

State of Libya Ministry of Education Curricula and Educational Research Centre

21st CENTURY

# ish for Libye

Secondary 1 Teacher's Book



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Garnet

English for Libya Secondary 1 Teacher's Book State of Libya Ministry of Education Curricula and Educational Research Centre



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إشراف: لجنة من مركز المناهج التعليميّة والبحوث التربويّة

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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, teamwork, critical thinking and problemsolving – 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 Secondary 1. As such, the course has been specifically designed to reflect the fact that the students are starting to become young adults. It covers topics that draw upon their knowledge and experience of the world, as well as their personal interests.

The course gives students the opportunity to expand their knowledge of English and become more fluent users of the language. It also encourages the students to develop their study skills and start to become independent language learners, by providing them with ideas on how to continue learning outside the classroom. Grammar is approached in a more analytical way than in the earlier grades, as the students begin to analyze language patterns and look at detailed examples of the key language presented (see *Grammar and Functions*).

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'. They may be preparing to undertake further study (for example at university) in English, where they will need to communicate with nonnative speakers from around the 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, Secondary 1 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, Secondary 1 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 Secondary stage, is a more overt analysis of the structure of the language. This has been adopted for a number of reasons;

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

to learning, mistakes should be seen as part of the developmental process. Students at the Secondary stage need to be encouraged to think for themselves, experiment with the language, and take some responsibility for their own learning. However, the teacher has a clear role in bringing clarity to the process with regular class-based summaries of progress. The Round up lesson is a useful reminder to do this at the end of each unit.

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

### 3 Components of the course

### Course Book

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

### Workbook

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

tasks to practise specific pronunciation points and gradually introduce the phonemic alphabet.

#### Test booklet

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

Tasks in the tests include:

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

It should be possible for all the students to finish the written tests in the time given. At the end of each test, the teacher should collect all the test booklets for marking. A written record should be kept of each student's performance in the tests. This record could usefully be broken down into different sections (reading, listening, speaking, vocabulary, writing). The allocation of marks has been left to the teacher to decide. The actual allocation of marks is less important than the consistency of marking. Consistency is necessary in order to measure the students' progress. In the last lesson of each unit, it is advisable to review and practise any parts of the test that posed problems. This should be done before the marked tests are returned to the students so that they are not distracted by looking at their own results. Praise the students whose test results improve over time, not just those who consistently achieve well.

#### Website

A website hosting downloadable audio MP3s files, learning resources and training videos can be accessed at englishforlibya.com. The audio extracts are an essential part of the course. They comprise recorded discussions, dialogues, conversations and monologues.

### Teacher's Book

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

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

Note: Timings have been included for every lesson in both the Course Book and the Workbook., with a total of 45 minute 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 make 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

11

Pairwork activity



Group work activity



Project work



Functional grammar



21st Century skills



Suggested timings

### 4 Organization

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

### 5 Features of the course

### 5/1 Grammar and Functions

This is a key feature of the 21<sup>st</sup> Century English for Libya series. Specially written pages at the back of the Course Book expand on the key language points in each unit. Detailed explanations of usage and realistic examples are provided to help the students develop their grammatical competence. The Language boxes in the Course Book contain page references to link them to the relevant entries in the Grammar and Functions section.

### 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, thinking of more examples and referring to the Grammar and Functions section if necessary. 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, Secondary 1 contains a number of projects and extended writing activities. The teacher may decide to set some of these as homework so as to encourage students to take responsibility for their own learning and allow them to explore areas that interest them personally.

### Vocabulary notebooks

A vocabulary notebook gives each student the freedom to record the words they need in the way that works best for them. It is suggested that the students begin a vocabulary notebook at the very beginning of the course. Various methods of categorizing and arranging vocabulary are suggested in Unit 2: the aim is to let the students find their own method of remembering and associating words. It is worth taking the time to show the students how to draw word maps and to use pictures and diagrams to record the meaning of words and the relationships between them, so that they do not always 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 Secondary course, then encouraged to practise referring to dictionary entries Secondary 1.

The students are also shown how to make use of phonemic script, as this is an essential aid to pronunciation. All the symbols that represent vowel sounds in English are presented by the end of *Secondary 1*, and the introduction to phonemic script is completed (with consonant sounds, stress marks, etc.).

### 6 Advice to teachers of teenagers

### 6.1 Teaching English to teenagers

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

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

#### Educational characteristics:

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

### 6.2 Lesson planning

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

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

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

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

### 6.3 Recycling language

The teaching notes for some lessons include ways of recycling language from earlier units. However, it is assumed that teachers will take every opportunity to do this throughout the course. There should be a variety of regular routines for revision, so that it is both repetitive and varied. For example, get the

students to ask their partner questions, then report back to the teacher. Other points that can be revised during a lesson include:

- Social language and ways of keeping a conversation going, including question tags: Really? That's nice. Was it?
- Phrases for asking for and expressing opinions:
   What do you think? I think ... I agree ...
   I disagree. Maybe you're right.
- Describing location and giving directions:
   Where's the new shopping mall? How do I get to the bank from here?
- Adjectives to describe experiences and places:
   What was it like? How did you feel? Was it interesting?
- Using a range of tenses: What did you do? What happened next? What was your friend doing? Have you ever been to Egypt?
- Talking about timetables: What time does the sports centre open? When do you have basketball practice?
- Imperatives and polite requests (including lend and borrow): Let's work in groups. Could you help me, Zeena? Can you lend Nadia your book? Can I borrow your pen?

### 6.4 Organizing pairwork and group work

Activities in 21<sup>st</sup> Century English for Libya, Secondary 1 frequently require students to be organized into groups or pairs. It is important to ensure that this organization happens as smoothly and quickly as possible, so that it does not disrupt the flow of a lesson. Since the students' attention will be distracted once they are sitting in groups, it is a good idea to explain or demonstrate an activity before you split the class up. You can then be sure that everyone is able to see and hear you.

Give clear instructions for rearranging furniture or moving seats around. If the students need their books, notebooks or pens, make sure that you tell them to take them when they change seats. If you are dividing the class into two groups, either draw an imaginary 'line' down the middle of the room, making sure there are equal numbers on each side, or give each student a letter A or B. Then tell the A students to sit on one side of the classroom and B students on the other. It will save time if you think carefully about your students before the lesson.

