB A In groups, prepare a presentation about the importance of sports and exercise in your life. Use notes to prepare your presentation.

- Encourage students to look back over Units 1–3 for inspiration. They should agree on a few points for the presentation – just enough so that they can each say one or two sentences. Challenge them to use abbreviations in their notes; circulate to see if you can guess what students' notes mean, and congratulate them on any inventive abbreviations. Remember that the main point is that students understand their own notes – *you* don't have to understand them!
- Depending on the amount of time you have, each group can present to another group or to the whole class. Encourage a supportive atmosphere: at this stage, you can intervene during a presentation to help if necessary, but don't allow the class to make comments or give advice. Instead, during each presentation, ask the students who are listening to make their own notes, and elicit the main points afterwards. Congratulate the presenting group on successfully getting their points across!

Unit 4 Lesson 4:

Writing

Objectives: Review and practise ways of improving writing.
Write a paragraph.

Language: Revision

Vocabulary: Revision

21st Century Skills: Study Skills: Organizing information in a spider diagram

Reference: Course Book page 53,
Workbook pages 48–50

Warm up 4 mins

- Remind the students that they have already discussed listening, reading and speaking. Elicit which one they think is the most difficult. Find out if they think any of the advice has been useful.
- Discuss writing. Ask what problems your students face when they are writing.

A Remember all these writing tips.

12 mins

- Read and discuss Tip 1. Point out that checking all these things is not so difficult if each one is done separately. Explain that if they do this consistently, students will improve not only their writing, but also their English in general.
- Read and discuss Tip 2. Elicit examples of adjectives and adverbs. Point out that once you use your imagination, writing can be much more fun. You could write a boring sentence on the board, for example, *The cat climbed the tree*, and see how interesting (or funny!) students can make it by adding adjectives and adverbs.
- Read and discuss Tip 3. Point out that it is motivating to have an audience in mind and to try to write in a way that will be interesting and clear for that audience. You could write a postcard message on the board and get the students to suggest ways of making it more interesting, for example:

*We are in London. It is cold and wet. I like it.
I have been on the London Eye. I have been to two museums. I will see you next week.*

- Ask students what they would change or add if the postcard was for their parents. What about a close friend? What about their teacher?!
- Read and discuss Tip 4. Then move straight into Exercises B and C, which help students to rehearse this point.

B Make notes about what you did at the weekend in a spider diagram.

4 mins

- Draw a diagram on the board and ask the students to draw one in their notebooks. Write the topic sentence in the middle.
- Ask students to make notes – they can think of a particularly good weekend they had, or just make up events.

C Write notes about each thing you did on a separate arm. Of course, if you did more than three things, draw more arms. Next, number the notes in the best order, for example, in the order you did the things. Then write your draft.

10 mins

- Elicit a few events from different students and write them in the diagram on the board. Then ask the class to suggest a way of numbering the events in an order.
- Elicit full sentences for the events on the board. Write the sentences up on the board as they are suggested, and improve them as you go, eliciting improvements and corrections from the class. Remind them to use Tips 1–3. You could deliberately include some mistakes in your punctuation and spelling, or some missing or wrong words, and get students to make the corrections. Gradually you can construct a good piece of writing.
- Once the model answer is complete, ask students to write their own draft.

D Now do Exercises A and B on pages 48, 49 and 50 of the Workbook. 15 mins

- Direct students to pages 48, 49 and 50 of the Workbook.

WB A Look back through Units 1–3 in your Course Book. Collect ten nouns, five adjectives and five adverbs that are new to you and add them to the spider diagrams below.

- Students work individually; then elicit answers from lots of students and make giant spider diagrams on the board.

WB B Write a paragraph of about 80 words about one of these topics.

- Direct students to the *Remember!* box. You can revise *used to* with a few example sentences on the board, or you can direct students back to Samir's piece of writing and the Functional Grammar box on page 42 of the Course Book.
- Students follow the same procedure as above to construct their paragraph. Remind them that this does not need to be a long piece of writing: 80 words is about 6–8 sentences.
- Students follow steps 1–5 individually. You can ask them to complete this task for homework. Circulate the class as they work, giving help and advice as necessary.

Possible answer

My town has changed a lot in the last five years. It used to be very quiet, but now more people have moved here, and more shops have opened. This has been good for me because there are more people my age. I used to have only one friend in my neighbourhood, but now I have more friends. There is a new basketball court and a cinema. I used to be bored, but now I enjoy life more.

Garnet

Communication and Sharing Information

Listening and speaking

- Listening to a story for enjoyment
- Discussing, asking for and giving advice on where to look for different kinds of information
- Listening for details and writing notes
- Asking and answering factual questions about the past
- Discussing advantages and disadvantages of different kinds of phone
- Discussing what you should and shouldn't do when making a phone call
- Listening to and evaluating a phone conversation
- Role-playing a phone conversation

Reading and writing

- Reading for gist and detail
- Scanning for words
- Reading for enjoyment
- Writing about your own opinions on the unit topic
- Understanding and using dictionary entries
- Analyzing a sentence into its grammatical parts of speech
- Using a method of working out the meanings of new words from context
- Using verbs in the present passive to write about an illustrated process
- Making a table of verb forms
- Recognizing the genre of reference texts
- Comparing written advice to your own ideas

Structure and language

- Active and passive voice
- Imperatives
- Questions with *what/who/when*
- Polite language for telephone conversations

Vocabulary

- Communication methods
- Media and sources of information
- Grammatical terms: parts of speech; verb forms

21st Century Skills

- Communication Skills: Decoding dictionary entries; telephone etiquette
- Life Skills: Critical thinking
- Study Skills: Transferring information to a table
- Media Literacy: Inferring information from images
- Information Literacy: Assessing reliable sources of information

Key words

access (v) – /'ækses/
 advantage (n) – /əd'vɑ:ntɪdʒ/
 alphabetical order (adj) –
 /,ælfə'betɪk(ə)l 'ɔ:(r)də/
 dictionary (n) – /'dɪkʃən(ə)ri/
 disadvantage (n) –
 /,dɪsəd'vɑ:ntɪdʒ/
 distance (n) – /'dɪstəns/
 email (n) – /'i:meɪl/
 forest (n) – /'fɒrɪst/
 information (n) – /,ɪnfə(r)'meɪʃən/
 information desk (n) –
 /,ɪnfə(r)'meɪʃən desk/

insert (v) – /ɪn'sɜ:(r)t/
 internet café (n) –
 /'ɪntə(r)net 'kæfeɪ/
 invent (v) – /ɪn'vent/
 invention (n) – /ɪn'venʃ(ə)n/
 inventor (n) – /ɪn'ventə(r)/
 landline (n) – /'lænd(l)aɪn/
 library (n) – /'laɪbrəri/
 meaning (n) – /'mi:nɪŋ/
 mobile phone (n) –
 /'məʊbaɪl fəʊn/
 newspaper (n) – /'nju:s,peɪpə(r)/
 office (n) – /'ɒfɪs/

phone mast (n) – /fəʊn mɑ:st/
 radio waves (n) – /'reɪdɪəʊ weɪvz/
 receive (v) – /rɪ'si:v/
 reference (n) – /'ref(ə)rəns/
 reliable (adj) – /rɪ'laɪəb(ə)l/
 sea (n) – /si:/
 send (v) – /send/
 signal (n) – /'sɪgn(ə)l/
 smartphone (n) – /'smɑ:(r)t,fəʊn/
 take (~ a photograph) (n) – /teɪk/
 telephone wires (n) –
 /'telɪfəʊn 'waɪəz/
 useful (adj) – /'ju:sf(ə)l/

Unit 5 Lesson 1:

Old Ways of Sending Information

Objectives: Read short texts introducing the unit topic.
Use pictures to work out meanings.
Talk about old and new ways of sending information.
Write about the unit topic.

Language: Contrasting the past with the present: *used to* + infinitive; *you can* + infinitive

Vocabulary: lighthouse, horse, messenger service, drum (n), flag (n), smoke (n), signal (n), pigeon, information, example

21st Century Skills: Media Literacy: Inferring information from images

Reference: Course Book pages 56–57, Workbook page 51

Warm up 5 mins

- Write the unit topic on the board: *Communication and Sharing Information*. Explain that this unit is mostly about modern ways of getting and sending information, but you want to begin by talking about the past. Ask how people sent messages before there were telephones, or planes to carry letters. Students can answer in Arabic if necessary.
- Now tell students to look at pages 56 and 57 of the Course Book to see if they can find any of the things they mentioned in the pictures.

A Read and use the pictures to work out the meaning of these words. 8 mins

- Read out the rubric and the words in the box at the top of page 56. Tell students to find each word and read the sentence or sentences around the word to try to work out the meaning. Tell them the pictures will also help them.
- Elicit the Arabic equivalents of the seven words. Then ask some questions in English to check understanding. For example:
Which words are animals? (horse, pigeon)
Which is connected to fire? (smoke)
Which word means what I am doing now? (Indicate that you want a student to come to the front – signal)
Which one is something that people hit with their hands? (drum)

B Discuss these questions. 10 mins

- Go through the questions first with the class to check understanding, without eliciting answers. This exercise can be done as a whole-class discussion or in small groups. You may have to give the students some clues here, but try to get them to think for themselves and offer suggestions.

Possible answers

- Night, because the light is clearer at night.
- The pigeons were only sent with messages to their homes, so they could always find their way.
- There are no right or wrong answers, but get the students to give reasons for their choices.
- Elicit text messages, WhatsApp/other app-based messaging services, email, the telephone, letters by post, radio, television.

C Now do Exercises A and B on page 51 of the Workbook. 22 mins

- Direct students to page 51 of the Workbook.

WB A Complete the sentences with the words from the box.

- Introduce the vocabulary consolidation exercise. Tell students to complete it individually. Then do a class check.

Answers

- drums
- Damascus
- Lighthouses
- Pigeons

WB B Write about getting and sending messages and information. Follow the plan.

- Go through the outline. Explain that the introduction is a short paragraph on its own and that the students should copy it. Likewise, they should copy the topic sentence for each paragraph. Go through the topic sentences one by one, and elicit ideas for the answers to the questions that follow. Explain that the answers to these questions are *examples*: they are facts that show why the topic sentence is true.
- Note:** Three paragraphs may seem rather a lot for some students to write, so emphasize that each one can be quite short. (Of course, some students can write just one or two paragraphs, if you wish.) Make it clear that students only have to write one or two sentences with examples in each paragraph.
- Draw students' attention to the bullet points at the bottom of the page. Students have already come up with some ideas for each paragraph. So to complete the first bullet point, they need to note their ideas in their notebooks and number them in order, just as they have done previously in the course. Help students as necessary to organize their ideas.
- Next, students write a draft. Again, monitor this stage, giving help and guidance where necessary.
- Finally, students correct and improve their draft. Try to get the students to correct their errors themselves. Some students may benefit from exchanging their drafts with partners and getting them to look for mistakes and ways of improving their writing. However, this should not be compulsory.

Possible answer

In the past, it was difficult to get and to send messages and information. Now it is easy.

It is easy to find out what is happening in your country and in other countries. You can go to a news website and read the news. Or you can watch the news on television.

It is also easy to get special information, for example about a famous person. You can watch a celebrity news channel on television. Or you can buy a magazine in a shop.

Most people like to know what their friends are doing, even if they live in another country.

This is easy now. You can just send a message on WhatsApp.

Unit 5 Lesson 2:

Accessing Information

Objectives: Read a short text about ways of accessing information.

Discuss where to look for different kinds of information.

Listen for details and write notes.

Ask for advice.

Language: Imperatives

Vocabulary: *access (v), library, reference, internet, look (it) up, encyclopedia, traveller, tourist office, information desk, find out about, radio, newspaper, dictionary, sunset, social media, blog (n)*

21st Century Skills: Life Skills: Critical thinking; Information Literacy: Assessing reliable sources of information; Study Skills: Transferring information to a table

Reference: Course Book page 58, Workbook page 52, 30

Warm up 2 mins

- Elicit the lesson title and the meaning of *accessing* (getting).

A Discuss why you would go to these places. 8 mins

- Tell the students to look at the three pictures and discuss their answers in pairs.
- Elicit the three locations, then ideas for what information you can get in each place. Make notes of students' answers on the board, but don't confirm or correct at this stage, as the students will read to check their ideas in Exercise B.
- Note:** Make sure the students understand that a library is not a shop where you can buy books and stationery. The use of this name for shops in some countries results from French influence.

B Read the text below to check your ideas. 10 mins

- Ask: *How many paragraphs are there?*
Get students to look very quickly for the answer (three).
- Ask students these questions; they should scan the text and give you the answer as quickly as possible:
What's the first paragraph about? (The reference section in a library.)
And the second paragraph? (The internet.)
What's the third paragraph about? (The information desk at an airport/tourist office.)
- Tell the students to read the three paragraphs and check the suggestions they made in Exercise A. Don't give them more than three minutes to read.
- Check the answers. The text does not give an exhaustive list of reasons, so make clear that any reasonable suggestions are OK. An information desk at an airport usually has only local information.
- Ask a few more quick comprehension questions, and elicit or present the meaning of new vocabulary. For example:

Name two reference books you can find in a library. (An encyclopedia and an atlas.)

Where can you get local information?

(A tourist office, an airport information desk, a tourism website, etc.)

Can you borrow books from the reference section? (No, you have to use them in the library.)

What about books from other parts of the library? (Yes, you can often borrow them, if you are a member.)

Where can you access information immediately?
(On the internet/web.)

C What information can you get from these things? Discuss your ideas. 6 mins

- Ask the students what they can see in the next three pictures. Elicit or present *newspaper* and *dictionary*. Discuss as a class what kinds of information you can get from newspapers, dictionaries and the radio.

D Discuss in pairs. How can you access information about the things listed below these days? Where would you need to go if you wanted information about them? 9 mins

- Organize students into pairs to discuss where to find the six bulleted pieces of information. The answers can vary and be a source of discussion. The important thing is that the students understand and are able to use the new vocabulary.

Possible answers

how to grow plants – in a library, in an encyclopedia, on the internet

a big world event – in a newspaper, on a news website, on social media

the time of sunset – in a local newspaper, on a news/weather website

the population of India – in an atlas, in an encyclopedia, on Wikipedia, in a library

when the museum is open – on the museum website, by telephone, in a local newspaper, at a tourist office

the meaning of *encyclopedia* – in a dictionary, on the internet

- Elicit answers from the class. Accept everything reasonable. Then demonstrate the following:
T: *I need to know how to grow plants.*
S: *Go to the library./Use the internet.*
T: *I need to know the population of India.*
S: *Look it up on Wikipedia.*
- Use the activity for speaking practice and to revise vocabulary. You can use this again whenever you have time.

E Now do Exercise A on page 52 of the Workbook. 10 mins

- Direct students to page 52 of the Workbook.

WB A 30 Three people need information. Listen to their conversations and fill in the table.

- Introduce the exercise. Make sure all the students know what they have to do and what they will hear. Tell them there are three separate conversations and that you will give them time after each conversation to write their notes. Play 30 Part 1.
- Elicit answers orally to find out if the students need to hear the audio again. Then play Parts 2 and 3.

30

Part 1

Ibrahim: Hi, Saeed.
Saeed: Hello, Ibrahim. I've got a problem.
Ibrahim: What's the problem?
Saeed: I want to go fishing tomorrow, but I don't know what the weather will be like.
Ibrahim: You should listen to the weather forecast on the radio.
Saeed: Oh, yes. Good idea.

Part 2

Maysam: Hi, Badria. I've got a problem.
Badria: What is it? Maybe I can help.
Maysam: I have to write about a famous Libyan inventor for the magazine. Where can I find some information?

Badria: Use the internet.
Maysam: I've tried, but I can't find anything.
Badria: Go to the reference section in the library then. You'll probably find some information there.
Maysam: I'll do that. Thanks.

Part 3

Bilal: Hello, Bilal here.
Khalid: Hi, Bilal. This is Khalid. Let's go to the cinema tonight.
Bilal: Oh, fine, yes. What's on?
Khalid: Oh, I don't know what's on. I phoned the cinema, but there's no reply.
Bilal: Have you got a newspaper?
Khalid: A newspaper? Yes.
Bilal: Well, use it! Look at the 'What's on' section. You'll find the cinema listings there.
Khalid: Oh, OK. I'll call you back.

Answers

	Needs information about	Where to find it
Saeed	weather tomorrow	radio
Maysam	Libyan inventor	library reference section
Khalid	tonight's films	newspaper

Unit 5 Lesson 3:

Working Out Meanings

Objectives: Understand some features of a dictionary entry.
Practise alphabetical order.
Analyze a sentence into its grammatical parts of speech.
Use a method of working out the meanings of new words from context.

Language: Grammatical parts of speech

Vocabulary: *abbreviation, alphabetical order, definition, meaning, work out, adverb (Gr.), preposition (Gr.), conjunction (Gr.), noun (Gr.), pronoun (Gr.), verb (Gr.), adjective (Gr.), entry, part of speech, possible, impossible, comb (n, v), chesterfield, depressed (adj), galloped (v), cautious*

21st Century Skills: Study Skills: Decoding dictionary entries; transferring information to a table

Reference: Course Book page 59, Workbook pages 52–54

Warm up 4 mins

- Elicit the lesson title, and see if students understand it. They should know the word *meaning*; if they can't figure it out, you can tell them that *working out a meaning* is understanding it when you didn't before – as if you have solved a problem. Ask: *What reference book helps you to work out the meanings of words?* (A dictionary.) Find out what the students know about the contents of dictionaries and how to use them. Find out if any students have an English dictionary, in class or at home. Ask when they use them.

A Read the text about dictionaries then answer the questions that follow. 18 mins

- Introduce the text and revise the meaning of *tips*. Read Tip 1 to the class. Revise *alphabet* and *alphabetical order*.
- Ask students to look at question 1 below. Get a student to read the question. Elicit the word from the box which comes first alphabetically, then tell the students to write the list in their notebooks in alphabetical order. Ask students to raise their hands as they finish. When most students have finished, elicit the list from the student who raised their hand first, building it up on the board. If they get something wrong, elicit the correction from the rest of the class, and ask the next fastest student to continue the list.

Answer

bag, belt, better, bicycle, blue, book, box, boy, bright, build, bus, but

- Read Tip 2 and introduce question 2 below. Revise *abbreviation*. Point out that it is easier to choose the correct meaning if you know what kind of word it is. Tell the students to attempt the exercise in pairs. Then elicit the answers from the class; you may have to explain some of the abbreviations. Write the sentence on the board and elicit the analysis word by word.

Answers

n. is short for *noun*. Nouns are the names of people or things, e.g., *girl, Khalid, Libya, desk*.

v. is short for *verb*. Verbs tell us about a state or an action, e.g., *Khalid is 14. The girl spoke*.

adj. is short for *adjective*. Adjectives are describing words. They describe nouns, e.g., *Libya is beautiful*.

adv. is short for *adverb*. Adverbs describe verbs, e.g., *The girl spoke quickly*.

pron. is short for *pronoun*, a word that stands in place of a noun, e.g., *I couldn't understand her*.

prep. is short for *preposition*. There are many kinds of preposition, e.g., *to, at, on, in, by*.

They can indicate direction, place, time, etc.

conj. is short for *conjunction*, a joining word, e.g., *and, so, but, when*.

adj. n. v. adv. conj. v.

The black horse ran fast, so it won the race easily.
pron. n. adv.

- **Note:** There is no example of a preposition in the sentence in question 2. If anyone asks about the word *the*, you can explain that its usual grammatical name is *article*.
- Read Tip 3. Ask students to suggest a few English words that have more than one meaning. One such word that they will know is *right*. (They might like to do this with Arabic words, too.) Then move straight into Exercise B, which explores this idea further.

B Read this dictionary entry. Find the correct definition for *bank* in each of the sentences a–d. Is it a noun or a verb? 5 mins

- Ask a student to read the rubric. Present *entry* in the phrase *dictionary entry* (a word and explanation printed in a dictionary). Ask questions about the dictionary entry. For example:
What is the entry? (Bank.)
How many meanings are there? (Six.)
What kind of word is it? (A noun and a verb.)
- Elicit each of the four sentences and what kind of word *bank* is in each one. Then tell the students to work out the meanings in pairs.
- After a few minutes, elicit the answers from the class. Get the students to identify the clues in each sentence which tell them the correct meaning.

Answers

- a 3 (noun)
b 6 (verb)
c 2 (noun)
d 5 (verb)

C Now do Exercises A to E on pages 52, 53 and 54 of the Workbook. 18 mins

- Direct students to pages 52, 53 and 54 of the Workbook.

WB A Write these words in the correct places in the table.

- Draw the table on the board, and call out a word from the box. See if students can identify it – you can go back over the meanings of the grammatical terms if necessary. Repeat the process with a few more words. If necessary, you can do the entire exercise as a whole-class activity. Make sure the students have a thorough understanding of these parts of speech before going on to Exercise B.

Answers

Conjunction	Preposition	Pronoun
or	across	she
and	under	me
but	above	him
so	in	them
when	at	you

WB B Read the sentences. What part of speech is each word? Write the abbreviations.

- Let the students work in pairs to complete this exercise.

Answers

- a 1 n.
2 v.
3 prep.
4 n.
5 prep.
6 n.
b 1 pron.
2 v.
3 adj.
4 conj.
5 pron.
6 v.

- 7 n.
8 adv.
c 1 n.
2 adj.
3 n.
4 v.
5 adv.

WB C Read the dictionary entry and write sentences. Follow the instructions.

- Pronounce *comb*. Elicit the silent letter in the word. Tell the students to read the first definition in the entry to find out what it means. Point out that this is only one of the meanings.
- Focus on entry 3 and the example sentence. Check understanding. Then tell the students to make sentences for entry 4 and entry 1.

Possible answers

- Your hair is untidy. You should comb it.
- Can you lend me a comb, please? I've lost mine.

WB D Study the Reading tip below and learn how to work out meanings. What is a chesterfield?

- Ask students whether they always need to know every word in a text (no). Go through the Reading tip.
- Go through the exercise as a class. Present *possible* and its opposite, *impossible*. At each stage, ask students to explain why certain options are possible, impossible or correct. Point out that working out words is like doing a puzzle, and can be very interesting!

Answer

A piece of furniture.

WB E Read each sentence. Circle the word that means the same as the underlined word.

- Elicit the first sentence orally and the answer. If there is any difficulty, ask: *How do you feel if*

a friend is in hospital? Do you feel happy, sad or excited?

Answers

- b
- a
- b

Unit 5 Lesson 4: From Cairo to Tripoli

Objectives: Use pictures and captions to understand a process. Use verbs in the present passive to complete sentences about a process. Write a paragraph about an illustrated process.

Language: Active and passive voice – emphasizing the object of a sentence

Vocabulary: *less than, printing press, arrive, email (n), print, sell, write, read, send, edit, insert, open (v), early, active (Gr.), passive (Gr.), past participle (Gr.), land (n), factory, can (n)*

21st Century Skills: Media Literacy: Inferring information from images

Reference: Course Book pages 60–61, Workbook pages 55–56

Warm up 6 mins

- Elicit the lesson title, and ask some general questions to encourage students to scan the page and give quick answers. It doesn't really matter whether or not the answers are correct at this stage. For example:
How far is it from Cairo to Tripoli?
Do you know how long it takes to travel by plane?
Where do you think pictures 1 and 2 are – Cairo or Tripoli?

And pictures 7 and 8?

What is the man doing in picture 8?

- Ask students what they think this picture story is about. Try to direct their predictions towards the correct answer by eliciting evidence from the pictures. (It's about how a newspaper article is made.)

A Read the text and look at the pictures. How long does it take for an article to get from a reporter in Cairo to a reader in Tripoli? 8 mins

- Ask a student to read the rubric. Elicit what kind of words the students need to look for to answer a question starting with *How long ...?* (Words relating to times or days.) Tell the students to quickly read the texts under each picture to find the answer. Then elicit the answer and discuss the evidence from the texts. You could make a timeline on the board and ask different students to fill in what happens on Monday morning, Monday afternoon, Monday night and Tuesday morning.

Answer

One day.

B Study the Functional grammar box then find more passive verbs in the text. Are there any active ones? 10 mins

- Go through the Functional grammar box, giving explanations as necessary. For example, in the first pair of sentences, we don't write *by a reporter* in the passive sentence, because we are saying what happened to the article; the reporter's role is assumed. The same is true in the second passive sentence.
- Ask students to find more passive and active forms in the texts. Give students a few minutes to underline the forms or write them in their notebooks. Then elicit the forms and write lists on the board. Present the new words as they arise.

Answers

Passive forms (picture number):

is written (1)
is sent (2)
is read (3)
is edited (4)
(is) inserted (4)
is sent (5)
are printed (5)
are sent (6)
are sold (7)
is read (8)

Active forms (picture number):

takes (2)
arrives (3)
likes (4)
open (7)

C Now do Exercises A to C on pages 55 and 56 of the Workbook. 21 mins

- Direct students to pages 55 and 56 of the Workbook.

WB A Use the present passive forms of these verbs to complete the sentences. Some are used more than once. Then check your answers on pages 60 and 61 of your Course Book.

- Students have to close their Course Books for this exercise. First, get them to work out which verb goes with each sentence. Point out that some verbs appear in more than one sentence.
- Then students complete the sentences with the passive forms. Remind them that if they are using more than one passive form for the same subject, they only need to use the verb *be* once. Write an example on the board to demonstrate this: *Books are borrowed and sold in the library.*
- Get students to check their answers on pages 60 and 61 of the Course Book. Tell them to look carefully at the spelling of each past participle. Then elicit the answers, including the spelling of the past participles, and write them on the board.

Answers

- 1 is written
- 2 is sent
- 3 is read
- 4 is edited, inserted
- 5 is sent, are printed
- 6 are sent
- 7 are sold
- 8 is read

WB B Complete this table.

- Write three headings on the board: *Infinitive*, *Past tense* and *Past participle*. Call out a few verbs and elicit the forms for each heading. Write them under the appropriate heading.
- Divide the class into two teams. Ask questions as follows:
What's the infinitive of 'sent'?
What's the past participle of 'take'?
What's the past of 'wash'?
- Use the list of verbs in Exercise B.
- Recycle the verbs by asking about them in different forms. Give each team a point when one of their members is able to answer correctly.
- Tell the students to complete the table in their Workbooks. While they do this, draw the table on the board. Check the answers by eliciting and writing the verbs in the table.

Answers

Infinitive	Past tense	Past participle
catch	caught	caught
bring	brought	brought
sell	sold	sold
take	took	taken
send	sent	sent
make	made	made
write	wrote	written
wash	washed	washed
cook	cooked	cooked
put	put	put

WB C Look at the pictures and describe how the fish get from the sea to the shops. Use the present passive forms of the verbs.

- Organize the students into pairs to discuss the pictures. They need to work out and describe how canned fish get from the sea to the shops. They can use Arabic to discuss the pictures initially.
- Elicit statements about each part of the process. Write some sequencing phrases on the board to help students: *First*, *Next*, *Then*, *After that*, *Finally*. Present *land*, *factory* and *can* as they occur. Construct a text on the board as a whole-class activity, eliciting additions, improvements and corrections from as many students as possible. You can ask students to reconstruct the text in their Workbooks for homework.

Possible answers

- 1 First, the fish are caught and put into boxes.
- 2 Next, the boxes are brought to land.
- 3 Then the fish are taken to a fish factory.
- 4 At the factory, the fish are washed.
- 5 Then they are cooked.
- 6 After that, the fish are put into cans.
- 7 Finally, the cans are sent to the supermarket.

Unit 5 Lesson 5:

Great Inventions

Objectives: Recognize the genre of reference texts.
Scan for information.
Ask and answer factual questions in the past tense.

Language: Tenses – past active vs past passive
Questions with *what/who/when*

Vocabulary: *alive, however, wire (n), distance (n), moving (adj), ship (n), radio waves, screen (n), develop, continue, first, invent, invention, inventor, telephone wires, television*

21st Century Skills: Media Literacy: Inferring information from images;
Life Skills: Critical thinking

Reference: Course Book page 62,
Workbook page 57

Warm up 4 mins

- Elicit the page heading. See if students know what it means. (An *invention*, from the verb *invent*, is a new thing that someone makes which is not like any other thing before – so a *great invention* is a new thing that has become very famous, useful or popular. For example, you could call an aeroplane a great invention.) Tell the students to look at the pictures and guess which inventions they are going to read about – it isn't obvious! Elicit reasons for their predictions, but don't confirm or correct at this stage.

A Study the extracts below. Where do you think they come from? 4 mins

- Read the rubric. Ask for an answer almost immediately – students shouldn't read the

texts at this stage. Ask what kind of reference site these texts are from, and elicit *an online encyclopedia* or *Wikipedia* or *a website about inventors*. Ask the students to give reasons for their answer.

Answer

3 a reference site

B Scan the first extract and quickly find the answers to these questions. 7 mins

- Ask the students what the dates next to the two names mean. (The year when the person was born and the year when he died.) Tell them to scan the first extract to answer the four questions. Remind them to use clues in the questions to find the information quickly. Tell them to raise their hands as soon as they have found the answers.
- When most students have raised their hands, elicit the answers and ask students to identify where they are found. Encourage students to give full-sentence answers here.
- Note:** The students don't need to know the new vocabulary to do this activity.

Answers

- John Baird invented television.
- He was Scottish.
- He invented it in 1926.
- He is dead.

C Now ask and answer about the radio. 10 mins

- Organize students into pairs. Explain that you want them to use the question forms from Exercise B to ask each other questions about the radio. Explain that they will have to use the second extract to answer the questions. Ask which question in Exercise B has a word in it that needs to change. (Question 1, which will change to *Who invented the radio?*)
- Students ask and answer in their pairs, swapping roles after each question. Again, encourage them to give full-sentence answers. For example:

S1: Who invented the radio?

S2: Guglielmo Marconi invented the radio.
What was his nationality?

S1: He was Italian.

- Go round the class as the students work, helping and encouraging.
- Invite students to ask and answer the questions in open pairs.

D Now do Exercises A to C on page 57 of the Workbook. 20 mins

- Direct students to page 57 of the Workbook.

WB A Find these words on page 62 of your Course Book.

- If you think students need help, you can tell them where to find the words before they begin:
 - 1: first extract
 - 2: a question in Exercise B
 - 3–5: second extract
 - 6: first extract
- Students can work in pairs to complete this exercise. Then elicit the answers.

Answers

- 1 first
- 2 invent
- 3 ship
- 4 the following year
- 5 distance
- 6 wires, waves

WB B Are the sentences true (T) or false (F)?

- Give students a few minutes to complete this activity individually. Then elicit answers and evidence from the extracts.

Answers

- 2 T
- 3 F (Alexander Bell invented the telephone.)
- 4 T
- 5 F (He sent a radio message from America to England.)

WB C Study the Functional grammar box on page 62 of your Course Book. Then complete the second sentences so they have the same meaning as the first sentences.

- Go through the Functional grammar box. Point out that here, the subject of the active sentence – in this case, the name of the inventor – is very important. Unlike in the passive sentences from Lesson 4, the original subject is not left out of the passive sentence here. We could not just say: *Radio was invented*.
- Tell the students to study the sentences in the past passive and then explain how the past passive is formed. Elicit that it is formed as follows: *was/were* + past participle. Ask what the difference is with the present passive. (The present passive uses the present tense of *be*, whereas the past passive uses the past tense of *be*.)
- Ask the students if there are any passive verbs in the extracts on page 62 of the Course Book (there aren't any). Ask them to discuss in pairs why this is. Give them time to think about this, before eliciting that in this case we are interested in the inventor, and therefore talk about 'what he did' rather than 'what was done'.
- Direct students back to Exercise C in the Workbook. Do the exercise as a class, eliciting the answers and completing the sentences on the board.
- **Note:** Items 1 and 3 are in the active, so the answers are in the passive; item 2 is already in the passive, so the answer is in the active.

Answers

- 1 The wheel was invented by Mesopotamians around 3500 BCE.
- 2 The Chinese made the earliest compasses.
- 3 The World Wide Web was invented by Sir Tim Berners-Lee in 1989.

Unit 5 Lesson 6:

Telephones

Objectives: Read two texts about phones for gist and detail. Discuss the advantages and disadvantages of different kinds of phone. Fill in gaps in a text.

Language: Expressing ability – present passive with *can*

Vocabulary: *access, send, receive, landline, mobile phone, advantage (n), disadvantage (n), telephone, smartphone, reliable, phone mast, useful, take (photographs)*

21st Century Skills: Life Skills: Critical thinking

Reference: Course Book page 63, Workbook page 58

mast. Then get them to try to guess the meanings from the context. Draw their attention to the photographs. Elicit suggestions and affirm intelligent guesses, even if they are not the correct answers.

- Present *advantages and disadvantages* (good things and bad things). Then briefly elicit some ideas for the advantages and disadvantages of each kind of phone. Write notes on the board.
- Tell the students to read and find the advantages and disadvantages of each kind of phone mentioned in the text, and to make notes in their notebooks.
- Elicit answers. Ask students to give evidence from the text, and allow any answer which you think is fair. Do not expect students to have found all of the possible answers. Make notes on the board and, when students are out of ideas, compare the lists with students' original predictions. Students may well have thought of valid points which are not mentioned in the text; add these to the lists on the board.

Possible answers

	Advantages	Disadvantages
Landline phone	You can phone people all over the world Often more reliable than a mobile phone	Can only be used in one place
Mobile phone	Does not need a landline Can be used almost anywhere Smartphones can be used to take photographs, play music, access the internet	Often less reliable than a landline phone

Warm up 4 mins

- Focus on the pictures. Elicit the meanings of *landline, mobile* and *smartphone*.

A Look at the pictures. Which of these kinds of phones have you used? 6 mins

- Ask the students whether they have phones. What kinds of phone do they have, and where and when do they use them? What do they use them for? If they use them to communicate with friends, do they make calls, or do they mainly use messaging apps?

B Read the texts. Find the advantages and disadvantages of each kind of phone. 20 mins

- Ask the students to find and underline the following words in the text: *reliable, phone*

- Ask students if there are any other words in the text they do not understand, and, if there are any, elicit suggestions from the class as to their meaning.

C Study the Functional grammar box then do Exercises A and B on page 58 of the Workbook. 15 mins

- Go through the Functional grammar box and ask students if they can find more examples of the present passive with *can* in the texts. Elicit these:
... mobile phones can be used almost anywhere.
Many mobile phones can also be used to take photographs ...
- Direct students to page 58 of the Workbook.

WB A Layla's mobile phone is not working properly. Some words are missing. Complete the message with the words from the box.

- Do this exercise with the class as follows:
 Tell students to read the text through silently. Explain that one of the words in the box will be used twice.
 Then tell them to read the first sentence and raise their hands when they know the missing word. Elicit and agree on the answer with the class. Let students write the correct word.
 Move on to the next sentence.

Answers

message, did, buy, was wearing, likes, very, wants, buy, one

WB B Read the texts on page 63 of the Course Book. Read the statements below and write T for true, F for false or DS if the texts don't say.

- Allow the students time to reread the texts. Ask them to complete the exercise in pairs. Elicit the answers from the class.

Answers

1 F	2 T
3 DS	4 T
5 T	6 F

Unit 5 Lesson 7: On the Phone

Objectives: Discuss what to do and what not to do when making a phone call.
 Compare written advice to your own ideas.
 Listen and evaluate someone making a call.
 Listen for specific information and write notes.
 Make conversations.

Language: Imperatives – positive and negative sentences with *do* for emphasis
 Polite language for telephone conversations

Vocabulary: *Speak up!, waste time, clearly, ring (v)*

21st Century Skills: Communication Skills:
 Telephone etiquette

Reference: Course Book page 64,
 Workbook page 59,
 31–32

Warm up 4 mins

- Elicit the meaning of the lesson title (*on the phone* is short for *talking to someone on the phone*). Explain that this lesson is about making important phone calls. Explain that by *important*, you mean calls to someone you don't know, for example someone in a shop or an office who you are asking for information. Ask students whether they have made any important phone calls recently. Can they think of any other examples of important calls?

A Talk about some of the things to do and not to do when you are making an important phone call. 7 mins

- Ask students to think of some of the things they should and shouldn't do when making important

phone calls. They can discuss this in small groups using Arabic. Elicit ideas and write notes on the board; ask the students to try to express their ideas in English, helping them translate if necessary.

B Now read these pieces of advice. How many did you talk about?

7 mins

- Tell the students to read the *Speak up!* blog to see if it contains their ideas. Then elicit any points that match those on the board. (Remember: some students may have very good ideas that don't appear in the text.)
- Ask the class to think carefully about how many pieces of advice are given in Susan's blog. Prompt them to see that there are actually four points: each of them is duplicated, so each positive has an equivalent negative. Elicit the four positive points and write them on the board as notes:
 - 1 Say your name
 - 2 Say why you're calling
 - 3 Know what you want to say
 - 4 Speak slowly and clearly
- **Note:** Explain that the word *do* is used for emphasis in the sentences in the blog. Each sentence would be correct without it; however, it makes the statements stronger.

C 31 Anas has a stomach ache. He needs to see a doctor. He rings the medical centre to make an appointment. Listen to Anas on the phone and look at Susan's advice. What does he do wrong?

9 mins

- Ask a student to read the rubric and make sure everyone understands the task. Tell the students that they can refer to the four points on the board as they listen. Play 31.

31

- Receptionist: Tripoli Medical Centre. How can I help you?
- Anas: Ahhh, my stomach, my stomach!
- Receptionist: Hold on. Hold on. Who's speaking, please?
- Anas: Oh. Yes. Um. Sorry. My name is Anas. And, it really hurts.
- Receptionist: Excuse me, what are you talking about? What hurts?
- Anas: Er, my stomach. I have a bad stomach ache.
- Receptionist: Oh, OK. Are you registered at the medical centre?
- Anas: I don't know. I need to see a doctor.
- Receptionist: What is your family name? I can check to see if you are registered.
- Anas: Abdullah.
- Receptionist: I'm sorry. Could you repeat that, please?
- Anas: Abdullah. Anas Abdullah.
- Receptionist: Can you spell that, please?
- Anas: A-B-D-U-L-L-A-H.
- Receptionist: OK. Yes, you are registered. How long has your stomach been hurting?
- Anas: For days now. I can't remember. Since Tuesday? No, since Monday after my dinner.
- Receptionist: OK. So, for three days? Right, when can you come to see the doctor?
- Anas: I can come any time. Well, actually, I can't come until my mum gets home so she can drive me.
- Receptionist: And what time is that?
- Anas: Four o'clock.
- Receptionist: OK. I have an appointment at 4.30. Would that be OK?
- Anas: Yes, thank you. That would be great.
- Receptionist: OK. We'll see you at 4.30.
- Anas: Thanks, bye.