When dividing the class into smaller groups, you should generally try to ensure that students of similar ability are working together. The more able or confident students will however, it is useful to have a mixed ability in each group. If you know that some groups or pairs will finish early, have some extra work ready for them to do, or a game for them to play. This will allow you to give the rest of the class the help and encouragement they need, as well as giving all the students time to finish the set task.

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

### 6.5 Continuous assessment

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

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

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

### 6.6 Homework

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

### 7 Teaching in 21st Century English for Libya, Secondary levels

### 7.1 Listening

Listening text types in 21st Gentury English for Libya, Secondary 1 fall into the following broad types:

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

### 7.1.1 Activities to develop the skill of listening

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

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

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

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

A basic procedure for listening tasks is as follows:

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

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

### 7.2 Speaking

There is a wide range of speaking activities in 21<sup>st</sup> Century English for Libya, Secondary 1. For details of tasks in particular lessons, see the Book Map and Unit summaries. In Secondary 1 the students will work towards the following competencies:

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

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

### 7.2.1 Discussion work, problem solving and decision making

21st Century English for Libya, Secondary 1 contains pairwork and group work activities where students are required to discuss an issue, reach agreement or make a decision. They are encouraged to work together to compare ideas and answers. At this level the students should be encouraged to use English to complete the activity. They will be better able to do this if they are reminded of simple structures for suggesting, agreeing and disagreeing, e.g., Let's ... / Yes, I think so. / Yes, that's right. / No, that's wrong.

#### 7.2.2 Extended turns

The students should practise engaging in extended turns at Secondary level, i.e., speaking for some time without interruption. Extended turns need to be structured so that they are coherent for listeners, and so clear guidance (including listening models) is given as the course progresses. By the end of Secondary 1, students should be able to produce about four sentences in a single conversational turn and around 20 sentences in a presentation.

### 7.3 Reading

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

texts, it is important to read the teacher's notes for each reading task carefully in order to identify which skills and strategies the task aims to develop.

The following sub-skills are covered in Secondary 1:

- 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

**Note:** Please see the Glossary for an explanation of skimming and scanning.

### 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, Secondary 1 concentrates on the development of writing as a skill. At this level the students will be working on writing tasks in various registers (from informal notes and emails to reports or application forms). They will also be attempting longer pieces of writing than they did at the Intermediate stage. In addition to these freer activities, there are familiar controlled writing exercises (such as sentence completion,

reordering and gap-filling) to consolidate language patterns and structures that have been introduced and practised orally. The following text types will be produced at *Secondary 1*:

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

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

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

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

There will be a range of writing ability in the class, and teachers should not expect all the students to produce the same amount of writing or the same

quality of handwriting. Writing tasks are sometimes open-ended (there is no word limit), so that stronger students have the opportunity to stretch themselves and write as much as they need to. It is important to encourage the students to use their ideas and imagination so that they have the chance to show their creativity, even if they need to improve their grammar, spelling or mechanical writing skills. Some students make frequent errors in writing.

They should not become too demotivated, but should be encouraged to edit and try to correct their own work. Planning, editing, self-correction and redrafting are essential skills for a successful writer, and the students should now be starting to do these things on a routine basis. Make sure that the students have time to read through and correct their work. It is a good idea, whenever possible, for the students to redraft their writing after it has been corrected, so that the final version is error-free.

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

While the students are writing, it is important to go round and monitor their work, acting as a resource for ideas and a helper with spelling, rather than a judge. Always have a task available for those who finish writing early, and allow slower students to finish their work at home. Stages and sub-skills of writing at 21st Century English for Libya, Secondary 1 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



### Unit 1

### Language Learning

### Listening and speaking

- Listening for gist and specific information
- Listening for main stress and number of syllables
- Making and responding to requests for information
- Exchanging personal information
- Agreeing and disagreeing
- Greeting people and taking leave

### Reading and writing

- Interpreting graphs and tables
- Skimming and scanning
- Identifying topic sentences and using them to find information
- Making a poster
- Brainstorming ideas before writing
- Filling in an application form
- Practising proofreading

### Structure and language

- Present simple to talk about habits and facts
- Present continuous to describe changes
- Indirect questions
- Imperatives

### **V**ocabulary

- Language-learning methods
- Equipment and activities
- Words to describe languages
- Words to describe trends
- Adjectives ending in -ed and -ing
- Synonyms

### 21st Century skills

- Communication Skills: Rephrasing information
- Study Skills: Inferring meaning from context
- Information Literacy: Skimming a text
- Life Skills: Critical thinking
- Information Literacy: Reading diagrams
- Communication Skills: Drawing conclusions
- Career Skills: Reading applications

### **Key words**

abroad (n) - /ə'brɔ:d/
bilingual dictionary /baɪlɪŋgwəl 'dɪkʃənri/
click (v) - /klɪk/
communicate (v) - /kə'mju:nɪkeɪt/
degree (academic ~) (n) - /dɪ'griɪ/
desire (n) - /dɪ'zaɪə(r)/
dialect (n) - /ˈdaɪəlekt/
fall (v) - /fɔ:l/
fill out (v) - /fɪl 'aʊt/
find out (v) - /faɪnd aʊt/

freedom (n) - /'fri:dəm/
go down - /gəʊ 'daʊn/
graph (n) - /graɪf/
icon (n) - /'aɪkɒn/
improve (v) - /ɪm'pruɪv/
index card (n) - /'ɪndeks kaɪ(r)d/
interpreter (n) - /ɪn'tɜɪ(r)prɪtə(r)/
invade (v) - /ɪn'veɪd/
leaflet (n) - /'liɪflət/
learning diary (n) /'lɜɪ(r)nɪŋ 'daɪəri/

liberty (n) - /'libə(r)ti/
look up - /luk ^p/
mixture (n) - /'mikstfə(r)/
password (n) - /'paiswa:(r)d/
put on - /put 'pn/
rapidly (adv) - /'ræpidli/
rise (v) - /raiz/
self-access centre (n) /self 'ækses sentə(r)/
steeply (adv) - /'stiipli/
synonym (n) - /'sinənim/

### **Unit 1** Lesson 1: How do you learn?

Objectives: Revise and extend

vocabulary related to language learning. Listen for information. Discuss the challenges of language learning and continue to develop

learning habits.

Language: Revise the use of the

present simple for talking

about facts or habits.

Vocabulary: interpreter, exchange

programme, self-access centre, bilingual dictionary, index card, learning diary,

look up

21st Century skills: Life Skills: Critical thinking

Reference: Course Book pages 8 and

9, Workbook pages 4 and 5, 1 and 2, Grammar and Functions page 96

Note: The list of key words is organized unitby-unit. This list enables you to set a vocabulary or spelling test at the end of each unit: you can simply ask students to revise all (or a selection) of the words from the relevant list. The Course Book list includes a line next to each word, so that for any problematic words, you can ask students to write a sentence containing the word to remind them of its meaning.

#### Warm up 5 mins

Go around the class, asking each student to say his/her name and to give some brief information about him/herself in English. Write the beginnings of some sentences on the board before you begin to help the students decide what to say (e.g., I live in [Tripoli]. I like [listening to music]. I have [two brothers]. My favourite [subject] is ...).

#### A Look at the pictures and describe what the people are doing. 5 mins

- Read the title of the lesson with the class. Ask the students what the people in the pictures on page 8 are doing.
- Teach the new vocabulary from the labels, and clarify meaning as necessary.

### B 1 Listen and check your ideas. Then do Exercise A on page 4 in the Workbook. 15 mins

Tell the students to listen to the people talking about how they learn and check their predictions. Tell them that they will hear the people speak in the order of the pictures.

### Track 1 Listen and check your ideas.

Male student: I want to be an interpreter, so I need to speak a lot of languages. I already speak English and French. Now I'm studying Arabic in a language school. It's very different from English and it's hard to write, so I practise writing every day.

Boy:

My parents came to France from Algeria when I was a baby. We go to Algeria every summer to visit my grandparents, so I can speak Arabic and French. I'm learning English at school, and I'm pretty good at it. I mean, I can read it well, but sometimes it's difficult to say. I go to the self-access centre and practise saying the words with a CD so I can speak better.

Teenage boy:

I like reading newspapers to help me learn English. Of course I don't know all the words, but I know a lot about sports, so I can understand most of the sports

pages. I usually look up new words in a dictionary – you know, one that has translations from English to Arabic – then write the words in a notebook. I'm going to take a summer course in England next year. I'll learn English and watch a lot of football too.

4

### Teenage boy:

In China it's very important to learn English because most people who come to China don't speak Chinese. You need to speak English if you want to do business, and if you want to get a good job. I'm studying English at university. Once a week I go to the café with my friends and we speak only English for two hours. Sometimes I meet English people but I don't always understand them. They speak fast. Next year I'm going to England on an exchange programme, and I'll learn to understand English better.

5

### Teenage girl:

Most people learn English at school here. I watch a lot of films and sometimes listen to music in English, so I understand it well, but it is difficult to remember vocabulary. Sometimes I write new words on cards and test my friends, and then my friends test me.

6

#### Teenage girl:

I live in Russia and I'm learning English at school. We learn a lot of things in English class, and sometimes it's hard to remember everything. I write what I have learned in my learning diary after every class. My teacher reads it and answers any questions I have about the lesson.

## WB A $\bigcirc$ 2 Listen to people talking about learning languages. Mark the sentences true (T) or false (F).

- Tell the students to read the statements in Exercise A. Give them a few minutes to see if they remember if each one is true or false.
- Play **2** as the students write T or F in the boxes provided.
- Elicit answers and get the students to correct the false sentences.

### Track 2

Listen to people talking about learning languages. Mark the sentences true or false.

[Track 2 is a repeat of the paragraphs from Track 1.]

#### Answers

- I False (He speaks English and French.), True
- 2 True, False (He thinks it's difficult.)
- 3 False (He knows a lot about sport.), False (He's going to England.)
- 4 True, True
- 5 True, True
- 6 False (She writes in the diary after every class.), False (Her teacher reads the diary too.)

## C Look at some things the people said. Match them to the pictures on page 8. [5 mins]

 Tell the students to match the pictures of the people on page 8 with the speech bubbles on page 9.

#### Answers

Picture 1 Speech bubble B

Picture 2 Speech bubble E

Picture 3 Speech bubble C

Picture 4 Speech bubble F

Picture 5 Speech bubble A

Picture 6 Speech bubble D

### D Are they good ideas? What else can you do to learn English? 5 mins

• Discuss how useful each idea (A–F) is for language learning. What other ideas do the students have to help them learn English? Use the photographs to elicit ideas (discussing classes with friends, listening to the radio/CDs, going to classes, doing research).

## E Look at the examples. Then do Exercises B to D on pages 4 and 5 of the Workbook.

- Direct the students' attention to the Functional Grammar box in the Course Book.
- Refer them to the Grammar and Functions section on the present simple (page 96). Since this is the first time the students have used the Grammar and Functions pages, explain what they are (see page 96 of the Course Book). Either give the students time to read this information by themselves, or read it with the students, translating to Arabic as necessary and answering any questions they may have.

### WB B Put the verbs in brackets into the correct form.

 Tell the students to complete the sentences with the correct verb form.

### Answers

- 1 I study English at school.
- 2 How often do you go to the self-access centre?
- 3 How much does that dictionary cost?
- 4 Interpreters *have* a difficult job, because they need to speak many languages very well.
- 5 He doesn't speak Arabic.
- 6 When does he go to school?
- 7 I write in my learning diary after every class.
- 8 She *doesn't know* where the self-access centre is.

### WB C Use the following questions to make notes about your own experience of learning languages.

- Put students into pairs. Ask pairs to use the questions to start a conversation about their own experiences of learning languages.
- Ask individual pupils to make notes in their notebooks.

## WB D Use the notes to write a text of about 50 words in your notebook about your experience.

 Tell the students to use their notes to help them write a paragraph of about 50 words, in full sentences, on their experience of learning English and other languages.

#### Model answer

I speak Arabic and French and I am learning English. I like watching English films and I want to go to America. I think it is hard to understand people who talk too fast in English. I often use a bilingual dictionary to help me learn new words.