- Use the points on the board to check what Anas did. Ask:
Did he give his name?

Did he say why he was calling?
Did he know what he wanted to say?
Did he speak slowly and clearly?

Answers

He didn't give his name.
He didn't say why he was calling.
He didn't know what he wanted to say – for example, he didn't know when his stomach ache started, or when he could come for an appointment.
He didn't speak slowly or clearly – for example, the receptionist couldn't hear his name.

- Play 31 again, pausing at appropriate points in the conversation so that students can analyze what Anas said. Ask students what he could have said instead. Draw students' attention to the speech bubbles below Exercise C. Model the pronunciation of these and any other polite or useful phrases that students think of.

D Now do Exercises A to C on page 59 of the Workbook. 18 mins

- Direct students to page 59 of the Workbook.

WB A 32 Listen and answer the questions. Write notes.

- Introduce the exercise. Explain that students will probably remember the answers to some or all of these questions. You could ask them to complete the exercise first, then listen to check their answers. Point out that this time they will listen to an improved version of the conversation they listened to in the Course Book.

32

Receptionist: Tripoli Medical Centre. How can I help you?

Anas: Hi. My name's Anas Abdullah. I need to book an appointment to see a doctor. I have a stomach ache.

Receptionist: OK. Are you registered with us, Anas?

Anas: Yes, I've been before. My family name is Abdullah.

Receptionist: Could you spell that, please?

Anas: Yes, of course. A-B-D-U-L-L-A-H.

Receptionist: Thanks. How long have you had your stomach ache?

Anas: Um, around three days now.

Receptionist: OK, you'd better come in today. When would you like an appointment?

Anas: Any time after four, please?

Receptionist: I have an appointment at 4.30. Would that be OK?

Anas: Yes, thank you.

Receptionist: See you at 4.30.

Answers

- Abdullah
- book an appointment
- a stomach ache
- three days
- 4.30

WB B Have a telephone conversation. Choose one of the topics below, or choose one of your own.

- Organize the students into pairs. Ask them to choose a topic for their own conversation. Give them time to prepare what they want to say. Go round and help with preparation. Direct them back to the speech bubbles on page 64 of the Course Book. You could write these up on the board for students to refer to.
- Students have their conversations in pairs. As they work, go round listening and encouraging. You could ask some students to repeat their conversations in front of the class.

Possible conversation

Receptionist: Treeford Boating Club. How can I help you?

Matthew: Oh, hello there. I'd like to ask about hiring a canoe, please. Tomorrow afternoon, if possible.

Receptionist: OK. Who's speaking, please?

- Matthew: My name is Matthew Gregory.
 Receptionist: Matthew ... Gregory. Thanks.
 Are you a member of the boating club?
 Matthew: Er, no I'm not.
 Receptionist: Oh, OK. I'll register you now.
 What's your address?
 Matthew: It's 76 Riverside Gardens, Treeford. The postcode is TR4 4TK.
 Receptionist: Thank you. And what's your phone number, please?
 Matthew: It's 07912 721033.
 Receptionist: I'm sorry. Could you repeat that, please?
 Matthew: Sure, it's 07912 721033.
 Receptionist: Great. So, you said you wanted a canoe? Tomorrow?
 Matthew: That's right. At about 2 p.m. For two hours, please.
 Receptionist: That's fine. I've booked you in. Have you been canoeing before?
 Matthew: Yes. I've been canoeing for three years.
 Receptionist: OK, great. Do you know where the club is?
 Matthew: Yes. I live a few minutes away. Thank you for your help.
 Receptionist: You're welcome. See you tomorrow. Bye!
 Matthew: Bye!

WB C The lines in this text message are in the wrong order. Put them in the right order.

- Tell students they have to find the clues to put the pieces together. Let the students work in pairs to complete the exercise. Then elicit answers, along with students' reasons for them.

Answers

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

Unit 5 Lesson 8: Bob and Bashir – The Ants

Objectives: Read and listen to a story for comprehension and enjoyment.

Complete the *Round up* page summarizing the unit.

Language: –

Vocabulary: *guide (n), make yourselves comfortable, yawn (v), dusty, stream (n), rock (n), ant, anthill, so did we, penfriend*

21st Century Skills: Media Literacy: Inferring information from images

Reference: Course Book pages 65–67, Workbook pages 60–62, 33–34

A Do you remember what happened to Bob in the last story? 7 mins

- Ask the class what happened to Bob in the previous episode of *Bob and Bashir*. Challenge students to provide as much detail about the story as possible without looking back in their Course Books. If they can't remember, you can tell them the title of the previous story (*The Ice-creams*) as a clue.

Possible answer

Bob bought some ice-creams at a tennis match and dropped them on Rod.

- Elicit the title of this episode and the meaning of *ants* (a kind of insect). Ask the students to talk about the pictures and predict what happens. Then read the captions. Present any other new words that arise during this discussion.

B 33 Listen and read the story then answer the questions. 10 mins

- Elicit the three questions from different students, then tell the class to quickly read the story and find the answers.
- Elicit answers and any other information the students have picked up through their reading.

Possible answers

- They were going for a walk in the mountains.
- Because he yawned.
- He sat on an anthill (although he thought it was a rock).

- Tell the students to listen and follow the story in their books. Play 33.

33

Is the story on pages 65 and 66 of the Course Book.

- Ask the class if they understood anything better through hearing the story. Ask for particular examples and why they were easier to understand through listening. Ask students if there is anything they want explained or anything they want to say about the story.

C Now do Exercises A to D on pages 60, 61 and 62 of the Workbook. 18 mins

- Direct students to pages 60, 61 and 62 of the Workbook.

WB A Read the story on pages 65 and 66 of your Course Book and complete the information sheet below.

- As previously, elicit the five categories on the information sheet; students will be familiar with the exercise by now. As usual, give them a few minutes to fill in the sheet individually. Afterwards, invite a few students to share what they wrote.

Possible answers

- Bob and Bashir – The Ants
- Bob, Bashir, Jim Cooper, Hans, Paul, Chuck, Aziz, Rod
- The story is about when Bob, Bashir and the other boys go for a walk in the mountains. It is very beautiful. They sit down to eat lunch and Bob sits on an anthill!
- I liked the story because it reminds me of beautiful walks. I also liked it because the other boys know what Bob will say!
- ant, anthill, guide

WB B Are the sentences true (T) or false (F)?

- Students should do this comprehension activity individually. Afterwards, get them to compare answers with a partner and discuss any disagreements; be on hand to clarify anything students don't understand. Finally, elicit the answers from the class.

Answers

- T
- F (Jim Cooper was the guide.)
- F (Some people slept on the bus.)
- F (Everyone had cheese and tomato sandwiches for lunch.)
- T
- F (Bob always complains when bad things happen to him.)
- T

WB C 34 Read the sentences. Then listen to Nadia and Sarah and write true (T) or false (F).

- First, ask the students to read the sentences. Don't clarify the meanings of new words at this stage; tell them that the meanings may become clear from the context.
- Check students understand the task, and play 34. You can pause after each answer is given to make the exercise easier, or play the audio more than once. Elicit the answers from the class, clarifying the reasons and eliciting the meanings of the new words as you do so.

34

- Nadia: Hi, Sarah!
- Sarah: Oh, hello, Nadia. Where are you going?
- Nadia: To the internet café.
- Sarah: But you have a computer at home, don't you?
- Nadia: Yes, but it's broken. And I want to send an email today.
- Sarah: Who are you sending an email to?
- Nadia: My friend, Helga – she lives in Germany. It's a great way of keeping in touch.
- Sarah: Why don't you phone or send a text?
- Nadia: That would be quite expensive! It's much cheaper to send an email.
- Sarah: Oh, yes, I see.
- Nadia: I want to tell Helga that we're going to Europe in the holiday, so I will be able to see her.
- Sarah: Have you seen her before?
- Nadia: No, but we have been penfriends for a year. So now we'll meet at last. I'm really excited. Sarah, I have to go. See you later.
- Sarah: Oh, right. Enjoy the internet café – and your holiday!

Answers

- 1 F (Nadia is going to an internet café.)
- 2 F (She wants to send an email.)
- 3 F (An email is cheaper than a telephone call.)
- 4 T
- 5 T
- 6 F (Nadia and Helga haven't met before.)

- 3 it didn't work
- 4 not pleased
- 5 no
- 6 '... another new computer, or give me my money back.'
- 7 a new computer

Round up 10 mins

- For the first bullet point, elicit the meanings of some of the abbreviations and ask for examples. For example:
T: *What does (v.) mean?*
S: *Verb.*
T: *Give me an example.*
S: *Write.*
- For the second bullet point, use the examples to remind students of how to form the passive. Then write sentences on the board for students to transform into passive sentences. For example:
People in many parts of China grow rice.
Tourists can see many famous buildings in India.
- Show students how to make the passive sentences, beginning with the underlined words.

Answers

Rice is grown in many parts of China.
Many famous buildings can be seen in India.

- For the third bullet point, see if students can remember the rules for formal telephone conversations. Then study the phrases and practise them for pronunciation and intonation.

WB D Read this story and answer the questions. Write short answers.

- Ask students to complete this exercise individually. Tell them to write note answers. You could set it for homework.

Answers

- 1 to send emails and use social networking sites
- 2 an hour

Listening and speaking

- Listening to a story for enjoyment
- Describing pictures for a partner to identify
- Guessing what other people are interested in and asking them
- Listening to an interview to check a written reconstruction
- Using pictures to tell a story and predicting the ending
- Reading the rules for a game and explaining them in your own words
- Listening to a game being played and identifying its type
- Asking, answering and playing a game about jobs
- Listening to people talking about their plans and inferring the best jobs for them
- Listening to descriptions of people's days and identifying them on a timetable
- Asking and answering questions about a timetable
- Reading, writing and speaking about your career plans

Reading and writing

- Reading for gist and detail
- Scanning for words
- Reading for enjoyment
- Matching texts and pictures to work out the names of professions
- Reading longer texts and working out the meanings of new words from context
- Completing a printed interview by writing the questions
- Reordering jumbled sentences to create a narrative

- Using and writing a school timetable
- Using pictures to predict the content of a text; scanning to check
- Using dictionary entries to distinguish uses of an unfamiliar word in context
- Correcting a marked paragraph
- Writing about your career plans

Structure and language

- Question formation: *Wh~* questions; *Yes/No* questions
- Describing action in the future – *be + going to + infinitive*
- Talking about a fixed time in the future – *going to + when*
- Present simple statements and questions with *be* and *do*
- Indefinite articles before job names

Vocabulary

- Jobs, professions and careers
- Personal qualities
- School subjects and examinations
- Clock times

21st Century Skills

- Study Skills: Transferring information from text to a table
- Life Skills: Critical thinking
- Career skills: Drafting a career plan
- Information Literacy: Extracting information from tables; inferring meaning from context
- Media Literacy: Inferring information from tables; sequencing events based on images

Key words

architect (n) – /'ɑ:(r)ki,tɛkt/	history (n) – /'hɪst(ə)ri/	pilot (n) – /'paɪlət/
art (n) – /ɑ:(r)t/	home economics (n) – /həʊm ,ekə'nɒmɪks/	plan (n) – /plæn/
astronaut (n) – /'æstrə,nɔ:t/	hospital (n) – /hɒspɪtl/	RE (religious education) (n) – /ɑ:r i:/
biology (n) – /baɪ'ɒlədʒi/	IT (information technology) (n) – /,aɪ 'ti:/	science (n) – /'saɪəns/
businesswoman (n) – /'bɪznəs,wʊmən/	maths (mathematics) (n) – /mæθs/	shop assistant (n) – /ʃɒp ə'sɪstənt/
career (n) – /kə'riə(r)/	mechanic (n) – /mɪ'kænik/	study (v) – /'stʌdi/
carpenter (n) – /'kɑ:(r)pɪntə(r)/	music (school subject) (n) – /'mju:zɪk/	subject (n) – /'sʌbdʒɪkt/
clever (adj) – /'klevə(r)/	office manager (n) – /'ɒfɪs 'mænɪdʒə/	take (~ an exam) (v) – /teɪk/
college (n) – /'kɒlɪdʒ/	pass (v) – /pɑ:s/	timetable (n) – /'taɪm,teɪb(ə)l/
engineer (n) – /,endʒɪ'nɪə(r)/	patient (adj) – /'peɪf(ə)nt/	translator (n) – /træns'leɪtə(r)/
English (n) – /'ɪŋɡlɪʃ/	patient (n) – /'peɪf(ə)nt/	uniform (n) – /'ju:nɪfɔ:(r)m/
fail (v) – /feɪl/	PE (physical education) (n) – /pi: 'i:/	university (n) – /ju:nɪ'vɜ:(r)səti/
fire station (n) – /'faɪə(r) 'steɪʃən/	physics (n) – /'fɪzɪks/	vet (n) – /vet/
firefighter (n) – /'faɪə(r),faɪtə(r)/		vocational school (n) – /vəʊ'keɪf(ə)nəl sku:l/
French (n) – /frentʃ/		waiter (n) – /'weɪtə(r)/
geography (n) – /dʒi:'ɒɡrəfi/		woodwork (n) – /'wʊd,wɜ:(r)k/
hard-working (adj) – /'hɑ:(r)d,wɜ:(r)kɪŋ/		zoologist (n) – /zu'ɒlədʒɪst/

Unit 6 Lesson 1:

What do they do?

Objectives: Introduce the unit topic.
Use pictures and short texts to work out the names of professions.
Describe pictures for a partner to identify.
Guess what other people are interested in.

Language: Indefinite articles before job names
Questions with *who/what/when/where*

Vocabulary: *businesswoman, pilot (n), architect, plan (v), design (v), mechanic, workshop, garage, repair (v), engineer, shop assistant, owner, customer, firefighter, waiter, reporter, teacher, dentist, doctor, office, uniform (n), special, put out (a fire), interested in*

21st Century Skills: Information Literacy:
Inferring meaning from context

Reference: Course Book page 70, Workbook page 63, 35

Warm up 5 mins

- Write the unit title on the board: *Jobs and Professions*. Elicit the meanings of the words, and the distinction between them. (These words can have the same meaning, but a *job* is generally what someone is employed to do, whereas a *profession* is often more specific: it means a job requiring expertise or special training that only some people have.) Ask the students what names of jobs they know in English. Elicit the spellings and write the job names on the board.

A 35 Listen and read the descriptions. Then match them to the pictures. 12 mins

- Tell the students to listen to and follow the texts. Play 35.

35

Are the descriptions on page 70 of the Course Book.

- Practise saying the seven jobs, first chorally, then with individual repetition.
- Tell the students to work individually to match the jobs to the pictures. Ask them to write the answers in their notebooks.
- Check the answers orally as follows:
T: *What's number 1?*
S: *He's a mechanic.*

Answers

- 1 D
- 2 B
- 3 G
- 4 A
- 5 C
- 6 F
- 7 E

- Elicit the words from each text which tell you the answers. Elicit the meanings of or define the new pieces of vocabulary; you can discuss them with the class in Arabic to achieve this.
- Drill the information and new vocabulary about each job by giving the whole class an assortment of quick-fire questions, asking students to raise their hands to give each answer. They have to give full sentences. For example:
T: *What does a pilot do?*
S1: *She flies a plane.*
T: *Good. What does she wear?*
S2: *She wears a uniform.*
T: *Who does a shop assistant work for?*
S3: *He works for a shopkeeper.*
T: *Where does an engineer work?*
S4: *She works outside or in an office.*

B Describe the picture. Which profession interests you most? Explain your answer. 12 mins

- Tell students they are going to work in pairs. Without telling their partner, they have to choose the job from this page they think they would like most, and describe the picture to their partner. Their partner has to guess the job. Demonstrate by describing a picture and asking the class to guess, for example:

T: *He is looking at a design.*

S1: *An architect.*

T: *No, not an architect ... He is standing outside.*

S2: *An engineer!*

T: *Yes, that's right!*

- Students ask and answer in pairs. Circulate and monitor, assisting as necessary.
- When most pairs have completed the activity, interrupt the class and tell students you want them to guess why their partner chose the job. They can use vocabulary from the piece of text that tells them about the job. Demonstrate by asking the class to guess why you chose the job of engineer:

S1: *You like working outside.*

T: *No, I don't. Try again.*

S2: *You like roads and bridges.*

T: *That's right!*

- Write *interested in* on the board. Explain that students can use this phrase instead of *like*: instead of saying *You like roads and bridges*, they can say *You are interested in roads and bridges*. Then get them to ask and answer in pairs. Again, circulate and monitor their work, assisting as necessary.

C Now do Exercises A and B on page 63 of the Workbook. 16 mins

- Direct students to page 63 of the Workbook.

WB A Match these beginnings and endings to make the names of nine jobs. Write them.

- Tell the students to do this exercise without looking at the Course Book. They can work in pairs. Saying the beginning of each word aloud will help them to find the correct ending!
- Elicit the answers and the spelling of each word.
- Note:** This exercise revises known names of jobs as well as some of the new ones.

Answers

- businesswoman
- engineer
- architect
- pilot
- mechanic
- dentist
- firefighter
- teacher
- doctor

WB B Ask and answer these questions about jobs.

- Ask a student to read one of the speech bubbles. Tell the class to put up their hands if they can answer. Let the student nominate who she wants to answer. The student who asked the question should respond to the answer with *Yes, that's right* or *No, that's wrong*. Continue in the same way with other students. Students can give short answers to these questions – just the article and the name of the job (*An office manager.*).
- Organize the students to ask and answer the questions in pairs.
- Note:** This exercise revises known names of jobs as well as some of the new ones.

Possible answers

- An office manager./A businesswoman./
An architect.
- A reporter.
- A pilot.
- An editor.
- A doctor./A nurse.
- A dentist.
- A mechanic.
- A shopkeeper./A shop assistant.
- A waiter.

Unit 6 Lesson 2:

Two Jobs

Objectives: Work out the meanings of new words from context.
Read about two people's jobs and make notes in a table.
Ask and answer *Wh~* questions.

Complete a printed interview by writing the questions.

Listen to the interview to check your work.

Language: Question formation:
Wh~ questions; *Yes/No* questions

Vocabulary: *Dr (= Doctor), take care of, hard-working, hours a day (= every day), clever, subject (n) (school ~), university, study (v), college, hospital, office manager*

21st Century Skills: Study Skills: Transferring information from text to a table; Information Literacy: Inferring meaning from context

Reference: Course Book page 71, Workbook pages 64–65,
🔊 36

- Tell the students to find and underline the words in the texts. Then ask them to work out the meanings and match the words to phrases a–e.
- Ask the students to check their answers in pairs. Then elicit the answers and discuss as a class.

Answers

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

B Now do Exercises A to D on pages 64 and 65 of the Workbook. 32 mins

- Direct students to pages 64 and 65 of the Workbook.

WB A Read page 71 of your Course Book and make notes.

- Introduce the exercise. Make a copy of the table on the board; elicit a few relevant facts about Dr Salwa and fill them in on the board so that students understand what they have to do. Then set the exercise for students to do individually. Go round while they work, helping and encouraging. Don't elicit or check answers at this stage, as this will be done in Exercise B.

WB B Check your notes with your partner. Use the headings in the table to make questions like those below.