## Unit 1 Lesson 2: Describing Trends

Objectives: Read for information.

Develop vocabulary.

**Language:** Revise use of present

continuous tenses to talk

about change.

**Vocabulary:** graph, expert, go down,

linguist, communicate, abroad, degree, rise (v), fall

(v), go up

21st Century skills: Information Literacy:

Reading diagrams

Reference: Course Book page 10,

Workbook pages 5 to 7, Grammar and Functions

page 96

### Warm up 6 mins

- Open by asking students: Which languages do the students speak? Which are they learning? What do they enjoy about learning English? What do they find difficult? Keep note of the answers that the students tell you, but also make an effort to read what they have written when you can. Some students may be reluctant to speak about what they find difficult in front of the whole class.
- Then ask students how many people they think are learning English in their school, their town and in Libya as a whole. Ask students how one might find out this information and how it might be recorded to judge against other countries in the Middle East.

### A Read and match the topic sentences to the paragraphs below. 10 mins

- Elicit topic sentences 1 to 4 and clarify that they represent a summary of the paragraph they introduce.
- Tell the students to read paragraphs A to D in Exercise B and to match the topic sentences to the appropriate paragraph.

#### Answers

- 1 Paragraph C
- 2 Paragraph B
- 3 Paragraph A
- 4 Paragraph D

### B Read and match each paragraph with a graph. 8 mins

- Briefly discuss what kind of information diagrams like the ones on page 10 of the Course Book usually show. Try to elicit that they show changes, for example, in numbers or results. Tell the students that in English they are called *graphs*.
- Tell the students to match each paragraph with a graph.
- Tell them to use the context to figure out the meaning of the highlighted words.
- Present *expert* and *degree* (= qualification gained at university).

### Answers

Paragraph A 2

Paragraph B 3

Paragraph C 1

Paragraph D 4

## C Read the examples in the Grammar and Functions section on page 96. Then do Exercises A to E on pages 5 to 7 of the Workbook. 21 mins

- Refer the students to Grammar and Functions on page 96 of the Course Book. Give them time to read the information about the present continuous and circulate answering any questions they may have.
- Then refer students to page 5 of the Workbook.

### WB A Put the verbs in brackets into the present continuous.

- Tell the students to complete the sentences in the WB with the correct form of the verb. Remind them that 'number' is singular (e.g., 'The number of tourists is ...').
- Let them compare answers in pairs before you elicit answers.

### Answers

- 1 The number of tourists is going up.
- 2 The number of people who live in London is rising.
- 3 Travel costs *are falling*, so more people can visit other countries.
- 4 The number of Europeans who don't speak English is falling.
- 5 Sales of computers are rising.
- 6 The number of people who don't have a computer is going down.

## WB B Write a sentence for each word or phrase in the box. Look at page 10 of the Course Book to help you.

• Tell the students to write four sentences, one using each word in the box. The students should look back at page 10 of the Course Book to check their ideas.

#### Possible answers

The number of Indian students studying in the UK is rising steeply.

The number of languages in the world is going down quite sharply.

The number of people learning Arabic at university is going up rapidly.

The number of American university students learning French is falling slowly.

### WB C Use the following information to answer the questions below.

- Tell the students to work in pairs. They should read the information about dictionary entries provided in the boxes around the example entry, then answer the questions about the word company.
- Elicit answers, checking where the students found the answer to each question.

### Answers

- It's a noun.
- 2 three
- 3 firm
- companies

### WB D Write the words in the box below in your notebook in alphabetical order.

- Read the information in the box with the class.
- Ask the students how they think words are ordered when their first three letters are the same.
- Instruct the students do Exercise D, writing the words in their notebooks in alphabetical order.

#### Answers

careful

click

communicate

diary

election

icon

interpreter

password

software

solution

### WB E Match the words with their synonyms.

- Ask students to look at the exercise. Make sure they understand what synonyms are (words with the same meaning as each other). Point out that the word 'synonym' is part of the dictionary definition in Exercise C. Also point out that most of the words appear in the texts on page 10 of their Course Book.
- Have students complete the exercise individually then check answers as a class.

#### Answers

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

### Unit 1 Lesson 3: **Choosing a Summer Programme**

Objectives: Read and understand

a leaflet.

Language: Adjectives ending in -ed

and -ing.

Vocabulary: skim, leaflet, confusing,

improve

21st Century skills: Information Literacy:

Skimming a text

Reference: Course Book page 11,

Workbook pages 7 and 8

#### Warm up 5 mins

Begin the class by asking if anyone has been on a study programme in Libya or abroad. If they have, ask Where did you go? How did you choose the course? Did you stay with a family? Did you study one subject in particular? What did you like best/least about the programme?

## A What do you need to think about when you choose a summer programme? Skim the leaslet. Does it mention your ideas? 10 mins

- Read the question at the top of the page and elicit ideas for what is important when choosing a study programme. Students may come up with location, subjects, quality of teaching, price).
   Write their ideas on the board.
- Tell the students they are going to quickly read the leaflet to find out what ideas are mentioned. Explain that this is called *skimming*, and that when you skim a text, you don't have to read everything in detail, but look at it quickly for words that give you a general idea of what it is about.
- Ask students to tell you if any of their ideas were mentioned.

## B Read the leastet again. Then do Exercises A and B on pages 7 and 8 of the Workbook. 15 mins

Refer the students to page 7 of the Workbook.

### WB A Skim the leaflet on page 11 of the Course Book and tick the topics you find.

- Refer the students to Exercise A and compare the topics listed with what you wrote on the board at the beginning of Exercise A in the Course Book.
- Tell the students to skim the leaflet and tick the topics that are mentioned.

### **Answers**

The topics mentioned in the leaflet are: 1, 2, 3, 4 and 8.

### WB B Read the leastet again. Write the number to match the beginnings and endings of the sentences.

 Tell the students to read the text again more carefully and match the beginnings of the sentences with their endings.

#### Answers

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

## C Study the Functional Grammar box. Then do Exercise C on page 8 of the Workbook. 15 mins

- Direct the students to the Functional Grammar box on page 11 of the Course Book and clarify how the different adjectives are used.
- Highlight the difference in the usage of the adjectives by asking: Are you tired? When was the last time you were frightened? Are you excited about anything that's happening soon? Then ask Which subjects are interesting? Which subjects are boring? Is Star Wars frightening? Emphasize the -ing ending of the adjectives.
- Give the students a tip for remembering the difference between the adjectives: "ing for things". Remind them that whenever a word ends in -ed it is describing a person's feelings, not the thing that makes them feel that way.

### WB C Complete these sentences with words from the box.

 Tell the students to do Exercise C. They must select the correct adjectives from the word box to complete the sentences.

### **Answers**

- I didn't sleep much last night and now I'm *tired*.
- We had a very *tiring* day. We went to two museums in the morning and played tennis in the afternoon.
- 3 I wanted to play football, but it rained all day and I had to stay at home. I was very *bored*.
- 4 There is no action in that film. It's boring.
- 5 She is *excited* because she is going to the UK for the summer and she will learn a lot of new things.
- 6 The football match was *exciting*. The score was very close until the last minute.

### **Unit 1** Lesson 4: **Getting Familiar**

Objectives: Listen for detail.

Express opinions on a summer programme. Read for specific information.

Make a poster.

Language: Phrases for expressing

opinions.

Features of study programmes. **Imperatives** 

Vocabulary: find out, dormitory, join 21st Century skills: Life Skills: Critical thinking

Reference: Course Book page 12, Workbook page 9,

3 and 4

#### Warm up 5 mins

- Ask one of the students to explain what a study programme is in English. Ask What are the advantages of going on a study programme?
- Ask the students where they might find information about summer programmes.
- Tell the students they are going to hear two boys discussing posters about summer programmes.

### A @3 Listen to Omar and Adam talking about study programmes. Answer the questions. 10 mins

- Read the questions in Exercise A on page 12 of the Course Book with the students. Make sure the meaning of find out (= discover) is clear.
- Tell the students to listen and write the answers to the questions in their notebooks. They don't have to write in full sentences. Allow them to compare with a partner before playing the audio again.
- Elicit answers, but don't worry about grammatical accuracy. It's more important that the students have identified the speakers' opinions.

### Track 3

Adam

Listen to Omar and Adam talking about study programmes. Answer the questions.

Adam: Hi Omar. Omar: Hi Adam.

Did you see these posters for Adam:

summer study programmes? I'd love to go on a study programme. I could improve my English.

Omar: Me too. And I need to work on

Maths

Adam: Look. This poster says the school

> is in the country. I bet you can do lots of sports there. If I went on a summer programme, I'd like to go swimming and play basketball too,

not just work.

Omar: Well, I think it's better to learn

> about the history of the country. See – this poster says you can take classes in the morning or in the afternoon, and go to museums and visit the city the rest of the day.

Cities are noisy, though, and you might not be able to do as much sport. Wouldn't you like to play

volleyball?

Yes, but I can play vollevball at Omar:

> home! Anyway, I think it's more important to learn about the

culture of the country.

Adam: Well, I don't. I want to be in the

> country where there's lots of fresh air. Look, with this programme you stay in a dormitory at the school. That's great! You can really get to know the other students

that way.

Maybe, but it's much better to stay Omar:

> with a family. That way, you have to speak English and you make

progress much faster.

Well, I'm going to get more Adam:

> information about this programme. I want to find out about the sports they offer. I'd like to take drawing classes too. Maybe I can go

this summer.

#### **Answers**

- 1 He likes the fact that it is in the country, so he can do sports.
- 2 He likes the fact that it is in the city, so he can learn about history/visit museums, etc.
- 3 So he can speak a lot of English and improve faster.
- 4 He wants to know what sports the school offers.

### B Look at the opinions. Match each sentence with a response. 6 mins

- Tell the students to match the opinions with the responses.
- C & 4 Listen and check your answers.
  Then read the opinions (1–6) again.
  Do you agree or disagree? Give
  your reasons. 4 mins
- Tell the students to listen and check their answers. (See the transcript below.)

### Track 4 Listen and check your answers.

	Part of the second of the second
Boy 1:	I'd love to go on a study
	programme.
Boy 2:	I wouldn't. I'd rather go on holiday with my family.
	2
Girl 1:	I need to work on my English.
Girl 2:	So do I. I failed the exam last
	week.
Boy 2:	I think it's really important to learn about the culture of the country
	you're in.
Boy 1:	l agree. It might be very different
	from ours.
	4
Girl 2:	I want to be in the countryside
	where there's lots of fresh air.

Girl 1;	I don't. I think it's boring. Cities are much more interesting.
	5
Boy 1:	I think it's much better to stay with a family.
Boy 2:	I disagree. I'd rather meet lots of new people.
	6
Girl 1:	I'd like to take drawing classes.
Girl 2:	So would I. I love art.

#### **Answers**

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

 Put the students in pairs or small groups and get them to discuss the opinions in Exercise B. Which do they agree with most? Which don't they agree with? Highlight useful phrases in the speech bubbles before they begin:

I agree.

I disagree.

I'd likellove to ...

I think ...

So dohwould I.

I don't/wouldn't.

- Ask the students to list the kind of activities they would be interested in taking part in on a study programme. Alternatively, write a list of activities on the board for them to choose from.
- Elicit ideas and write the most popular activities on the board.

#### Model answers

Proder driswers		
Student A:	I'd like to join a running club.	
Student B:	So would I. I think it's a really	
	great way to get fit.	
Student A:	I think I'd like to learn how	
	to cook.	
Student B:	I disagree. I can just buy ready-	
	made meals.	
Student A:	I'd love to learn to swim.	
Student B:	I would, too. I live by the water	

and can't go in yet.

#### D Do Exercises A to D on page 9 of the Workbook. 15 mins

Refer students to page 9 of the Workbook.

### WB A Scan the posters below and discuss the questions with a partner.

- Read the questions with the whole class. Check the meaning of join.
- Tell the students to scan the posters for answers to the questions, write the answers in their notebooks and discuss in pairs.
- When giving feedback, make sure the students understand what makes one poster more effective than another: i.e., that it has eyecatching illustration, that important information is in large or bold print and that there is clear organization.