- Explain and demonstrate the task. One student reads a heading; the other student turns it into a question; then students swap roles. For example:
S1: *Where she works.*
S2: *Where does she work?*
S2: *What she does.*
S1: *What does she do?*
- Students don't need to name the headings in order; they can choose them at random and cycle through several times. Challenge them to come up with the questions as quickly as possible!

Warm up 3 mins

- Elicit the lesson title. Ask the students to look at the two pictures and guess which two jobs the people do.

A Read the two paragraphs. Find the words in the texts match them to their meanings. 10 mins

- Explain that you want the students to work out the meanings of words 1–5 for themselves. First, model the words for the students to repeat.

- Now tell the students to check their answers in pairs by asking the questions they have made. Go round the class as they work, listening, correcting and joining in where appropriate. Don't correct the actual answers to the questions at this stage. If students disagree on the answers, tell them to discuss their reasons and move on to the next question.
- Check the answers by asking and answering in open pairs. When a student answers, make sure the rest of the class agrees.

Answers

Exercise A

	The doctor	The office manager
where she works	in a hospital	in an office
what she does	takes care of sick people and makes them better	answers phone calls, sends and receives emails
how long she usually works	8 hours (but sometimes 12 hours)	6 hours (but sometimes more)
where she studied	university	college
how long she had to study	6 years	4 years

Exercise B

Where does she work?

What does she do?

How long does she usually work?

Where did she study?

How long did she have to study?

- Ask about Dr Salwa and Hanan, *Why do they enjoy their jobs?* Tell the students to find the answers at the end of the two texts. Discuss what the students think of the reasons they have given.
- Ask the students what they think of the two jobs, for example, the hours of work and the time needed to study for them. Encourage as many students as possible to express their points of view.

WB C Write questions.

- Students often have difficulty with question forms, so go through this exercise orally first. Use the board to show how to make the different question types. With *Wh~* questions, identify the part of the answer that gives the real information. For example, in question 1, from the phrase *at the Albaraa Hospital* students can choose the appropriate question word *Where*. With *Yes/No* questions, make sure students understand which part of the answer they use in the question. For example, in item 3 (*Yes. I like my job very much.*) the question is *Do you like your job?*
- Note:** Because the answers have to provide enough information for the students to write the questions, some of them are a little unnatural. This is discussed later.
- Tell the students to work on their own and write the questions. Check students' work as they are doing the exercise, but don't correct everything at this stage. If this exercise is too hard for your students, you could provide them with all the questions on the board and ask them to match them to the answers.

WB D 36 Now listen and check.

- Tell the students to listen and check their answers. Play 36.

36

Voice: Where do you work?

Nurse: I work at the Albaraa Hospital.

Voice: Do you have to wear a uniform at work?

Nurse: Yes. I have to wear a uniform at work.

Voice: Do you like your job?

Nurse: Yes. I like my job very much.

Voice: How long do you have to work?

Nurse: Oh, I usually have to work ten hours a day.

Voice: Is it hard work?

Nurse: Yes. It's very hard work, but I like taking care of sick people.

- Voice: How long did you have to study?
 Nurse: I had to study for four years.
 Voice: Do you want to be a doctor?
 Nurse: No, I don't want to be a doctor.
 I love my job.
 Voice: How many people do you see every day?
 Nurse: Every day? Oh, I usually see about forty or fifty people every day.

- Elicit the answers from the class and discuss them further if necessary.

Answers

See 36.

Unit 6 Lesson 3:

A Day in the Life of a Firefighter

Objectives: Use pictures to work out an account of a firefighter's day. Predict the ending of the story. Number sentences in the correct order to tell part of the story; listen to check. Work out the meanings of words from context.

Language: –

Vocabulary: *check, fire station, equipment, heat (n), trapped, hose, on fire, upside down, side*

21st Century Skills: Media Literacy: Sequencing events based on images; Information Literacy: Inferring meaning from context

Reference: Course Book page 72, Workbook pages 65–66,



Warm up 10 mins

- With Course Books closed, write the lesson title on the board: *A Day in the Life of a Firefighter*. Ask students to think of the kind of things that might happen. Give them time to discuss this in pairs. Then elicit suggestions and write them on the board in note form, for example:
goes to a fire
cleans fire engine
- Use the discussion to present some of the new vocabulary.
- Tell students they are going to read about a day in the life of Mazin, a firefighter. With Course Books still closed, read aloud to them what Mazin says in the speech bubble: *When I arrived at the fire station yesterday morning ...* Then ask students to think of different ways to finish the sentence. For example:
... I read the newspaper.
... I had a cup of tea.
... I cleaned the fire engine.
- When you have elicited some suggestions, get students to say them again as complete sentences.

A firefighter talked about a day in his life. Use the pictures to tell the rest of the story of his day. What do you think happened next? 15 mins

- Tell students to read everything up to and including the caption for picture 1. Elicit what Mazin said as a complete sentence: *When I arrived at the fire station yesterday morning, I checked my equipment.* Check understanding of *equipment*.
- Tell students to work in pairs and use the pictures to tell the rest of the story. Give them three minutes to do this.
- Elicit the story from the class, picture by picture. If students do not agree with each other, ask each student to give their version. Don't confirm or correct at this stage; accept any answer as long as it is a sensible description of the picture. Elicit or present the meaning of any new vocabulary that arises.

- Ask the class: *What do you think happened next?* Ask some questions about pictures 7 and 8 to get them thinking. Elicit as many suggestions as possible.

B Now do Exercises A to C on pages 65 and 66 of the Workbook. 20 mins

- Direct students to pages 65 and 66 of the Workbook.

WB A This is the story of the firefighter's day, but the sentences are in the wrong order. Work out the correct order.

- Read the rubric aloud, and the first two sentences of the story, which are given below. Elicit the next sentence, which is sentence g: *We were told there was a fire in a supermarket in the middle of town.* Tell the students to write number 1 in the box for sentence g. Then tell them to read and number sentences a–f only, using numbers 2–7. (The other sentences h–n come later in the story.)
- Tell the students they will now work out what happened at the end of the story. Tell them to number the sentences h–n in sequence with the previous sentences, starting with number 8. Don't confirm or correct answers at this stage.

WB B 37 Listen and check your answers.

- Ask the students to listen and check their answers. Play 37. Pause between sentences in the recording, if necessary, and make sure that all students know what the answers are.

37

Firefighter: When I arrived at the fire station yesterday morning, I checked my equipment as usual. We had our first call at ten o'clock. We were told there was a fire in a supermarket in the middle of

town. We drove through the streets as fast as possible. When we got there, the fire was burning strongly. The heat was terrible and some people were trapped inside. We had to get them out quickly.

We got out our hoses and pointed them at the building. Twenty minutes later, the fire was out and we were able to go into the building. We saved all the people, but some had to go to hospital.

At two o'clock, we were called to an accident on the ring road. The police helped us get there very fast. One car was on fire and another was upside down on the road. Fortunately, the driver of the burning car was standing by the side of the road. However, the driver of the other car was trapped. We put the fire out quickly and got the second driver out. He was badly injured.

At the end of the day, I was tired and upset about the accident. But it's all in a day's work for a firefighter. We do our best.

Answers

1 g	8 j
2 d	9 k
3 a	10 m
4 f	11 i
5 e	12 h
6 b	13 n
7 c	14 l

- Discuss the answers. Find out if any of the students guessed the ending; make sure they understand that any sensible prediction is valid, even if it isn't correct. Draw attention to what the firefighter says about how he felt at the end of the day. Explain that this paragraph has been added to make it a better story. Remind students that they are often told to write about their own feelings in stories; this is an example. Play 37 a second time without pauses, and invite students to look at the pictures as they listen.

- **Note:** You might like to ask students to write out the complete story. Tell them to write four paragraphs – the short first and last ones which are complete in the Workbook, and the two longer ones which are jumbled.

WB C Tick the correct meaning.

- Ask students to find each word in the Course Book or Workbook and work out its meaning from the context. Then elicit the location of each word, the clues and the answers.

Answers

- 1 a
- 2 c
- 3 b

Unit 6 Lesson 4: What's my job?

Objectives: Read about how to play a game and explain it to a partner.
Listen to a game being played and identify its type.
Play a game asking and answering about jobs.
Listen to people talking about their plans and infer the best jobs for them.

Language: Present simple statements and questions

Vocabulary: –

21st Century Skills: Life Skills: Critical thinking

Reference: Course Book page 73,
Workbook pages 66–67,
🔊 38–39

Warm up 5 mins

- Ask students if they ever play guessing games – games where one person thinks of something and someone else has to guess what it is. Play a quick guessing game with the students – for example, think of a famous person or celebrity, and tell the class they have to ask you questions to work out who it is. See how quickly they can work it out. You can do this game in Arabic or in English.

A Read and discuss these instructions for playing games. 8 mins

- Tell students to read the instructions for Game A silently and then explain the game to you. The explanation can be done in Arabic as a translation exercise. Make sure they explain the game without translating the instructions word for word.
- Put students into pairs. One student reads the instructions for Game B; the other reads the instructions for Game C. Then they take turns to explain to each other how to play the games; again, they can use Arabic here. Circulate the classroom and monitor students' conversations; if they are struggling, you can bring the whole class back together to discuss Games B and C.
- Quickly elicit the key points for Games B and C so that there is class-wide agreement on how to play the three games.

B 🎧 38 Listen and answer these questions. 12 mins

- Read the rubric aloud. Then ask a student to read the first question. Elicit the task: students have to listen to a game being played and identify whether it is Game A, Game B or Game C. Tell them they will hear two games being played, so two answers are needed. Make sure students understand that they should note down or remember the answers, not shout them out. Then play 🎧 38.

38

- Teacher: Good morning, class.
 Class: Good morning, Miss Hadeel.
 Teacher: Today you're going to play a game.
 Class: *[Slight cheer.]*
 Teacher: The name of this game is 'What's my job?' and this is what I want you to do. You'll work in pairs. One of you, Student 1, thinks of a job, but doesn't tell her partner. OK?
 Class: Yes, Miss Hadeel.
 Teacher: Student 2 has to try to find out what the job is. Student 2 can ask five questions – only five, no more. If you can find out the job with five questions or fewer, you get a point. If not – nothing. Right. You can begin. I'll listen.
- Student 2: Have you thought of a job?
 Student 1: Yes.
 Student 2: Um – do you work inside?
 Student 1: Sometimes.
 Student 2: Do you work in an office?
 Student 1: No.
 Student 2: Do you make food for people?
 Student 1: No.
 Student 2: Do you help people?
 Student 1: Yes.
 Student 2: You're a doctor.
 Student 1: Wrong. I'm a policewoman.

Part 2

- Teacher: Good morning, class.
 Class: Good morning, Mr Kareem.
 Teacher: Right, everybody. Today I want you to play a game.
 Class: *[Slight cheer.]*
 Teacher: The name of this game is 'What's my job?' and this is what I want you to do. You'll work in pairs. One of you, Student 1, thinks of a job, but don't tell your partner. All right?
 Class: Yes, Mr Kareem.
 Teacher: Student 2 has to guess what the job is. Student 1 says five things about the job, and after each

sentence Student 2 makes a guess. Remember – only five things, no more. If Student 2 can guess the job after hearing just five sentences or fewer, he gets a point. If not – nothing. Right. You can begin now. I'll listen.

- Student 1: Right – I've thought of a job.
 Student 2: Go on.
 Student 1: I don't work in an office.
 Student 2: You're a farmer.
 Student 1: No. Next thing: I wear a uniform.
 Student 2: You're an ambulance driver.
 Student 1: No. Third sentence. I take people to other places.
 Student 2: You're a – er – you're a bus driver.
 Student 1: No. I have to speak English.
 Student 2: You're a taxi driver!
 Student 1: Wrong. Last sentence. I work at the airport.
 Student 2: You're a pilot! Of course!
 Student 1: Correct. Well done. Now it's your turn.

- Elicit the answers. (See below.)
- Ask students to read questions 2 and 3 silently. Then check understanding of what to do. Quickly elicit each job name in the box from different students in the class. Focus on good pronunciation.
- Tell the students to listen again to 38 and answer the questions. Tell them to put a small tick above the job names they hear and to write down or remember jobs they hear which aren't in the box. Then elicit answers.

Answers

- Part 1: Game A
Part 2: Game C
- doctor, policewoman, farmer, bus driver, pilot
- ambulance driver, taxi driver

C In pairs, choose one of the games and play it. 8 mins

- Quickly demonstrate Game B, so that students have encountered each game in action. You

could ask students to choose a job and put it on your back; then you can ask them questions about it!

- Then tell the students to play any of the games in pairs. Circulate the classroom to check they are following the rules!

D Now do Exercises A to E on pages 66 and 67 of the Workbook.

12 mins

- Direct students to pages 66 and 67 of the Workbook.

WB A Match the descriptions to the jobs.

- Tell students to read the descriptions silently and match them to the jobs. Then elicit the answers.

Answers

- 1 d
- 2 c
- 3 b
- 4 a

WB B Write the missing letters in these words.

- Tell the students to complete the words from memory, then check the spellings in the Course Book. Elicit the answers and fill in the gaps on the board.

Answers

- 1 mechanic
- 2 bus driver
- 3 architect
- 4 office manager
- 5 businesswoman
- 6 engineer

WB C Answer these questions with words from Exercise B.

- Tell students to ask and answer the questions in pairs, then write short answers in their books.

Answers

- 1 a bus driver
- 2 a mechanic
- 3 an engineer
- 4 an architect
- 5 a businesswoman
- 6 an office manager

WB D 39 Some boys and girls are talking about what they are going to be. Listen and circle the job each person is going to do.

- Introduce the exercise. Make sure students understand they can't simply listen for the correct word: the words for the jobs are not actually used. They need to try to work out the answer from the other things the boy or girl says. Play 39 and pause after the first item to elicit the answer and the reasons for it. Then proceed with the other items.

39

- 1 When I finish school, I'm going to work in my father's restaurant for a year. I really like working in the kitchen making delicious food for people. Then I'm going to go to college to train. Perhaps one day I'll have my own restaurant.
- 2 At school, my best subjects are English and Arabic. I'm also learning French. I'm going to try to get a job working on an aeroplane. I will show people to their seats and give them food and drink.
- 3 My best school subject is mathematics, but I also like geography. I really want to visit other countries. In the evenings, I often go to the airport and watch the planes. As I watch them, I think, 'One day I'm going to fly one of those!'
- 4 After school, I'm going to go to training college. My favourite subject is history – I just love it and I want to tell other students about it later. I'm very patient, so I won't get angry if my students aren't interested in it at first. I'll just have to make my lessons more interesting.
- 5 My favourite subject at school is science. And I'll need it in the job I'm going to do. I've

always liked animals and I don't like seeing an animal sick or in pain. I want to help make it better. First, I have to go to university, though.

- 6 At school, I'm quite good at Arabic and IT – you know, working with computers. After school, I'm going to go to college and then get a job in an office – writing letters, answering the phone, talking to visitors – all those things.

Answers

- 1 c
- 2 a
- 3 c
- 4 c
- 5 b
- 6 a

WB E Which jobs connect these words? Write the names of the jobs.

- Students can complete this exercise individually or in pairs. More than one answer is possible in many cases.

Possible answers

- 1 reporter/editor
- 2 firefighter
- 3 architect/engineer
- 4 office manager/secretary
- 5 teacher
- 6 pilot/flight attendant
- 7 mechanic
- 8 dentist

Unit 6 Lesson 5: A School Timetable

Objectives: Listen to descriptions of days and identify them on a timetable.
Ask and answer questions about a timetable.
Compare an English school timetable with your own.
Write a school timetable in English.

Language: Present simple questions with *do*: *What do they have on Thursdays?*

Vocabulary: *secondary, English, French, history, music, home economics, geography, information technology (IT), mathematics (maths), religious education (RE), science, art, physical education (PE), sport, in common, subject, timetable*

21st Century Skills: Information Literacy: Extracting information from tables; Media Literacy: Inferring information from tables

Reference: Course Book page 74, Workbook pages 68–70, 40

Warm up 4 mins

- Elicit the lesson title. If students are unsure of the meaning of *timetable*, refer them to the timetable on the page and elicit the equivalent Arabic word. Then get the students to guess or work out what kind of school has this timetable, and where the school might be. (It is a secondary school timetable from a school in England.)

A Study the timetable below. It is for a student at school in England. How is it different from yours? 10 mins

- Ask a student to read the rubric. Give the students time to study the timetable. Then elicit anything that is different, for example, the starting and finishing times and the breaks.
- Ask a few questions to help the students become familiar with the timetable. For example:
How many school days are there?
What are they?
How many lessons are there every day?
How long are the lessons?
Which subjects in the timetable do you know?
- Tell the students you will give them clues about some of the new subject words by writing down something they involve (present the word *involve*). Write the following list on the board:
numbers
computers
other countries
cooking
sport
painting
- Tell the students to see if they can match the clues to any of the subjects. Elicit or present the two other new subjects from the timetable, *religious education* and *science*. Clarify the meaning of all the words and practise pronunciation.

B 40 Listen to some students and look at the timetable. Which days are they talking about? 7 mins

- Introduce the exercise. There is a pause after each student speaks to give students time to look at the timetable; you can give them more time by pausing the recording. Play 40. You can elicit the answers after each item, or discuss them all at the end.

40

- Now, what do I have after the break? Science, information technology – double lesson. Oh, no! Aha! Sport in the afternoon! That's better!
- What's this afternoon? Home economics! Oh, dear! I've forgotten to bring any flour!

- When's PE today? After geography and before RE.
- What's the last lesson today? Geography. Oh, dear! I haven't done my homework.
- Let's see. First lesson – history, then mathematics. And RE and science in the afternoon. That'll be tiring.
- When's French today? Ah! Just before lunch. That's good.
- Right – what's next? Art. And then home!

Answers

- Wednesday
- Thursday
- Monday
- Tuesday
- Friday
- Friday
- Monday

C In pairs, ask and answer questions. 8 mins

- Choose pairs of students to read the questions and answers in the speech bubbles. Then ask the class to think of other questions like the first one. When a hand is raised, let that student ask the question. The first student who is ready to answer can do so. For example:
S1: How many maths lessons do they have?
S2: Five.
S1: That's right.
- Elicit examples of the other two kinds of question in the same way. Then tell the students to ask and answer questions about the timetable in simultaneous pairs. Make sure that everyone participates. Circulate the class and monitor pronunciation of the subject names; students should be trying to say them the same way they heard them on the recording. (If necessary, you can practise the subject names chorally.)

D Now do Exercises A to F on pages 68, 69 and 70 of the Workbook. 16 mins

- Direct students to pages 68, 69 and 70 of the Workbook.

WB A Which lessons do these pictures show? Write the name of the subject under the correct picture.

- This exercise revises some of the new subject names. Students should be able to do this without preparation. When they finish, tell them that except for *history*, these words are difficult to spell, so they may need to memorize them.

Answers

- physical education
- history
- geography
- home economics
- science
- information technology
- mathematics

WB B Underline the strong syllable in the words below.

- Ask students to work in pairs. They should listen to each other saying the words before deciding where the stress is.
- Model the correct pronunciation of each word and let students change their answers if necessary. Then write the words on the board and get students to come up and underline the appropriate syllables.

Answers

economics
geography
history
technology
mathematics
education
science

WB C Answer these questions about the timetable on page 74 of your Course Book.

- Present the new phrase *in common*, which means *the same*. Prepare students for the exercise by asking questions about the timetable, for example:

Which subjects do you have in common?

Which subjects do you not have?

Which subjects do you have that they don't have?

- Introduce Exercise C. Point out that students have answered most of the questions orally, so they should be able to attempt them all. Tell them to concentrate on spelling the subjects correctly.

Possible answers

- We have English, maths, history, science, geography, sport, RE, IT, art and music in common.
- We do not study French or home economics.
- We study Arabic and Libyan literature.
- We have six lessons a day, not seven.
- The main difference is that we start school earlier and finish earlier.

WB D Each of the words or phrases in the box is connected to a school subject. Write them next to the correct subject.

- Tell the students to do the exercise individually and then check their answers with their partner. Elicit the answers from the class.

Answers

- Islam
- weather and population
- past events
- numbers and shapes
- cooking
- coding and programming

WB E Write short answers to these questions.

- This exercise provides extra practice in identifying, writing and saying the names of subjects in English. Students can just write a list for each question. Then tell them to ask and answer the questions in pairs.

WB F Make your own timetable in English.

- This activity revises days, times, the names of school subjects already presented, and the names of subjects which the students study but which have not been presented. Give the students any help they need as they complete this task. You can ask them to complete it for homework.

Unit 6 Lesson 6:**What are they going to be?**

Objectives: Use pictures to predict answers to questions.
Scan texts to check predictions.
Read and scan for detail.
Use a dictionary entry to distinguish different meanings of the same word in context.

Language: Describing action in the future – *be + going to + infinitive*

Vocabulary: *patient (n, adj), peacock, zoologist, zoology, examination, take (an exam), pass (an exam), fail (an exam), certain (for ~), biology, chemistry, physics*

21st Century Skills: Information Literacy:
Inferring meaning from context

Reference: Course Book page 75, Workbook pages 70–71

Warm up 3 mins

- Read the page title and elicit what it means (*What jobs will they do?*). Ask if any students know what jobs they want to do.

A Read about Firas and Mona and answer these questions. 10 mins

- Ask different students to read out the rubric and the two questions. Draw attention to the Reading tip about using pictures and headings. Tell students to use the pictures to guess the answers to the questions. Elicit answers from a few different students. Don't confirm or correct at this stage.
- Ask students how they can find the answers to the two questions very quickly. Elicit or remind them that they should look for clues in the questions and then search for key words in the text.
- Discuss what key words students will look for to answer question 1. If they say *spare time* prompt them to think of an alternative by asking: *On which days of the week will Firas and Mona have spare time?* Elicit: *Fridays and Saturdays*. Suggest that these might be good words to search for.
- Ask what kind of words they need to look for to answer question 2 and elicit: *names of jobs*.
- Ask students to scan the texts to check their predictions. Elicit answers very quickly – no detail is needed at this stage. Then get students to read out the sentences where the answers are located.

Answers

- Firas goes to the zoo.
Mona visits a hospital.
- Firas is going to be a zoologist.
Mona is going to be a doctor.

- Elicit or present the meaning of *zoologist*. Include the subject *zoology*.

B Now do Exercises A and B on page 70 of the Workbook. 7 mins

- Direct students to page 70 of the Workbook.

WB A Write short answers to these questions about the first text on page 75 of the your Course Book.

- Point out that there are two possible ways of completing this exercise. Students could either

scan for word types again, or read the whole text then answer the questions. Since it is a short text, scanning is not necessarily quicker. Elicit the types of word students would need to scan for to answer these questions. Give them a couple of minutes to read and answer using their preferred strategy.

Answers

- 1 History, geography and art.
- 2 Taking photographs of birds and animals.
- 3 He is very patient.
- 4 A zoologist.

WB B Write short answers to these questions about the second text.

- Students can move straight on to this exercise once they have completed WB Exercise A.

Answers

- 1 Biology, chemistry, English and physics.
- 2 Helping people.
- 3 She is very kind and friendly.
- 4 The patients who have no visitors.
- 5 A doctor.

C Work with words. 7 mins

- Ask: *What animal is in the picture?* Elicit: *peacock* and practise pronunciation.
- Pronounce *patient* and tell the students to read the two meanings and answer question 1. Ask the students who answer to read the relevant sentences aloud.
- Ask the class to find the words *take*, *pass* and *fail* in the texts. Again, elicit the sentences which contain them and then the answers to question 2.

Answers

- 1 The second meaning is in the first text. The first meaning is in the second text.
- 2 To *take* an examination is to do it – to attend and answer the questions. To *pass* is to do well, or get the mark you need. To *fail* is to do badly, or not get the result you need.

D Study the Functional grammar box then do Exercises C to E on page 71 of the Workbook. 18 mins

- Go through the Functional grammar box and explain *for certain*. Ask the students to find examples of this construction in the texts.

Answers

Next year he is going to take his last school exam. If he passes, he is going to go to university to study animals.

When she finishes school, she is going to be a doctor.

- Direct students to page 71 of the Workbook.

WB C Complete the sentences with the correct word or phrase from the box.

- This exercise revises some vocabulary from the lesson. Ask students to complete it individually. Then elicit the answers.

Answers

- | | |
|----------|---------------|
| 1 repair | 5 patient |
| 2 study | 6 for certain |
| 3 take | 7 career |
| 4 fail | 8 uniform |

WB D Complete the sentences with the correct form of the verbs in brackets.

- This exercise practises the *be + going to + infinitive* construction. Elicit the answer for item 1 and complete the sentence on the board; then, depending on students' level of confidence, either complete the other sentences in the same way or ask them to work individually.

Answers

- 1 am going to work
- 2 finishes, is going to get
- 3 get, am going to phone
- 4 see, is going to be

WB E Complete the sentences about examinations with the words from the box.

- Students should be able to do this exercise without further preparation.

Answers

- take
- fail
- pass

Unit 6 Lesson 7:

Career Plans

Objectives: Scan multiple texts for a variety of information.
Work out the meanings of words from context.
Have a conversation about your career plans.
Correct a marked paragraph.
Write and read out a paragraph about your career plans.

Language: Talking about a fixed time in the future – *going to + when*

Vocabulary: *career, translator, vet (n), plan (n), friendly, vocational school, carpenter, woodwork, astronaut, future (Gr.)*

21st Century Skills: Career Skills: Drafting a career plan; Information Literacy: Inferring meaning from context

Reference: Course Book pages 76–77, Workbook pages 72–74

Warm up 2 mins

- Read the lesson title and present *career*. Elicit the names of the four students who are pictured. Explain to the class that they are going to read about these students' career plans.

A Find the answers to these questions as quickly as you can in the four texts. 9 mins

- Read the rubric and do question 1a with the class, asking students to scan each text for the word *friendly*. Remind students that when they read in this way, they should move their eyes as quickly as possible over the words.
- When students find an answer, they should put their hands up immediately. They should then continue scanning to see if any of the other students think they are friendly. Elicit answers and do questions 1b and 1c in the same way, as a class.
- Tell students to do the other questions on their own and write the answers in their notebooks.
- Check the answers by eliciting information about the different characters in whole sentences.

For example:

S1: *Adel and Dania are good at science.*

S2: *Khalid is good at mathematics.*

Answers

- Sarah and Khalid
 - Adel, Sarah and Dania
 - Adel
- Adel and Dania
 - Khalid
 - Sarah
 - Dania
- Khalid
 - Sarah and Dania

B Now do Exercises A and B on page 72 of the Workbook. 8 mins

- Direct students to page 72 of the Workbook.

WB A Find these words in the texts on pages 76 and 77 of your Course Book and match them to their meanings.

- Tell students to scan the texts for the four words and work out their meanings. Let students discuss their answers in pairs before eliciting the correct answers from the class.

Answers

- carpenter
- college
- translator
- astronaut

WB B Read the answers below and write the questions.

- Ask one of the questions which students have to identify in the exercise. Elicit an appropriate answer. Continue with the other questions, recycling each one at least twice.
- Tell students to write the questions in their books.

Answers

- What are you going to be when you finish school?
- What are you going to study at university?
- Where are you going to work?

C Study the Functional grammar box below then talk to your partner about your career plans. 12 mins

- Go through the Functional grammar box. Then elicit similar questions and write them on the board. Remind students of the questions they have just written in WB Exercise B.
- Use the questions on the board to ask and answer in open pairs. Then get students to ask and answer in simultaneous pairs. They can add their own questions; they don't have to be about career plans at this stage.

Possible questions and answers

S1: *What are you going to do when you finish school?*

S2: *I am going to go to university to study mathematics. What are you going to study at university?*

S1: *I am going to study English.*

- Ask students to think about what they want to do when they finish school. Then elicit ideas from different students. Ask whether they have a better idea of what they might like to do now they have read about other students.
- Tell students to discuss their career plans with a partner. They should ask as many questions and in as much detail as they can, and respond to what their partner says. Write prompt questions on the board to help. For example:
What subjects are you good at?
What do you like doing in your spare time?
Are you hard-working?
Are you going to go to university?
What are you going to study?
- Discuss the information students have found out as a class.

Possible conversation

S1: *Are you going to go to university?*

S2: *Yes, I am.*

S1: *What are you going to study?*

S2: *I am going to study English.*

S1: *Are you good at English?*

S2: *Yes, I am. I'm good at Arabic, too. I am going to be a translator.*

S1: *Are you going to translate books?*

S2: *Yes. In my spare time, I really enjoy reading books in English and in Arabic. I'm already quite good at translating. What do you like doing in your spare time?*

S1: *I like playing music in a band. When I finish school, I am going to be a musician.*

S2: *Are you going to go to university to study music?*

S1: *No. I am going to go to music college.*

S2: *Do you need good marks?*

S1: *I need good marks in music, but not other subjects. At school, I am not very hard-working, but I am very good at music.*

D Now do Exercises C to E on pages 73 and 74 of the Workbook.

14 mins

- Direct students to pages 73 and 74 of the Workbook.

WB C This is the draft of somebody's career plan. Correct it and make it better.

- Go through the marked paragraph with the class, eliciting corrections and improvements. If possible, have the paragraph written on the board and select students to come up and correct it. There are different possibilities for the extra phrases; all changes are underlined in the example answer. *Because* can be replaced by *and* as a connector.

Possible answer

I am very kind and friendly. My favourite subject at school is English, but I also like geography. At the weekend, I go walking in the hills. I like being outside because I like looking at animals. When I finish school, I am going to be a businessman. Before that, I am going to go to college to study IT.

WB D Write your own career plan. Make sure you answer these questions.

- **Note:** If you do not have enough time in class, Exercise D can be set as homework. If you decide to do this, make sure students understand the different stages they should go through to produce their paragraph (outlined below the rubric). Exercise E can be done at the beginning of the following lesson, if you wish.
- Elicit the questions orally. Tell students to think about their answers and write a draft paragraph. Give students enough time to complete the writing. Go round helping and encouraging as they work. If you notice any common difficulties, stop the class and go over the points on the board.

- When they finish, tell students to read their draft and mark any mistakes they can see. They should also mark sentences that can be joined and places where they should add information. Draw attention to Exercise E, pointing out that you want them to read something clear and interesting to their group. Continue to help and encourage as they write.

WB E Share your plan with your class.

- This stage is intended to encourage the students to focus on improving their own work so that it is good enough for others to hear. Ask students to work in groups. Students should take turns to read out their paragraphs to their group. The members of the group should listen and suggest ways of making each paragraph better. They can use the space provided to make notes as they listen.

Unit 6 Lesson 8:

Bob and Bashir – The Basketball

Objectives: Read and listen to a story for comprehension and enjoyment.
Complete the *Round up* page summarizing the unit.

Language: –

Vocabulary: *clinic, embarrassed, entomologist, insect, court (basketball ~, public ~), trainers*

21st Century Skills: Information Literacy:
Inferring meaning from context

Reference: Course Book pages 78–79, Workbook pages 75–76,
41

Warm up 5 mins

- Ask students to recall the previous episode of *Bob and Bashir* in pairs and discuss what happened. Then discuss as a class, prompting as necessary.
- Elicit the title of this episode. Ask students to talk about the picture and predict what happens. Use the picture to present *basketball* and *court*.

A 41 Listen and read the story then answer the questions. 15 mins

- Ask a student to read the three questions and check students understand them. Tell them to read the story and find the answers.
- Elicit the answers, allowing students to ask any questions they have about the story. Ask students if they can remember what else took place in Southport (the tennis tournament).

Answers

- 1 Southport.
 - 2 His trainers.
 - 3 Bashir's joke is that Bob wants to be an entomologist (a person who studies insects). This is funny because Bob has been bitten by ants and doesn't want anyone to even mention insects.
- Tell students to listen and follow the story in their books. Play 41.

41

Is the story on page 78 of the Course Book.

- Ask the class if they understood anything better through hearing the story. Elicit particular examples and ask why they were easier to understand through listening. Ask the students if they want any further explanations, or if they have something to say about the story. Did they enjoy it and find it funny?

B Now do Exercises A to F on pages 75 and 76 of the Workbook. 15 mins

- Direct students to pages 75 and 76 of the Workbook.

WB A Read the story on page 78 of your Course Book and complete the information sheet below.

- Elicit the five categories on the information sheet; students will be familiar with the exercise by now. As usual, give them a few minutes to fill in the sheet individually. Afterwards, invite a few students to share what they wrote.

Possible answers

- 1 Bob and Bashir – The Basketball
- 2 Bob, Bashir, Paul
- 3 The story is about when Bob, Bashir and Paul go to the basketball courts in Southport. Bob gets hit on the nose by a basketball.
- 4 I liked the story because Bashir's joke is very clever!
- 5 court, embarrassed, entomologist

WB B Read the definitions and match them to the words below.

- This activity recaps some of the vocabulary from the story.

Answers

- 1 b
- 2 c
- 3 a

WB C Write the opposite of these words.

- Tell students that numbers 1 and 3 were introduced in Unit 1. All the other words were introduced in Unit 6. Let students work in pairs to complete the exercise, referring back to their Course Books if they wish.

Answers

- 1 beat
- 2 hard-working
- 3 impolite/rude
- 4 fail
- 5 repair

WB D Find the odd one out. Circle the word.

- Ask students to complete this exercise individually. Do not elicit answers yet.

WB E Talk about your answers. Does your partner agree?

- Ask students to compare answers in pairs. They should see if they agree and explain their reasons for each answer. Then elicit the reasons from the class.

Answers

- teach
- mechanic
- green
- office
- equipment
- driving

WB F Write these abbreviations in full.

- Allow students to refer back to their Course Books to complete this exercise. All the answers are in Unit 6.

Answers

- Doctor
- information technology
- mathematics
- examination
- physical education

Round up 10 mins

- For the first bullet point, get students to ask and answer about people they know. For example, they can ask each other: *What does your father do?*
- For the second bullet point, get students to tell each other about their favourite subjects and the things they are good and bad at.

- For the third bullet point, get students to ask and answer about what they are going to do when they finish school.

Garnet

Listening and speaking

- Listening to a story for enjoyment
- Discussing world problems
- Listening to conversations for specific information
- Identifying syllable stress
- Making a conversation using a model
- Expressing ethical opinions based on factual texts
- Expressing agreement and disagreement in conversations
- Discussing global warming
- Talking about possible future events
- Narrating a story using picture cues
- Asking and answering personal questions about habits
- Giving advice to people dropping litter

Reading and writing

- Reading for gist and detail
- Scanning for words
- Reading for enjoyment
- Matching newspaper headlines to pictures and texts
- Recognizing and writing headlines
- Writing a short email about a recent event
- Using clues from texts and pictures to match animals to habitats
- Matching the paragraphs of a text to topics
- Searching a text for unfamiliar words matching written definitions
- Writing about possible future events
- Re-ordering jumbled sentences into a narrative

- Reading and using newspaper articles, interviews, reference texts, diagrams and pictures

Structure and language

- Headlines: missing verbs and articles
- Giving strong advice – using *should* and *must*
- Imperatives with *Don't ...!*
- Making offers with *will*
- Expressing agreement or disagreement
- Expressing possibility: *may* and *might*

Vocabulary

- Animals and the natural world
- Global warming and environmental destruction

21st Century Skills

- Media Literacy: Inferring information from headlines
- Study Skills: Extracting meaning from context; note-taking
- Communication Skills: Predicting a sequence of events
- Life Skills: Critical thinking; environmental awareness
- Information Literacy: Inferring information from diagrams

Key words

advertise (v) – /'ædvə(r)taɪz/
 agree (v) – /ə'ɡriː/
 atmosphere (n) – /'ætməs,fɪə(r)/
 bring-and-buy sale (n) –
 /brɪŋ ən baɪ seɪl/
 cause (n) – /kɔːz/
 cause (v) – /kɔːz/
 challenge (n) – /tʃæləndʒ/
 collect (v) – /kə'lekt/
 danger (n) – /'deɪndʒə(r)/
 desert (n) – /'dezə(r)t/
 disagree (v) – /,dɪsə'ɡriː/
 disappear (v) – /,dɪsə'pɪə(r)/
 education (n) – /,edʒu'keɪʃ(ə)n/
 environment (n) – /ɪn'vaɪrənmənt/
 fertile (adj) – /'fɜː(r)taɪl/

forest (n) – /'fɒrɪst/
 habitat (n) – /'hæbɪtæt/
 headline (n) – /'hed,lain/
 heat (n) – /hiːt/
 hunt (v) – /hʌnt/
 ice cap (n) – /aɪs 'kæp/
 litter (n) – /'lɪtə(r)/
 litter (v) – /'lɪtə(r)/
 melt (v) – /melt/
 moving desert (n) –
 /'muːvɪŋ 'dezət/
 pollute (v) – /pə'luːt/
 pollution (n) – /pə'luːʃ(ə)n/
 protect (v) – /prə'tekt/
 rise (v) – /raɪz/
 river (n) – /'rɪvə(r)/

rubbish (n) – /'rʌbɪʃ/
 rubbish tip (n) – /'rʌbɪʃ tɪp/
 scientist (n) – /'saɪəntɪst/
 sea level (n) – /siː 'lev(ə)l/
 sewage (n) – /'suːɪdʒ/
 the wild (n) – /ðə waɪld/
 throw away (v) – /θrəʊ ə'weɪ/
 ton (n) – /tʌn/
 truck (n) – /trʌk/
 volunteer (n) – /ˌvɒlən'tɪə(r)/
 waste (n) – /weɪst/
 wasteful (adj) – /'weɪs(t)f(ə)l/
 wetlands (n) – /'wetləndz/
 wildlife (n) – /'waɪld,lɑɪf/
 workman (n) – /'wɜː(r)kmən/

Unit 7 Lesson 1:

World Problems

Objectives: Match newspaper headlines to pictures and texts.
Discuss world problems and share what you know about them.
Recognize, formally analyze and write headlines.
Scan a newspaper report for gist and detail.

Language: Headlines: missing verbs and articles

Vocabulary: *headline, scientist, air, pollute, pollution, litter (n), rubbish, waste (n), supply (n) (water ~)*

21st Century Skills: Media Literacy: Inferring information from headlines; Life Skills: Environmental awareness

Reference: Course Book page 82, Workbook pages 77-78

- Tell students to match the headlines to the pictures by writing correct number in the box for each picture.
- Elicit the answers. Discuss the pictures and the reasons they match the headlines.