#### Answers

- 1 Study Abroad
- Study Abroad
- The Fisher School
- The Fisher School
- Study Abroad (because of the picture)
- Study Abroad (because of the organization, the type and the way the information is split into separate points)

### WB B What's important on a study programme? Make a list of things.

- Ask students to make a list in their notebooks of anything they think is important when choosing a study programme. Then ask students to share their ideas with a partner.
- Ask each pair to then choose from their collective ideas the three things which they think are most important.
- Then write each pair's top three ideas on the board.

### Possible answers

Where the study programme is How long it will be How much it costs How easy is it to find accommodation If you will learn a lot about your chosen subject If the course has a good reputation or not

### WB C Make a poster for a study programme. Make your poster interesting and easy to read.

- Students can do this task in pairs, if appropriate.
- Tell the students to select only a few ideas from the board as discussed in the previous exercise, as there will not be enough room on their poster for all of them.
- Tell the students they are going to design their own poster for a summer programme. Their programme can be for a different subject if they want, for example Arabic, Science or Art.
- Remind them to think of layout and letter size to present their information in an exciting and clear manner.

### WB D Present your poster to the class.

• Invite volunteers to show their posters to the class and explain why they selected and presented the information the way they did.

## Unit 1 Lesson 5: Asking for Information

Objectives: Listen for specific

information.

Identify and use language for making polite requests. Read and complete an

application form.

Language: Indirect questions.

**Vocabulary:** words and abbreviations

on an application form, including *surname*,

forename, DOB, postcode

21st Century skills: Career Skills: Reading

applications; Study Skills:

Inferring meaning from context

Reference: Course Book page 13,

Workbook pages 10 to 12,

### Warm up 4 mins

 Remind the students that Adam saw a poster for a study programme in Lesson 3. Ask what kind of school Adam wanted to go to (they may remember that he preferred the small school in the country).

## A Look at the direct questions (left) and the questions Adam asks the secretary (right). What's the difference? 8 mins

• Direct the students' attention to the direct and indirect questions in the CB and elicit the differences between the two forms. Direct them to page 97 of the Grammar and Functions section and give them time to read.

### B Now do Exercises A to C on page 10 in the Workbook. 18 mins

• Refer students to page 10 of the Workbook.

### WB A 6 5 Listen and tick the things Adam's mother wants to know about.

 Tell the students that they are going to hear a conversation between Adam and his mother.
 They are talking about the study programme.
 They should tick the pictures in the Workbook to show what Adam's mother wants to know.

### Track 5 Listen and tick the things Adam

Listen and tick the things Adam's mother wants to know about.

Adam: I've just seen a poster for a summer

study programme in the UK I'm

interested in.

Mother: Really? Where is the school?

Adam: I don't know exactly, but it's in the country and I think I could do

lots of sports. And it has English classes in really small groups.

Mother: What sports do they offer?

Adam: I'm not sure yet.

Mother: You said you wanted to do some

drawing this summer. Do they have

art classes?

Adam: I think so. I'm going to call them

and find out.

Mother: That's a good idea. You should

make a list of all the things you

want to ask before calling.

Adam: I will.

Mother: How long do you want to go for?
Adam: I'd like to go for four weeks.
Mother: That could be expensive! How

much does it cost?

Adam: I don't know that either. I'll ask

when I call them.

#### Answers

Students should tick pictures 1, 2, 3 and 4 (Adam's mother wants to know where the school is, what sports are available, whether the school has drawing classes and how much the course would cost.)

### WB B 6 Listen to the telephone conversation and answer the questions.

Tell the students to listen to Adam's telephone call and write the answers to Adam's mother's questions in their notebooks.

### Track 6

### Listen to the telephone conversation and answer the questions.

Secretary: Good morning, Fisher School, how

can I help you?

Adam: Hello. I'd like some information

about your study programmes.

Certainly. What would you like Secretary:

to know?

First of all, could you tell me Adam:

where the school is?

Of course. It's near Cambridge. Do Secretary:

you know where that is?

Adam: Yes, I do. Can you tell me if you

have art classes?

Yes, we do. We have drawing and Secretary:

painting classes.

Adam: Oh good. I'd really like to do some

drawing this summer. Could you also tell me what sports you offer?

Yes, you can play volleyball or Secretary:

basketball.

Adam:

And could you tell me if you have

a swimming pool?

I'm afraid we don't. But it's a Secretary:

perfect area for cycling.

Adam: Can I rent a bicycle there?

Secretary: Yes, of course. Can I help you with

anything else?

Adam: Yes, can you tell me how much it

costs for four weeks?

Secretary: It depends how many classes you

take, but probably around £1,500.

Thank you. Goodbye. Adam:

Goodbye. Secretary:

### **Answers**

- Near Cambridge.
- 2 Yes.
- 3 Volleyball and basketball (and also cycling).
- Around £1,500.

### WB C 7 Complete the conversation with questions from the box, then read it with a partner.

- Tell the students to complete the conversation with the questions from the box, then listen again and check.
- When they have finished, tell the students to practise reading the conversation with a partner.

### Track 7

### Listen again and check your answers.

[Track 7 is a repeat of the conversation in Track 6.]

### Answers

See transcript above.

### C Look at Adam's application form. Do Exercises D to F on pages 11 and 12 of the Workbook. 15 mins

- Tell the students to look at Adam's application form in the Course Book and then refer students to pages 11 and 12 of the Workbook. Instruct students that they are to answer the questions about it in pairs.
- Circulate and help the students to guess the meaning of the new items and abbreviations. They should look at what Adam has written to help them work out what the labels mean. You can do Exercise D as a class, if you think the students are having difficulty.

### WB D Look at Adam's application form on page 13 of the Course Book and choose the best answer.

- Go through the answers to Exercise D before telling the students to complete an application form for themselves (Exercise E). Make sure the students understand the meaning of forename, surname, DOB, postcode and country code.
- Point out that Adam has written a line in the 'postcode' section because he doesn't have a postcode.
- Remind students to follow the Checklist for written work at the back of the Course Book.

### Answers

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

### WB E Fill out an application form for yourself.

- Tell students to complete the application form provided in Exercise E with their own information.
- Ask students why they think it is important to be able to fill out an application form correctly and where they might use these skills later in life.