Answers

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

B Discuss these questions. 12 mins

- Organize the students into groups. Give one student in each group the role of 'secretary'. Elicit the rubric and the questions below it. Tell the groups to discuss each problem in turn while the secretaries make notes. Ask them to talk about what they know; they shouldn't worry if they can't think of reasons for some of the problems. Tell the class they can ask you for help with their ideas or for any words they need. Go round the class, monitoring discussions and taking part as necessary.
- Ask the secretary for each group to report back to the class.

Warm up 5 mins

- With Course Books closed, tell students that the topic of this unit is *Saving Our World*. Write the lesson title, *World Problems*, on the board, and ask the class what this means to them. They can use Arabic, but if they mention anything from the unit, write the key words in English on the board.

A Read these newspaper headlines from around the world and match them to the pictures. 8 mins

- Present *headline*. Ask a variety of students to read the headlines aloud, and briefly discuss what each one means. Present or elicit the new words.

C Newspaper headlines are usually not complete sentences. Which words are missing in the headlines (1-6) that appear in Exercise A? 10 mins

- Elicit one common factor in each headline that shows they are not normal sentences (they do not have full stops at the end). Write the first headline on the board and elicit the missing words. Write the full sentence and underline the extra words.

Answers

- 1 The world is getting warmer, scientists say.
- 2 Sixteen elephants were found dead.
- 3 Air pollution is a danger to young and old (people), a doctor warns.
- 4 Litter drowns a/the town!

- 5 Oil kills thousands of sea birds and pollutes the beaches.
- 6 Waste from a factory pollutes a/the town's water supply.

- Ask students to look at the board and tell you what kinds of words are missing from the headlines. The answers are:
articles: *a/an* and *the*
forms of the verb *be*
- **Note:** *people* can be added in headline 3, but this is not always necessary: native English speakers informally use the phrase *young and old* without the noun.

D Now do Exercises A to D on pages 77 and 78 of the Workbook.

10 mins

- Direct students to pages 77 and 78 of the Workbook.

WB A Write these sentences as headlines.

- Introduce the exercise. Tell students to use what they have learned about headlines to decide which words or pieces of punctuation to delete from the sentences. Do item 1 on the board, eliciting the answers from the class. Then get students to complete the exercise individually.
- Elicit the answers by asking students to come up to the board and cross out words/items of punctuation which are not needed. Check that other students agree with each deletion.

Answers

- 1 Moving desert swallowing up Libya
- 2 Green Team cleaning up Libya's streets
- 3 Wild leopards in sharp decline
- 4 Water pollution a huge danger to local population and wildlife

WB B Write these headlines as full sentences.

- Elicit the first answer from the class by adding words/punctuation to the headline on the board until you have a full sentence. Then ask students

to complete the other items. Again, elicit the answers by asking students to come to the front and make additions to the headlines on the board.

Answers

- 1 'It was not my fault,' the driver said.
- 2 The race was stopped by bad weather.
- 3 Two people were killed in a hotel fire.

WB C Read the newspaper report and choose the best headline. Tick one only.

- Check students understand the rubric. Ask them whether there's a quick way of picking the best headline, without reading the whole newspaper report. There are two possible strategies here.
 - 1 The first strategy is to scan the report, perhaps reading the topic sentence of each paragraph.
 - 2 The second strategy is to read the headlines themselves and decide which one seems the best. In this case, only one of the options actually reads like a newspaper headline.
- Try to elicit both of these strategies. Suggest that both are probably needed to pick the best headline. Then elicit the answer, if you haven't already done so.

Answer

Headline B is the best headline.

WB D Now read the report again and answer the questions. Write short answers.

- Ask students to complete this exercise individually. Then elicit the answers. Some questions have several possible answers.

Possible answers

- 1 In their spare time.
- 2 In streets in the town and in a park.
- 3 In picnic places outside the city.
- 4 Very dangerous.
- 5 Litter (old cans, bottles, plastic bags, food).
- 6 Children might cut themselves on old cans and bottles.
- 7 Muna.
- 8 I agree with him. I think he's right.

Unit 7 Lesson 2:

How can we help?

Objectives: Read a short text for detail.
Listen to and read conversations for specific information.
Identify syllable stress.
Complete sentences with *must* and *should*.
Make a conversation using a model.
Write a short email about a recent event.

Language: Giving strong advice – using *should* and *must*
Making offers with *will*

Vocabulary: *must* (modal), *should* (modal), *will* (modal), *dollar*, *sell/sold*, *bring-and-buy sale*, *playground*, *bake*, *headmistress*, *education*, *future* (n), *something*, *advertise*, *everyone*

21st Century Skills: Study Skills: Note-taking

Reference: Course Book page 83,
Workbook pages 79–80,
🔊 42–44

Warm up 4 mins

- With Course Books closed, briefly discuss the topic of poverty, especially in Africa, as a world problem. Students probably know that in some areas of Africa there are many people who don't have enough food to eat and are dying of sickness and lack of food. Elicit the lesson title and explain that this lesson is about trying to help people who are suffering from this kind of poverty.

A Sarah was very upset when she read this article. Read it and find out why. 5 mins

- Elicit the rubric. Tell the students to read the article quickly and find out why Sarah was upset.
- Elicit individual answers, showing interest in what students have to say.

Possible answer

She was upset to find out that people in Africa don't even have \$100 to send their children to school for a year.

- Elicit the meaning of *education* – you can link the word with *physical education* from Unit 6. Draw students' attention to *have to* in the first sentence, and ask them to identify another word in the text that means the same thing (*must*). Draw attention to *future* as a noun because students have only seen it in its grammatical use previously.

B 🔊 42 Listen to the conversation. What did Sarah and her friends decide to do? 10 min

- Elicit the names of Sarah's friends and ask students what they think the girls are talking about. Tell them to read the conversation as they listen. Play 🔊 42.

🔊 42

Is the conversation on page 83 of the Course Book.

- Ask some questions to elicit new words. For example:
What does Layla suggest they should do?
What's a bring-and-buy sale?
What does Sarah/Dalia/Layla/Noora offer to bring?
Where are they going to hold the sale?
Who do they have to ask first?

Answer

Sarah and her friends decide to have a bring-and-buy sale.

C Study the Functional grammar box then find examples of *should* and *must* in Exercises A and B. 6 mins

- Go through the Functional grammar box. Draw students' attention to the example sentences and elicit the difference in meaning between them. Then ask students to find examples of *should* and *must* in Exercises A and B. Make a list on the board. For each sentence, ask students to try to say why *should* or *must* has been chosen.

Answers

Exercise A

Unfortunately, many parents are too poor to do this, so their children must go without education.

Exercise B

We should do something.


We must do something.

We must collect money to send some children to school.

D Now do Exercises A to E on pages 79 and 80 of the Workbook. 20 mins

- Direct students to pages 79 and 80 of the Workbook.

WB A 43 Underline the strong syllable in the words below. Then listen and check your answers.

- Introduce the exercise. First, ask students to identify the location of the words in the conversation on page 83 of the Course Book. See if they can say what each word means. Tell students to say each word aloud to themselves quietly and underline the strong syllable.
- Tell them to listen to the audio and check their answers. Play  43.

43

something
advertise
everyone
playground
headmistress

- Agree on the answers with the class by getting students to come up and underline the strong syllables on the board.

Answers

See  43.


WB B Complete these sentences with *should* or *must*.

- Explain that it is sometimes difficult to say which of these modals is correct because it depends on the attitude of the speaker. The first sentence is like this, so do it as a class. Point out that in the other sentences, it is easier to tell whether *must* or *should* is needed. Tell students to complete the sentences individually. Then elicit the answers.

Answers

- must/should
- should
- should
- must (if you don't, the flight attendant will do it for you)
- must (if you don't, you are not allowed to drive a car)

WB C 44 Listen and write notes.

- Introduce the exercise. Explain that three other girls are discussing with Sarah what they can bring to the sale. Tell students to listen to the three conversations and write down what each girl offers to bring, along with the time of the sale. Play  44. Then elicit answers.

44

Part 1

- Suhad: Hello, Sarah. I hear there's going to be a bring-and-buy sale.
- Sarah: Yes. That's right.
- Suhad: Well, I'll bring a camera.
- Sarah: A camera? Isn't that a bit ...
- Suhad: It's all right. I've just got a new one, but the old one still works.
- Sarah: That's great! Thank you, Suhad.
- Suhad: When's the sale?

Sarah: On Monday at four o'clock.
 Suhad: Fine. See you then.

Part 2

Wisal: Hi, Sarah. I heard about the bring-and-buy sale. I think it's a great idea.
 Sarah: Thank you, Wisal.
 Wisal: I'd like to help. I've got lots of books. I'll bring the ones I've read.
 Sarah: That's wonderful. People always buy books.
 Wisal: When do you want them?
 Sarah: Oh, just before the sale, please.
 Wisal: When is it?
 Sarah: On Monday at four o'clock.
 Wisal: All right. I'll bring them at quarter to four.
 Sarah: Fine. Thanks very much.

Part 3

Widad: Hello, Sarah. I hear you need some things for the bring-and-buy sale.
 Sarah: Yes, we do, Widad.
 Widad: Well, I think I can help.
 Sarah: Oh, good!
 Widad: I have a lovely doll, but I don't play with it any more.
 Sarah: A doll will be lovely. There's sure to be a child who'll want it.
 Widad: That's what I thought. Shall I take it to your house?
 Sarah: No, thanks. Just bring it to the playground, please. At about quarter to four.
 Widad: All right. Bye for now.
 Sarah: Bye, Widad.

Answers

- 1 Suhad – a camera
 Wisal – some books
 Widad – a doll
- 2 4 o'clock on Monday

WB D Imagine that there is going to be a bring-and-buy sale at your school. What will you and your partner bring as gifts? Make conversations.

- Choose two students to read the conversation aloud as a demonstration. Tell them to complete the sentence *I'll bring ...* with anything they would like, and to choose one of the options in each set of boxes. Encourage correct pronunciation. Then get the whole class to repeat the conversation, or lines from it, in chorus.
- Tell students to make conversations in pairs. Listen to as many pairs as you can in the time available, but spend more time with those who need guidance.

WB E You went to a bring-and-buy sale. Write a short email to a friend telling him or her about it.

- Plan this writing task in class if there is time; otherwise students can complete it for homework. If you do have time to plan it in class, elicit different suggestions for each item in the list. Remind students of the procedure they know for writing tasks: writing notes first, numbering them in order, writing a draft, correcting it and producing a final copy. Collect students' work for marking in the next lesson.

Possible answer

Hi Fatima,
 Yesterday we had a bring-and-buy sale at school. It was to raise money for local homeless people. It was great – there were over 100 people there! I brought some cakes and my friend Aya brought some plants. I bought some new books to read and a really lovely jacket. I think the sale made about 200 dinar! Are you going to have one at your school?
 Nesreen

Unit 7 Lesson 3:

Animals in Danger

Objectives: Use texts and pictures about why animals are in danger to form ethical opinions.
Work out the meanings of new words from context. Use clues from texts and pictures to match animals to habitats.
Practise expressing agreement and disagreement in conversations.

Language: Expressing agreement or disagreement

Vocabulary: *blue whale, tiger, ibex, golden toad, snow leopard, in the wild, horns, hunt (v), disappear, desert (n), protect, fur, skin (n), sea, forest, coat (n), reddish, greyish, biggish, male, female, bright, spot (n), exactly, drain (v), danger, wetlands, agree, disagree*

21st Century Skills: Life Skills: Environmental awareness; critical thinking; Study Skills: Extracting meaning from context

Reference: Course Book pages 84–85, Workbook page 81

left). Ask students what they think about this. Some of these ideas will be very difficult for them to express in English, but they can use Arabic at this stage, too.

A Read about these animals and find two reasons why they are in danger. 10 mins

- First, introduce some of the key vocabulary by giving these definitions, questions and opposites. Ask the students to find the words in the texts:
Which animal has horns? (The ibex.)
The hair on a tiger's body. (Fur.)
The part of the body under the fur. (Skin.)
Another word in the text about the ibex meaning 'fur'. (Coat.)
Colours meaning nearly red and nearly grey. (Reddish, greyish.)
The opposite of appear. (Disappear.)
Two words in the golden toad text, one meaning (in people) man or boy and the other meaning woman or girl. (Male/female.)
The leopard has these black marks. (Spots.)
- Write *hunt* on the board and ask students to find it. It appears in several texts. Either elicit or present its meaning. Make sure students understand that *hunting* an animal includes killing it.
- Ask a student to read the rubric aloud. Check the class understands that there are only two reasons given on the whole page for animals being in danger. Elicit what students think the reasons might be before they begin reading, and ask what might happen to the animals if they remain in danger – try to elicit: *They will disappear* or *They will die (out)*. Encourage a variety of predictions, but don't confirm what the reasons are.
- Tell students to underline the texts in pencil as they find relevant pieces of information. Give them a few minutes to complete the task.
- Elicit the answers.

Answers

- They are losing their homes (golden toad).
- People are hunting and killing them (all the other animals).

Warm up 5 mins

- Elicit the names of the animals, then practise the pronunciation. Ask students if they have ever seen any of these animals, in zoos or in the wild. Briefly find out what students know about each of the animals. Elicit the lesson title – *Animals in Danger* – and ask why these animals are in danger. Try to elicit what *in danger* means here (the number of these animals will probably become smaller and smaller until there are none

- Ask: *Why is the snow leopard hunted?* (For its fur.) Ask similar questions about the other animals (except the golden toad).

B Which animals were killed to make three things in this room? What do you think about this? 8 mins

- Ask a student to read the rubric. Organize students in pairs to find the three objects and discuss what they think about killing the animals to obtain them. After a few minutes, elicit the answers.

Answers

The three animals are:

a snow leopard (for the coat)

an ibex (for the head on the wall)

a tiger (for the rug)

- Discuss opinions as a class. Let students express their views freely, and encourage discussion of any agreement or disagreement that arises.

C Study the Speaking tip below. Look at the pictures then discuss where you think the animals in Exercise A live. 10 mins

- Present the six habitats by saying the words and eliciting which pictures they relate to. Briefly discuss any associated vocabulary, for example, *mountains, trees*, etc.
- Tell students to match the animals to the habitats by searching for clues in the texts and pictures on page 84. Point out that there is one habitat which none of the animals live in. See if students can tell you which it is (the desert).
- Before they begin, draw students' attention to the Speaking tip. Explain that you want students to use these phrases in their discussions. Role-play the conversation in the speech bubbles with a student who is a confident reader. Then give an opinion of your own and elicit similar responses from the class. After that, ask a few students to have conversations in open pairs, with one student giving an opinion and the other questioning it or agreeing/disagreeing with it.

Then set the exercise for the whole class to do in pairs.

- When students have had time to discuss their answers, elicit suggestions from the whole class by asking questions such as: *Which animal do you think lives in the sea?* Encourage students to use the language in the speech bubbles in their replies.

Possible answers

I think the snow leopard lives in high, cold places because there is snow there.

I think the tiger lives in the forest because it says it is not easily seen in the forest.

I think the ibex lives in the mountain forest because it is called a 'mountain goat'.

I think the blue whale lives in the sea because it is very big and needs a lot of water.

I think the golden toad lives in wetlands because it lives in places where the water can be drained.

D Now do Exercises A to C on page 81 of the Workbook. 12 mins

- Direct students to page 81 of the Workbook.

WB A Complete the conversations with the words from the box.

- Ask students to complete this exercise individually. They can refer back to the Speaking tip and the texts on Course Book pages 84 and 85.
- Elicit the answers and fill in the gaps on the board. Then ask students to role-play the conversations in pairs.

Answers

1 disagree, sea

2 you're wrong, wetlands

3 agree, right

WB B Are the sentences true (T) or false (F)?

- Students should complete this comprehension activity individually. Then elicit the answers and ask students to correct the false sentences.

Answers

- 1 F (Blue whales are now protected.)
- 2 T
- 3 F (They hunted them for their skins.)

WB C Either agree or disagree with these statements.

- Demonstrate this exercise by asking a student to read out one of the speech bubbles. Give a statement of agreement or disagreement in response. For example:
S: *Football is the best game in the world.*
T: *I disagree. Tennis is more interesting.*
- You can do further examples with the class if necessary. Then ask students to do the exercise in pairs. One student reads a statement; the other responds; then they swap roles. Encourage students to say more than *I agree* or *I disagree* in response to each statement; if they can, they should try to add a reason or a preference.

Possible answers

- A I disagree, because wild animals are very interesting to see.
- B I agree. It's unfair that some people don't have enough.
- C I disagree. Tennis is more interesting.
- D I disagree. Eating some meat is good.
- E I agree. We should use paper bags.

Unit 7 Lesson 4: Please keep the rivers clean!

Objectives: Match the paragraphs of a text to topics.
Search a text for unfamiliar words matching written definitions.
Read for detail.

Language: –

Vocabulary: *river, clean (adj, v), sewage, rubbish, industrial waste, ton, destroy, natural, habitat, damage (v), litter (n, v), effort (n), volunteer (n), power station, hospital, factory, wildlife, stream, clean-up, solution*

21st Century Skills: Life Skills: Environmental awareness; Study Skills: Extracting meaning from context

Reference: Course Book page 86, Workbook page 82

Warm up 6 mins

- Elicit the meaning of the page title. Ask students if they know any local rivers. Do they ever visit them? If so, what do they do there? Are the rivers clean or dirty?

A Read the text and match the paragraphs to these topics. 15 mins

- Ask a student to read the rubric. Check understanding of what to do. Remind students that for this exercise, they will need to look for the topic of each paragraph and not worry if they come across unfamiliar words.
- Ask students to identify the topic sentence in each paragraph. (They can underline these in pencil for ease of reference.) Elicit the topic

sentences. (As students will have come to expect, the topic sentence is simply the first sentence of each paragraph.)

- Now ask students to read the topics a–d and match them to the paragraphs based on the topic sentences. They can note down their answers in their notebooks.
- Ask students to quickly read more of the text to check their predictions. The answers are fairly predictable, so hopefully most students will have matched the topics correctly first time. Elicit the answers and ask if any students had to change their answers when they read more of the text.

Answers

- Paragraph 1 b
Paragraph 2 d
Paragraph 3 a
Paragraph 4 c

B Find words in the text that match these definitions. 12 mins

- Ask students to do the exercise individually. Give them time to read in detail and work the answers out – this is a difficult exercise with a long text. They should write their answers down.
- When you check the answers, ask students which words or phrases helped them to work out the meanings.

Answers

- 1 volunteer
2 pollute
3 litter
4 habitats

C Now do Exercise A on page 82 of the Workbook. 12 mins

- Direct students to page 82 of the Workbook.

WB A Read the text on page 86 of your Course Book and answer these questions. Write short answers.

- Students will need to read the whole text from beginning to end to do this exercise, so give

them plenty of time. There are several possible answers to some of the questions; accept anything which can be read into the text.

- **Note:** Students can answer the questions without knowing the meaning of the remaining new vocabulary.

Possible answers

- 1 It destroys wildlife habitats, damages the rivers and damages health.
- 2 Stop littering, and force the government to stop sewage and waste from factories, etc.
- 3 Fishing and swimming.
- 4 Factories, hospitals and power stations.

Unit 7 Lesson 5: A Warmer World

Objectives: Discuss global warming and interpret a scientific diagram.

Read a short interview about global warming and draw conclusions.

Write and talk about possible future events. Express opinions about global warming in discussion.