### Sample application form

Surname: Azizi Forenames: Fatima

DOB: 18/04/01

Address: 19, Al Ghazaly Avenue

Tripoli Libva

Phone number: +218 21 645 767 Email address: fazizi01@gmail.com

### Why are you interested in our school?:

I am interested in your school because I want to improve my English, make new friends and play sports. I really like football and want to play in a team. With better English I can travel the world and play football everywhere!

### WB F Reorder the words in brackets to make indirect questions.

Tell the students to unscramble the sentences in brackets to make indirect questions with the same meaning as the direct questions on the left.

### **Answers**

- 1 Could you tell me if you have a football pitch?
- 2 Can you tell me where the café is?
- 3 Could you tell me how large the classes are?
- 4 Can you tell me what extra activities you offer?

### Unit 1 Lesson 6:

### A Tour of the **Self-access Centre**

**Objectives:** Listen for directions

and instructions.

Develop vocabulary related to language learning. Practise polite requests.

Language: Revision: imperatives

Vocabulary: Revision: vocabulary for

directions

vending machines, software, password, click, borrow, fill out, monitor, icon, put on, syllable

21st Century skills:

Reference: Course Book page 14, Workbook pages 13 and 14, 6 8 to 10

### Warm up

6 mins

- Elicit basic vocabulary for giving directions (left, right, turn, straight on).
- Look at the map on page 14 of the Course Book. Explain that it is a map of a school. Ask students to point at the telephones, the stairs and the lifts (marked with arrows on the right). Present vending machine and point out that the vending machines are in the corridor (the grey boxes on the left of the picture).
- Check that the students remember the meaning of self-access centre.

#### A 📦 8 Listen and find the self-access centre. 6 mins

- Tell the students to listen to the audio and identify which of the rooms is the self-access centre. They should start from the room with the two figures (centre bottom).
- Play the audio again, then elicit the answer by getting the students to point to the correct room. Ask which room is opposite the self-access centre (the teachers' room).

### Track 8

### Listen and find the self-access centre.

Adam: Excuse me. Could you tell me how

to get to the self-access centre?

Man: Of course. Er ... Go through the

door and turn left. Go straight on until you see the vending machines, then turn right. Walk past the cafeteria. The self-access centre is the second door on your right,

opposite the teachers' room.

Adam: Thank you.

### Answers

The self-access centre is the room with four tables and computer monitor symbols in it (top centre of the map).

## B What can you do in a self-access centre? 9 Listen and follow the tour with the pictures. Are any of your ideas mentioned?

- Ask the students what they think students can do in a self-access centre. Write some of their ideas on the board.
- Tell the students to listen and follow the description of the self-access centre with the pictures in their Course Book. Check if any of the ideas on the board were mentioned.

### Track 9

Adam:

### Listen and follow the tour with the pictures. Are any of your ideas mentioned?

Adam: Could you show me how to use the

self-access centre?

Teacher: Of course. The computers are over

here. They're for using our special language-learning software. The computers are always on. Just sit down and type your password. Then click on the icon for the program you want to use.

I haven't got a password.

Teacher: Don't worry, I'll give you a

password before you go.

Adam: Do you have magazines and

newspapers?

Teacher: Yes, we do. You have to read

them here, though. Don't take the magazines out of the self-access centre. They are easy to lose. ... And here are the language books. We have hundreds of books in English. You can read them here, of course, but you can also borrow

books to read outside.

Adam: How do I do that?

Teacher: Fill out a card and bring it to the

desk as you leave.

Adam: Televisions! Can I watch

television here?

Teacher: No, the monitors are only for

watching videos. Don't try to

change the channels.

Adam: Do you have films in English?

Teacher: Yes. They are on the shelf next to

the door. Put on the headphones so you don't disturb other people in

the self-access centre.

Adam: Thanks.

Teacher: That's OK. Let's set you up with a

password for the computers.

### C Match these sentences to the pictures. 7 mins

- Direct the students' attention to the six sentences. Focus on the vocabulary and discuss the meaning of *change channels*, *put on*, *fill out*, *type* and *click*.
- Tell the students to match the sentences with the pictures (A to F in Exercise B).
- Elicit/revise that the imperative form is used to give instructions and directions.

#### **Answers**

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

### D Now do Exercises A to D on pages 13 and 14 of the Workbook. 18 mins

 Refer students to pages 13 and 14 of the Workbook.

### WB A Complete the phrases for giving directions with words from the box.

- Look at the diagrams 1 to 6 and make sure it's clear that the orientation for each one is looking down the road. Do the first one as a class (turn *left*).
- Tell the students to write the rest of the words in the box under the pictures to complete the phrases for giving directions.

### **Answers**

- 1 Turn left.
- 2 Turn right.
- 3 Go straight on.
- 4 Go past the school.
- 5 Go through the gate.
- 6 It's the second house on your left.

## WB B Ask and answer questions about how to use the self-access centre.

- Explain how the prompts work by looking at the example exchange in the speech bubbles.
   The students work in pairs. One student makes a polite question about the things in the small pictures and the other student gives directions according to the pictures on the right.
- Elicit some of the vocabulary in the pictures before you start the pairwork e.g., card, photocopier, round button, toilets, shelf.
- Monitor the activity carefully as the students are not very familiar with this type of exercise. Don't worry if the students make mistakes with the indirect questions (especially word order). Praise them for remembering the polite phrases.
- Go through the exchanges after the pairwork by making the questions yourself and nominating students to reply.

### Model questions and answers

- 1 Could you tell me how to use the computer? Just type your password.
- 2 Can you tell me how to borrow a book? Just fill out a card.
- 3 Could you tell me how to use the photocopier?

- Just push the round button/the button on the left
- 4 Can you tell me where the toilets are? Go through the door and turn left.
- 5 Could you tell me where the videos are? On the shelf next to the door.
- 6 Can you tell me when the self-access centre closes?
  At 8 o'clock.

## WB C © 10 Listen for the number of syllables and write each word in the correct column.

- Remind the students that syllables are the number of beats they hear in a word. Play 10 and tell the students to write each word in the appropriate column, according to whether they hear two, three or four syllables. Encourage them to say the words to themselves as they write.
- Practise pronunciation of the words when you elicit the answers.