Language: Expressing possibility: *may* and *might*

Vocabulary: *global warming, Earth, fuel (n), coal, gas, oil, wood, ice cap, sea level, rise (v), might (v), may (v), heat (n), atmosphere, farmland, disappear, weather, desert*

21st Century Skills: Information Literacy: Inferring information from diagrams; Life Skills: Critical thinking; environmental awareness

Reference: Course Book page 87, Workbook page 82

Warm up 3 mins

- Ask a student to read the page title. Ask the class what they think it refers to – they can talk in Arabic at this stage. During the course of the discussion, move into Exercise A and refer to the diagram.

A Study the diagram below. What information does it tell you? 6 mins

- Tell students to study the diagram and answer the question. Elicit individual answers and find out what students know about the topic. You may want to use the phrase *global warming*. Ask if they know what is generally believed to be the cause.
- Write these words on the board: *fuel, coal, ice cap*. Elicit or present the words in the context of the discussion.

Possible answer

The diagram shows how the world becomes warmer. Heat from the Sun stays in the Earth's atmosphere.

B Read an interview with a scientist. Find some results of a warmer world. 6 mins

- Tell students to read and find as many results of a warmer world as they can. Give students time to read, think and make notes.
- During feedback, elicit the meanings of *sea level* and *rise*.

Possible answers

The ice caps will melt.

The sea level will rise.

Some land will disappear/be underwater.

The weather may change.

We might have hotter summers and wetter winters.

There may be less rain in hot countries.

Some farmland might become desert.

C Now do Exercise A on page 82 of the Workbook. 10 mins

- Direct students to page 82 of the Workbook.

WB A Answer these questions about the text on page 87 of your Course Book.

- Introduce the exercise. Tell students that they will not find all the answers stated explicitly in the interview. They need to think carefully about each one. Monitor progress as they work individually. If students are having difficulty with a particular question, discuss some possible answers with the class.
- Elicit and discuss the answers.

Possible answers

- Yes.
- They produce gases which trap heat in the atmosphere.
- Water.
- The ice caps will melt, so there will be more water.
- Coal, gas and oil.
- Yes, they might, if there is something better.
- Some farmland might become desert.

D What can be done to stop the world getting warmer? Do you think it should be done? Do you think it will be done? 10 mins

- Elicit the questions, making sure all students understand them. Then organize students to discuss the questions in pairs.
- Elicit answers from the whole class. Encourage students to give their opinions and to respond to what others have said.

Possible answer

To stop the world getting warmer, we can stop burning fuels like coal, gas and oil. We can use wind power instead. This should be done because we have to stop our farmland becoming desert. I think it will be done because we have no choice. Governments have to do something. Otherwise our world will be destroyed.

E Study the Functional grammar box then do Exercise B on page 82 of the Workbook. 10 mins

- Go through the text in the Functional grammar box. Ask students to find examples of *may* and *might* in the interview.

Answers

There may be other causes, but it is mainly our fault.

We might have hotter summers and wetter winters.

In some hot countries, there may be less rain, and some farmland might become desert.

Some things are already happening, but others may take 30 or 40 years.

- Direct students to page 82 of the Workbook.

WB B Complete these sentences with *may* or *might*.

- Students can complete the sentences in any way they wish, as long as they use *may* or *might*.
- Once students have done the exercise, elicit a few answers.

Possible answers

- If my friend visits me today, we may go to the park.
- If the weather is good at the weekend, we might go to the beach and take a boat trip.

Unit 7 Lesson 6: Throwing Things Away

Objectives: Narrate a story using picture cues and predict the ending.
Re-order jumbled sentences into a narrative.
Listen to check answers and predictions.
Listen to conversations and write notes.
Ask and answer personal questions about habits.
Give advice to people dropping litter.

Language: Giving strong advice – imperatives with *Don't ...!*

Vocabulary: *collect, throw away (v), workman, truck, rubbish (n), rubbish tip, empty (adj, v), miaow, puss, waste (n, v), wasteful, switch off, plate (n), waste not, want not, honest*

21st Century Skills: Communication Skills: Predicting a sequence of events; Study Skills: Note-taking; Life Skills: Critical thinking; environmental awareness

Reference: Course Book pages 88–89, Workbook page 83, 45, 46 and 47

Warm up 3 mins

- Ask a student to read the lesson title. See if the class can work out what it means – they can use the pictures as clues. Guide them towards an understanding of *throw away*, translating into Arabic if necessary.

A The Carter family bought a new TV. They put the empty box outside to be collected. Use the pictures to tell the story. 6 mins

- Ask a student to read the rubric. Present the words for the three labelled items in the pictures. Then tell the class to work in pairs and use the pictures to tell the story. Give them three minutes to do this.
- Elicit the story from the class, picture by picture. Don't confirm or correct anything at this stage. Encourage participation by asking the class if they agree with what a student has said. If anyone does not agree, ask that student to give his/her version. Again, don't confirm or correct as long as the student is making sense. Elicit or present any new vocabulary that arises at this stage.
- Note:** The account ends at Picture 8, but the story itself doesn't end there.

B What do you think happened next? 3 mins

- Ask the class to answer the question. Elicit as many suggestions as students want to make. Prompt ideas using questions if necessary.


C Now do Exercise A on page 83 of the Workbook. 10 mins

- Direct students to page 83 of the Workbook.

WB A Number the sentences in the correct order to tell the story of the journey on page 88 of your Course Book. 45 46 Then listen and check your answers.


- Introduce the exercise. Point out that students did a similar exercise in Unit 6 – the story of a firefighter's day. Elicit the first two sentences of the story, which are given below the rubric. Then ask students to find the next sentence (sentence f). Tell students to write the number 1

in the box next to sentence f, then read and number the other sentences.

- Note:** There are more sentences than pictures because three of the sentences tell the end of the story.
- Tell students to listen and check their answers. Play  45. Afterwards, if there is any confusion, discuss the reasons for the sequencing of any answers students got wrong. There is a chance to discuss the whole story in the next stage, after listening to it read out in its entirety.

45

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

- Now tell students to follow the pictures on page 88 of the Course Book as they listen to the whole story. Play  46.

46

The Carter family bought a new TV. They put the empty box outside to be collected. Later, the Carters' cat wanted to come inside because it was raining. Nobody opened the window for the cat, so it went into the box.

When some men came to collect the rubbish next morning, they put the box into their truck. They drove the truck to the rubbish tip and emptied it. A man who was working at the rubbish tip heard a sound: 'Miaow! Miaow!' 'Puss! Where are you, puss?' he called. He found the box, opened it, and the cat jumped out. It raced away. Like all cats, it was able to find its way home. It reached the house and sat outside. 'Miaow! Miaow!' Somebody opened the door and the cat ran inside.

- Find out if any of the students guessed the ending – that the cat found its way home and arrived safely. Make clear that you value the contributions of students who guessed different endings, too: the story could have had any number of endings, and some students may have imagined more exciting ones!
- Note:** As in Unit 6, you could suggest that students, or some of them, write out the complete story as homework.

D Look at the pictures of people being wasteful then answer the questions. What reasons do you think they give? What do you think a careful person says to each of them? 5 mins

- Present *waste*. Explain that *waste* is a verb as well as a noun, and present the adjective *wasteful*.
- Ask a student to read out the rubric. Elicit suggestions for answers to the questions from picture 1. Accept all reasonable suggestions. Then tell students to work on the other pictures in pairs.
- Elicit answers from the class, but don't confirm or correct them.

Possible answers

- Girl: I'm full. I took too much food.

Careful person: That's very wasteful! You could give it to someone else.
- Boy: I like the sound of the water!

Careful person: Turn the tap off!
- Boy: I like to have all my lights on!

Careful person: You're wasting electricity!

E 🎧 47 Listen and check your ideas. Then do Exercise B on page 83 of the Workbook. 7 mins

- Tell students to listen to find out what was actually said. Play 🎧 47. Then elicit responses from the class. Did anyone guess correctly?

🎧 47

Picture 1

- Father: Tamara! You haven't finished!
- Tamara: Yes, I have, Dad.
- Father: No, you haven't. Just look at all that food on your plate.
- Tamara: I can't eat it. I took too much.
- Father: That's so wasteful, Tamara. People around the world are hungry. Think of them next time.

Picture 2

- Mother: James, you're wasting water.
- James: No, I'm not. I'm brushing my teeth.
- Mother: But you don't need to keep the water running all the time. It's very wasteful.
- James: But we have plenty of water.
- Mother: Yes, we have now, but we may not always have plenty. Turn the tap off.

Picture 3

- Nasser: Oh, welcome, Kamal. Come in.
- Kamal: Nasser, I thought your house was on fire!
- Nasser: On fire! Why?
- Kamal: There are lights blazing everywhere!
- Nasser: Yes, isn't it lovely?
- Kamal: No, I don't think it is. I think it's terrible to waste electricity like this. You should switch most of them off. Waste not, want not, remember?

- Direct students to page 83 of the Workbook.

WB B 🎧 47 Listen to Track 47 again and write notes.

- Tell students they should now write down the reasons each person gives for being wasteful, and the advice they receive. The answers should just be written in note form. You can either play 🎧 47 again for students to listen to, or ask them to complete the notes first and listen again to check. Then elicit the answers.

Answers

- took too much food
- think of hungry people
- brushing teeth/plenty of water
- turn tap off
- lights look lovely
- switch lights off

F Study the English saying. Is there an Arabic saying like this? Waste not, want not! Now complete the questionnaire below in pairs. What does this tell you about your impact on global warming? 7 mins

- Read out and explain the well-known saying: *Waste not, want not!* Ask students if they remember who said it on 47 (Kamal).
- Introduce the questionnaire. Present *honest*. Tell students to ask and answer the questions in pairs.
- Elicit what they found out. You could ask for a show of hands for each question: *Raise your hand if your partner: always leaves food on her plate ... sometimes leaves food on her plate ... never leaves food on her plate*. Make a tally on the board and ask the class to draw some conclusions. You could also introduce a points system for each question, awarding two, one or zero points to each answer. Then you can find out who the most environmentally friendly students are!

G What strong advice would you give to these people? 4 mins

- Present *litter*. Read out the speech bubble and elicit what type of litter people drop in the street. Tell students to work in pairs and think what else they could say to the person in the first picture. Elicit suggestions.
- Tell students to use the prompts at the bottom of the page to make sentences to say to the people in the other pictures. Elicit some examples.

Possible answers

- 1 Don't throw rubbish out of your car!
- 2 Don't drop litter in the park!
- 3 Don't leave litter on the beach!

Unit 7 Lesson 7: The Moving Desert

Objectives: Read a newspaper article for detail.
Search the text for unfamiliar words matching written definitions.
Discuss the topic in groups.

Language: –

Vocabulary: *cause (n, v), challenge (n), economic, social, political, natural, environment, expand, fertile, farmland, moving desert, rainfall, suffer, vegetation, agriculture, irrigation, government, region, adult*

21st Century Skills: Life Skills: Critical thinking; environmental awareness; Study Skills: Extracting meaning from context

Reference: Course Book page 90, Workbook pages 84–85

Warm up 4 mins

- Write the word *desert* on the board. Elicit the Arabic translation. Discuss the desert and the ways it impacts on students' lives, if relevant. See if students can work out what the *moving desert* is. They may already be aware of this as a national issue.

A Read the article and answer these questions. 15 mins

- Elicit the rubric and the questions. Check students understand what they have to do. Ask them to read the article carefully; they can note down the answers to the questions or underline them in the text.
- Elicit the answers.

Answers

- 1 Sand storms, low rainfall, keeping too many animals, over-farming, tree cutting.
- 2 There are some solutions./The government is looking for solutions.

B Now do Exercises A to D on pages 84 and 85 of the Workbook.

16 mins

- Direct students to pages 84 and 85 of the Workbook.

WB A Find words in the article on page 90 of your Course Book that mean the same as the definitions.

- This exercise will increase students' comprehension of the article. Ask them to search for the words in pairs. Working out the meanings from the context is a difficult exercise with a long text such as this, so give students plenty of time. Then elicit the answers.

Answers

- 1 desert
- 2 vegetation
- 3 agriculture
- 4 irrigation
- 5 challenge
- 6 fertile
- 7 government
- 8 region

WB B Now write short answers to these questions.

- Introduce the exercise. Go through each question orally and elicit answers with Course Books shut. Then tell students to check the text and write their answers.

Possible answers

- 1 Sand storms, low rainfall, over-farming
- 2 It makes the land less fertile
- 3 The fertile areas in the north – near Benghazi and Tripoli
- 4 Growing vegetation, building irrigation systems, educating people

WB C Write the opposite of these words.

- First, do an opposites speaking exercise as a class. Say a few words and elicit the opposites. Include the words from Exercise C, as well as other known opposites such as *hot/cold*, *big/small*, etc. Then ask students to write the answers on their own.

Answers

- 1 disagree
- 2 disappear
- 3 female
- 4 child

WB D Complete the sentences with the words from the box.

- Tell students to complete the sentences individually. Check the answers as a class by inviting students to complete the sentences on the board.

Answers

- 1 education
- 2 melt, rise
- 3 hunted
- 4 Litter
- 5 wasteful
- 6 Nets
- 7 desert

C Discuss these questions.

10 mins

- Elicit the questions and clarify their meaning if necessary. Tell students to discuss the questions in groups and then report back to the class.

Possible answers

- If people don't do anything, the fertile areas in the north of Libya might become desert, so we would not be able to grow any food. This would be terrible.
- A problem with the National Plan for Agricultural Development is that some people need to use their farmland all the time to have enough food. Or they need it for their animals. They don't have enough land to stop using it.

- We can stop cutting down trees. We can also try to use the same land for different things each season.

Unit 7 Lesson 8:

Bob and Bashir – The Medals

Objectives: Read and listen to a story for comprehension and enjoyment.

Complete the *Round up* page summarizing the unit.

Language: –

Vocabulary: *guys, slip (v), serious, helicopter, stretcher, cheer (v), pin (v), press (v)*

21st Century Skills: –

Reference: Course Book pages 91–93, Workbook pages 86–87, 48–49

Answers

- 1 Jim Cooper
- 2 Bashir
- 3 Rod Border

- Tell students to listen and follow the story in their books. Play 48.

48

Is the story on pages 91 and 92 of the Course Book.

- As before, ask the class if they understood anything better through hearing the story. Ask for particular examples and encourage the students to explain why they were easier to understand through listening. Ask students if they want any further explanations, or if they have something to say about the story.

B Now do Exercises A to D on pages 86 and 87 of the Workbook. 15 mins

- Direct students to pages 86 and 87 of the Workbook.

Warm up 5 mins

- Tell students to discuss the previous episode of *Bob and Bashir* in pairs and try to recall what happened. Then discuss as a class, prompting as necessary.
- Elicit the title of this episode. Then ask students to talk about the pictures and predict what happens. Present any of the new words that arise during this discussion.

A 48 Listen and read the story then answer the questions. 15 mins

- Elicit the three questions, then tell students to read the story and find the answers.
- Elicit the answers and any other information students have picked up through their reading.

WB A Read the story on pages 91 and 92 of the Course Book and complete the information sheet below.

- Elicit the five categories on the information sheet. As usual, give students a few minutes to fill in the sheet individually. Afterwards, invite a few students to share what they wrote.

Possible answers

- 1 Bob and Bashir – The Medals
- 2 Bob, Bashir, Jim Cooper, Chuck, Aziz, Dick Bird, Paul, Hans, Rod Border
- 3 The story is about when Jim Cooper breaks his leg on a mountain walk. Bob and Bashir help to rescue him in a helicopter. They both get medals, but Bob thinks he is being attacked by ants and jumps in the pool!
- 4 I liked the story because it was really exciting. The ending is also very funny!
- 5 helicopter, stretcher

WB B Complete the sentences with the words from the box.

- Ask students to work in pairs to complete the statements about the story. Then elicit the answers.

Answers

- broke
- drove
- rescued
- thought

WB C 49 Listen to some boys and answer the questions. Write notes.

- Introduce the exercise and go through the questions with the class. Explain that they should write short note answers. Then play 49. You can pause the audio as necessary for students to write their answers. Elicit the answers at the end.

49

- Yassir: Phew! I'm hot. That was a long walk. Let's sit down and have something to drink.
- Jamal: Good idea! Do you want a bottle of water or a can of cola?
- Yassir: You aren't listening. What's wrong?
- Yassir: Just look at that, Jamal!
- Jamal: What?
- Yassir: All that rubbish lying around on the beach.
- Jamal: Hm, yes. Some people must have been littering on the beach.
- Yassir: It's horrible. We must do something.
- Jamal: Do something? What can we do?
- Yassir: Pick it up.
- Jamal: You're joking! Why should we pick it up? We didn't put it there.
- Yassir: I know, but if we don't do something, who will? Come on, Jamal. You know we've all been asked to try to keep our country clean. Here's your chance.

- Jamal: Oh! Well! All right!
- Yassir: Good! You collect bottles and cans. I'll collect paper.
- Jamal: What do I collect them in?
- Yassir: There are plenty of plastic bags lying around. Use some of them.
- Jamal: I thought you were thirsty, Yassir. What about that drink you wanted?
- Yassir: I'll have it later. I'll be even thirstier after picking up this lot.
- Jamal: Well, I'm having some water now and when I've finished.
- Yassir: OK, Jamal! Have some water and cheer up! Don't be so grumpy. You'll feel fantastic when you've finished!
- Jamal: Hm, maybe. But I came to the beach to enjoy myself, not to work.

Answers

- at the beach
- litter
- pick it up
- plastic bags
- no
- cheer up

WB D Read these definitions and write the words.

- Get students to work in pairs. Tell them all the answers are words from Unit 7. They can look back in their Course Books to find them. Give them a few minutes to search, then elicit the answers.

Answers

- desert
- habitat
- factory
- playground
- headmistress
- forest

Round up 10 mins

- For the first bullet point, ask students to tell you the differences between the headlines and their corresponding whole sentences. The bold words in the sentences will help them. Remind them that full stops are missing from the headlines, if they fail to mention this.
- For the second bullet point, ask students to form their own sentences using *should/shouldn't* and *must/mustn't*.
- For the third bullet point, tell students to imagine they are organizing a party. They should take turns to make offers to bring something.
- For the fourth bullet point, make statements related to matters in the unit to which the students can respond with the target language.
- For the fifth bullet point, elicit other examples of things that might happen in the future.

Garnet

Listening and speaking

- Listening to check predictions and for details
- Discussing different ways of listening
- Reviewing and practising reading aloud
- Playing a memorization game
- Making telephone conversations

Reading and writing

- Using pictures and speech bubbles to predict situations
- Scanning a text to find the paragraph topics
- Working out the meanings of new words from context
- Reviewing ways of improving writing
- Planning and writing a paragraph

Structure and language

- Grammar and vocabulary from Units 5 to 7

21st Century Skills

- Information Literacy: Organizing information in a diagram
- Life Skills: Critical thinking
- Study Skills: Note-taking; inferring meaning from context

Key words

airport (n) – /'eə(r)pɔː(r)t/

aquarium (n) – /ə'kwɛəriəm/

aviation (n) – /,eɪvɪ'eɪʃ(ə)n/

certificate (n) – /sə(r)'tɪfɪkət/

neighbour (n) – /'neɪbə(r)/

put out (v) – /put aʊt/

solo (adv) – /'səʊləʊ/

Garnet

Unit 8 Lesson 1:

Listening

Objectives: Use pictures and speech bubbles to predict situations.
Listen to check predictions and for details.
Discuss different ways of listening.

Language: Revision

Vocabulary: Revision

21st Century Skills: Life Skills: Critical thinking; Study Skills: Note-taking

Reference: Course Book page 96,
Workbook page 88,
50-51

- Tell students to work in pairs. Ask them to talk about pictures 2 and 3 and try to work out what Jalal and Jane did wrong. Give them enough time to discuss this thoroughly.
- Elicit ideas, but don't confirm or correct at this stage. You may want to write all the predictions on the board.

Possible answers

- 1 Susan wrote down the wrong phone number.
- 2 Jalal came to the wrong address.
- 3 Jane forgot the time of the interview.

B 50 Now listen and check your ideas. What have you learned about listening from this exercise? 15 mins

- Tell students to listen and check their predictions. Play 50, stopping after each part and eliciting the answers.

Warm up 5 mins

- In Arabic, ask students if they have ever forgotten an important detail from a conversation with someone – for example, something they agreed to do, someone's name, or an important event or date. What happened next? Explain that this lesson is about listening for the right information.

A Study the Listening tip then look at the pictures. Try to guess what information each person got wrong. Make notes of your ideas. 10 mins

- Go through the Listening tip. Elicit ideas for the kinds of problem people might have if they don't listen carefully.
- Tell students to read the rubric. Then ask these questions about picture 1:
What is Susan doing?
What is she saying?
What do you think the other woman is saying?
- Elicit suggestions as to what information Susan got wrong. It could be the phone number or the time.

50

Susan:

Woman:

Susan:

Woman:

Susan:

Woman:

Susan:

Jalal:

Taxi driver:

Part 1

What did Susan get wrong?

Hello, this is Susan. Can I speak to Liz, please?

Liz! There's nobody here called Liz.

What? She must be there! She gave me her number and told me to phone at six o'clock. It's very important. I have to ...

Hold on, hold on! I've told you, there's nobody ...

But she gave me this number – 432147 – and I wrote it down.

Well, I'm afraid you wrote down the wrong number. 432147 is my number and I'm not Liz. I can't help you. Goodbye.

But ... Oh, dear! Now what can I do?

Part 2

What did Jalal get wrong?

There's nobody at home. What can I do?

Ring the bell again.

- Jalal: I rang it and rang it. The house is completely dark.
- Taxi driver: There must be somebody there. You've come to stay with them for a holiday, you told me.
- Jalal: Yes, I have.
- Taxi driver: Are you sure this is the correct address – 24 West Street?
- Jalal: Of course it is. My friend Dave phoned me and I wrote it down on this piece of paper.
- Taxi driver: Perhaps it's the wrong number. Or perhaps its West Road – or Drive, or ...
- Jalal: What can I do? I don't know anyone else in England!
- Taxi driver: Well, let's see. You can ...

Part 3

What did Jane Smith get wrong?

- Receptionist: Can I help you?
- Jane: Oh, yes. My name's Jane Smith. I have an interview at four o'clock. With Miss Brown.
- Receptionist: I don't think so, Miss Smith.
- Jane: What do you mean?
- Receptionist: I don't think you have an interview with Miss Brown at four o'clock.
- Jane: But I have! It's about a job as a secretary.
- Receptionist: Yes, Miss Brown was looking for a new secretary. And she's found one, I'm pleased to say.
- Jane: She can't do that! What about my interview? I want that job. I'm a really good secretary. I'm ...
- Receptionist: Miss Smith. Please calm down. It's true, you did have an interview. But it was yesterday. You didn't come for it.
- Jane: It wasn't yesterday. It's today.
- Receptionist: I'm afraid you're wrong. Look at my diary. I phoned you and told you the day and the time. You said it was all right.
- Jane: Oh, dear! I must have written it down on the wrong day!

Answers

- 1 Susan wrote down the wrong telephone number.
 - 2 Jalal wrote down the wrong address.
 - 3 Jane wrote down the wrong date.
- Ask students what they think they have learned about listening from the exercise. Elicit that it is important to know what to listen for at any particular time and how to listen. Suggest that we can listen for different things: a general idea about something a complete set of information certain specific details
 - Ask students what the characters were listening for and what they should have been listening for. Why did they get the information wrong? Elicit different ideas. For example, it's implied that Susan was having a very important conversation with Liz, so maybe she forgot to focus on the specific detail she needed: the phone number.

C Now do Exercises A and B on page 88 of the Workbook. 15 mins

- Direct students to page 88 of the Workbook.

WB A 51 You are going to hear a news report on the radio. Read question 1. Then listen and tick the best answer.

- Check students understand what they have to do. Elicit the three headlines. Explain that they need to listen to the whole news report to work out which headline is most appropriate. Play 51.

51

Newsreader: And now for some local news. A house in Castle Street was ruined by fire last night. Today, we are trying to find out how it started. Mrs Sarah Brown and her two children, Ann, five, and Kate, three, were asleep upstairs. Mr

Brown works at night, so he was not in the house when the fire broke out. Our reporter spoke to one of the Browns' neighbours, Mr Sam White.

Sam: I was coming home late. As soon as I got out of my car, I smelled smoke. Then I saw it was coming from the Browns' house. I ran towards the house. Oh, and I used my mobile phone to call the firefighters. I couldn't open the front door, so I started shouting: 'Fire! Fire!' Then Mrs Brown appeared at an upstairs window. She was shouting, 'Help! Help! I can't get to my girls.' I told her to jump, but she shouted: 'No, no! Not without the girls!' The firefighters arrived at that moment.

Newsreader: One of the firefighters spoke to our reporter.

Firefighter: We got up to Mrs Brown from outside the house, but of course she didn't want to leave her children. 'They're in their bedroom at the back of the house,' she said, 'but I can't open my bedroom door to get to them. Break it down, quickly, please, please!' 'If you go through that door,' I shouted, 'you'll die. The heat and smoke will kill you. We have special equipment. You must leave now and let us get on with our job.'

Newsreader: The firefighters were able to get Mrs Brown out quite quickly. And they found the two girls, not in their bedroom, but in the bathroom. That probably saved their lives.

- Elicit the answer and the reason for it (it is the best summary of everything that happened – the other headlines leave out important details).

Answer

1 a

WB B 51 Listen again and answer the questions. Write short answers.

- Ask students to read the questions. Ask if there are any questions they already know the answers to, and elicit their ideas. Then elicit the kinds of words students need to listen for to answer each question. (They can make notes of these ideas next to the questions.) Play 51 again, pausing as necessary for students to complete their answers.

Answers

- 2 three
- 3 sleeping
- 4 working
- 5 a neighbour/Sam White
- 6 jump
- 7 to save her children
- 8 leave
- 9 in the bathroom

Unit 8 Lesson 2: Speaking

Objectives: Review and practise reading aloud.
Play a memorization game.
Make telephone conversations.

Language: Revision

Vocabulary: Revision

21st Century Skills: –

Reference: Course Book page 97,
Workbook pages 88–89,
52–53

Warm up 3 mins

- Go through the Speaking tip. Remind students that they have already been given this advice in Unit 4. Ask whether any of them have followed the advice. Has it been helpful?

A 52 Study the Speaking tip then practise reading these speech bubbles aloud. Then listen carefully. Do you need to practise saying them again? 8 mins

- Tell students to silently read the text in the large speech bubbles. When they finish, ask: *How does the first speaker feel?* Elicit suggestions such as *angry, unhappy*. Ask the same question about the second speaker and elicit suggestions such as *pleased, happy*.
- Tell students to follow the text in the speech bubble on the left as they listen to 52 Part 1. Then invite a few different students to read the first sentence aloud in the same way as the speaker. If necessary, play the first sentence and get the class to repeat it in chorus. Go through the whole text, line by line, inviting students to try to imitate the speaker's intonation.
- Tell students to imagine they are the woman who went to the restaurant and are telling a friend about it. Point out, before they begin, that they will only be able to read with good intonation if they follow the advice from the Speaking tip. Ask students to read the text to each other in simultaneous pairs. When they have finished, ask individuals to read the complete text to the class.
- Use the same procedure with the second speech bubble (Part 2).

52

Part 1

I went to a new restaurant last night, but it was awful. The food was bad and the waiters were very slow. Worst of all, they weren't even polite.

Part 2

I went to a new restaurant last night and it was fantastic! The food was delicious and the waiters were really good. They were helpful and friendly.

B 53 Play a game: Going on holiday. 12 mins

- Elicit the name of the game. Tell students to listen and read to work out how the game is played. Play 53.

53

Person A: I'm going to take two pairs of shoes.

Person B: I'm going to take two pairs of shoes and three shirts.

Person C: I'm going to take two pairs of shoes, three shirts and a camera.

Person D: I'm going to take two pairs of shoes, three shirts, a camera and a book.

Person E: I'm going to take two pairs of shoes, three shirts, a camera and a bar of chocolate.

Person F: You forgot *book*, so we have to start again.

- Elicit the answer: each person repeats exactly what the last person said and adds one new item. Everyone has to listen carefully in order to remember each new thing that is said. When someone forgets an item, that game ends and the next person starts a new game. In the example on the page, Person E forgot *book*.
- Focus on pronunciation. Play 53 with pauses for students to repeat each sentence.
- **Note:** You may need to get students to repeat the phrase *going to take* on its own. The *to* should be weak, so that the whole phrase sounds almost like one word.
- Practise the game on the page several times with groups of six students, before asking students to play their own game. They can work in groups or as a whole class.

C Imagine you want one of these jobs. Make phone calls. 12 mins

- Find out how much students remember of the advice on making telephone calls in Unit 5. Tell them to look back at page 64 of the Course Book if necessary. Then organize them in pairs to look at one of the advertisements and prepare the call. One student in each pair wants the job; the other is the person who placed the advertisement.
- Ask as many pairs as possible to perform their telephone calls. Tell the rest of the class to listen and evaluate them.

Possible conversations

- 1 S1: Khaled Mahmudi speaking.
S2: Hello, Mr Mahmudi. My name's Muhammad Maziq. I saw your advertisement. I would like to help you with your garden.
S1: Oh, good, thank you. Have you worked in a garden before, Muhammad?
S2: Yes, I have. I helped my uncle with his garden last summer. I'm good at garden work.
S1: Excellent. Can you come at 4 p.m. this Thursday?
S2: Yes, I can. What's your address, please?
S1: It's 105 West Street.
S2: OK. Thank you, Mr Mahmudi. I'll see you then.
S1: Thank you, Muhammad. Goodbye.
- 2 S1: Hoda Abdallah speaking.
S2: Hello, Mrs Abdallah. My name is Reem Hadid. I saw your advertisement and I'm interested in helping you with your children.
S1: Hello, Reem. Thank you for calling. Do you like playing with children?
S2: Yes, I do. I have two little cousins and I look after them sometimes. I really love them.
S1: That's good. Would you like to come and meet my children on Saturday?
S2: Yes, I would! Shall I come in the morning?
S1: Yes, please. Our address is 12 North Street.
S2: 12 North Street. OK. See you then.
S1: Thank you, Reem. See you then!

D Now do Exercises A to D on pages 88 and 89 of the Workbook.

10 mins

- Direct students to pages 88 and 89 of the Workbook.

WB A Read these definitions and write the words.

- Tell students they can search in Units 5–7 of the Course Book to find these words. Elicit the answers and monitor students' pronunciation.

Answers

- 1 desert
- 2 library
- 3 carpenter
- 4 mechanic
- 5 uniform
- 6 architect
- 7 history
- 8 university, college

WB B Complete the sentences with the correct form of the verbs in brackets.

- Get students to work individually, then elicit the answers and complete the sentences on the board.

Answers

- 1 seen
- 2 am going to work, want
- 3 saw, was
- 4 take, don't have
- 5 was, was playing

WB C Complete these sentences with *should* or *must*. Then take turns saying the sentences.

- Put students into pairs to complete the sentences and practise saying them. Elicit the reasons for the answers.

Answers

- 1 must
- 2 should
- 3 should
- 4 must

WB D Change these sentences into the passive. Then take turns to read the active sentence to your partner; your partner reads the passive sentence.

- Ask students to identify the clues in the active sentences: the phrase which needs to go at the beginning of the passive sentence (the object) is

underlined. Elicit answers following the same method as the pairwork: call out one of the active sentences, and elicit the passive version.

Answers

- 1 Lots of cars are made in Japan.
- 2 Drums are still used to send messages.
- 3 Most messages are sent by email today.

Unit 8 Lesson 3:

Reading

Objectives: Scan a text to find the paragraph topics.
Work out the meanings of new words from context.

Language: Revision

Vocabulary: Revision

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

Reference: Course Book page 98, Workbook pages 90–91

What do you not do? (Stop when you come across unknown words.)

What do you look for? (Topic sentences.)

- If students don't remember these points, tell them to look back at Tip 2 on page 51 of the Course Book. Remind them to use the title and the picture to think about what they are going to read before they begin.
- Tell students to read and note down the topic of each paragraph.
- Elicit and discuss answers. Highlight the topic sentence in each paragraph and emphasize that this gives a clue to what the paragraph is about. For example, in the first paragraph, the topic sentence is: *Muhammad has always wanted to be a pilot*; the rest of the paragraph gives examples of his behaviour to show that this is true.

Possible answers

Paragraph 1: Why Muhammad has always wanted to be a pilot

Paragraph 2: Muhammad at school

Paragraph 3: Muhammad at college

B Underline the topic sentence in each paragraph. 4 mins

- Students may already have done this in Exercise A, but if not, they should do it now. Emphasize that this is a very useful study skill: for example, it enables you to look back at a long text – perhaps one you haven't read for a while – and quickly remember what the main points are.

Answers

Paragraph 1: Muhammad has always wanted to be a pilot.

Paragraph 2: Muhammad did very well at school.

Paragraph 3: Muhammad will never forget his time at the college or the people he met there.

Warm up 4 mins

- Ask students to look at the picture and guess what job the article is about (pilot). Then elicit the title of the web article (*A high-flying job*) and ask students what it means. Guide them towards identifying it as a way of describing a pilot's job. You can explain that there is a double meaning here: as well as its literal meaning of flying high in the air, *high-flying* also means *successful* or *exciting* when it is used to describe someone's job/career.

A Read the text quickly and find out what each paragraph is about. Note down your answers. 10 mins

- Ask students to read the rubric. Check understanding of what to do by asking: *How do you have to read to do this?* (Quickly.)

C Now read more carefully and work out the meaning of the words in the box. Remember to look for clues in the sentences. 12 mins

- Elicit the rubric and check students understand what they have to do. They should write their answers down. If they don't know the English, they can use Arabic to give the meaning of a word.
- When you elicit the answers, ask students how they worked out the meanings. See if they can point you to words or sentences in the text which gave them clues.

Answers

especially – more than any other

language of the air – the language used by pilots (and air traffic controllers) throughout the world; the English language

extra – more (in this context, more work than Muhammad had to do for his course)

aviation college – a college where you can learn to be a pilot

solo – alone

pilot's certificate – a piece of paper saying you can fly a plane

D Now do Exercises A and B on pages 90 and 91 of the Workbook. 15 mins

- Direct students to pages 90 and 91 of the Workbook.

WB A Read the article below quickly and answer these questions.

- Tell students to use the same procedure they used earlier for identifying the paragraph topics. Remind them they can use the pictures as well as the text to answer the other questions.

Possible answers

- Paragraph 1: When his hobby started
Paragraph 2: His favourite fish
- a goldfish, great white shark
b aquarium, sea

WB B Read the article again and write short answers to these questions.

- Tell students to read the article carefully and answer the questions. After a few minutes, elicit the answers.

Answers

- no
- a glass bowl
- stones, plants, water and goldfish
- they were black
- the great white shark
- Australia
- 1 b
2 a

Unit 8 Lesson 4: Writing

Objectives: Review ways of improving writing.
Plan and write a paragraph.

Language: Revision

Vocabulary: Revision

21st Century Skills: Information Literacy:
Organizing information in a diagram

Reference: Course Book page 99,
Workbook pages 91–92

A Answer these questions. 10 mins

- Elicit the two questions from the class and use them to prompt a discussion. Give them time to think about their answers and discuss them in pairs before having a brief class-wide discussion. You could refer students back to Tips 1–4 on page 53 of the Course Book and ask them if they have put any of these pieces of advice into practice.
- After a few minutes, ask students to work individually and write down:
one thing they have improved in their writing this year
one problem and a way to address it
- Elicit what a few students have written.

Possible answers

- My writing is better now. I can write about the past, the present and the future, and I can write more interesting sentences than before.
- I still find spelling difficult, so I am learning ten new words a week with my friend. We test each other on Monday and Wednesday.

B Read the tips on how to improve your writing from your school magazine. Then answer the questions. 4 mins

- Read through Tip 1. Stress the fact that learning to spell is something students have to do for themselves, and that it doesn't happen without hard work. Ask students if any of them use the method in the tip or have another way of memorizing words. Point out that reading a lot is also an effective way of learning to spell, because it will reinforce knowledge of how words look.

C Write this sentence correctly. 6 mins

- Give students time to read and think about the questions in Tip 2. Elicit the answers. Then write the unpunctuated text on the board and elicit the punctuation marks. Write them in coloured pen or chalk.

Answer

'You've done well in maths, English and Arabic,' my mother said.

- Go through Tip 3 and invite questions or explanations from the students.

D Join these sentences. 4 mins

- Go through Tip 4. Then do the exercise, either in pairs or as a class.

Answers

- 1 Ameen was very sad when/because his grandfather died.
- 2 Hanan enjoys her job because she meets a lot of different people.
- 3 Marwa is very good at English, but she isn't good at maths.

E Think of nouns you can use with these adjectives. 4 mins

- Go through Tip 5. Tell students to do the exercise in pairs. They should write phrases, for example, *interesting book*, *lovely place*.
- Elicit all the examples students have written. This will allow them to note down ones they didn't think of themselves.

F Think of adverbs you can use with these verbs. 4 mins

- Ask students to stay in their pairs. Again, they should write down phrases, for example, *shout loudly*, *cry sadly*.
- Again, elicit all the examples students have written.

G Now do Exercise A on pages 91 and 92 of the Workbook. 13 mins

- Direct students to pages 91 and 92 of the Workbook.

WB A Write a paragraph of about 80 words about *The best day of my life*.

- Go through the stages with the students and draw their attention to the *Remember!* box. They will be familiar with this advice and with the process of planning a piece of writing by now.

Possible answer

The best day of my life was my birthday last year. My parents gave me a beautiful new bike. It was a complete surprise! I took it to the seafront with my best friend Tareq. We had races and we rode very fast. It was so exciting! Then I went to my favourite restaurant with my parents, my sister, my grandparents and all my friends. They gave me more presents and we had a delicious meal. I felt so happy. It was a very special day.

Phonetic Chart

Vowels			
iː	ɪ	ʊ	uː
tree	sit	book	too
e	ə	ɜː	ɔː
men	america	word	sort
æ	ʌ	ɑː	ɒ
cat	but	part	not

Diphthongs		
ɪə	eɪ	
here	day	
ʊə	ɔɪ	əʊ
tour	boy	go
eə	aɪ	aʊ
wear	my	how

Consonants							
p	b	t	d	tʃ	dʒ	k	g
plane	bed	tomato	do	chicken	jam	kite	gate
f	v	θ	ð	s	z	ʃ	ʒ
five	violin	think	father	six	zoo	fish	casual
m	n	ŋ	h	l	r	w	j
milk	no	sing	hello	lion	rocket	window	yes

Components of *English for Libya, Preparatory 3*

- 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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