## Track 10 Listen for the number of syllables and write each word in the correct column.

Voice: software information video monitor application password destination program magazine

interesting

### Answers

2 syllables software password program

3 syllables video monitor

### Unit 1 Language Learning

magazine interesting

### 4 syllables

information application destination

WB D Research and present an information sheet on how to use resources in a self-access centre to help other students. Write about the computers, the magazines, the books and the films. Use the following language: There are ..., You have to ..., You mustn't ...

- Tell the students they are going to write an information sheet of how to use the self-access centre using the information they have learned in the lesson. This sheet would help others use the self-access centre.
- Tell students that their information sheet needs to be clear and easy to read and needs to have a section explaining how to use each of the following: the computers the magazines

the books

the films

Explain that each of these sections should use the relevant vocabulary: There are ..., You have to ..., You mustn't ... This will help guide students' writing in each section of their information sheet.

#### Model answer

### How to use resources in a self-access centre

Computers: There are lots of computers for using language-learning software. You just have to click on the icon for the program you want

Magazines: There are magazines and newspapers to read, but you mustn't take them out of the self-access centre. You have to read them here. Books: There are hundreds of books in English that you can read here or borrow to read outside. To do this, you have to fill out a card and bring it to the desk as you leave.

Films: There are films in English on the shelf next to the door. You mustn't watch them without headphones.

### Unit 1 Lesson 7: Arabic and English

Objectives: Listen for detailed

information.

Read an article for general information.

Language: Words for describing

languages.

Vocabulary: synonym, official (adj).

dialect, Anglo-Saxon, Viking, mixture,

Normans, invade, desire,

liberty, freedom

21st Century skills: Study Skills: Inferring

meaning from context; Life

Skills: Critical thinking

Reference: Course Book page 15,

Workbook pages 15

and 16, 6 11

### Warm up

4 mins

Ask the students what Adam is doing. Teach the expression give a talk. Ask if anyone in the class has given a talk or presentation in class recently and what it was about.

### A Adam is going to give a talk on Arabic in his English class. Read his notes and decide what they mean. 10 mins

Give the students around two minutes to read Adam's notes. Elicit some suggestions for what the notes mean, but don't confirm answers vet. Go over the meaning of the abbreviations (m. = million, lang. = language, esp. = especially, v. = very). Point out that UN is the abbreviation for United Nations - the organization.

### **B 11** Listen and check your ideas. What does the teacher ask Adam? 10 mins

Play 6 11 and tell the students to follow the notes as they listen to Adam. Tell them that they will also hear the teacher talking and asking a question at the end. The students should listen for the question, too.

### Track 11 Listen and check your ideas. What does the teacher ask Adam?

Teacher:

OK. Today it's Adam's turn to give a presentation. Are you ready. Adam? Let's give him a round of applause ...

Adam:

Thank you. Well, ... I'm going to tell you about Arabic today. I speak Arabic and so do about 420 million people around the world. Arabic is the fifth most important language in the world. And it's also one of the six official languages of the United Nations.

There are lots of different types of Arabic They are called 'dialects'. If I listen to some people from Egypt speaking Arabic, I might not understand them. But we can all speak to each other in Modern Standard Arabic. This is the type of Arabic you see in books and newspapers. You hear it on TV and on the radio and in mosques in many different countries.

Arabic has a very long history. It is part of the Semitic family. Most other languages in this group are now dead, but not Arabic. In fact, lots of words in European languages come from Arabic, especially words in Science and Maths. English borrowed a lot of words from Arabic around 800 years ago.

One important reason why Arabic has survived is the Holy Qur'an. The language in the Holy Qur'an is very pure and it isn't very different from the Modern Standard Arabic we speak today. It has helped Arabic survive for 1,400 years. ... Thanks very much Adam. Well done. Has anyone got any

questions? ... No? Well, I've got a question for you. Which English words come from Arabic?

Oh ... Lots of words ... chess.

sofa, um ... racket and cotton. Well, that's surprising. Those Teacher: are words we use a lot, really,

aren't they?

Teacher:

Adam:

### C Adam is doing some research about English. Read the article. Then do Exercises A to D on pages 15 and 16 of the Workbook.

Ask the students what the map on page 15 of the Course Book shows (Britain). Read the article as a class. Teach invade.

### WB A Read the article on page 15 of the Course Book and mark the sentences true (T) or false (F).

- Direct the students to the sentences 1 to 7. Read them together, clarifying any new yocabulary.
- Tell the students to re-read the article and mark the sentences true or false.
- Ask the students to correct the false statements when you elicit the answers.

#### Answers

- False. (There are a lot of similar words.)
- 2
- False. (People first wrote in English in the 10<sup>th</sup> century.)
- 4 False. (People used a mixture of words.)
- True.

- 6 False. (The Normans brought French words.)
- 7 False. (The meanings of synonyms are not exactly the same – one synonym in a pair is sometimes more formal, for example.)

### WB B Complete the second sentence so it means the same as the first. Use a word from the box each time.

Tell the students to do the exercise in their Workbook, completing the second sentences with a word from the box so they mean the same as the first sentences.

#### Answers

- No one *replied* to my question.
- Their marriage was two years ago.
- Can I sit on this chair?
- Please *close* the door.
- He didn't come to school because he was sick.
- 6 Her greatest wish is to become an artist.

### WB C Match the words with their antonyms.

Tell the students to match the words with their antonyms.

### Answers

1 dead alive unofficial official different similar modern old 5 pure impure

### WB D Research the Arabic language. Answer the questions below, but also include some interesting facts of your own.

- Tell students to find answers to the questions about Arabic by doing research in reference books or on the internet. Encourage them to add any extra information that they find to their notes.
- Elicit the information that the students found out about Arabic and make notes on the board.

Discuss the differences between the history of Arabic and the history of English. Ask the students to speculate about how Arabic may develop in the future.

### Possible answers

- Arabic was written for the first time in the 4th century.
- Ethiopian is related to Arabic.
- More English words that come from Arabic are: algebra, coffee, zero.
- About 420 million people speak Arabic as their first language.
- Arabic is the official language or co-official language in 26 countries. It is also a minority language in Cyprus, Iran, Mali, Niger, Senegal and Turkey.

### Unit 1 Lesson 8: Official Languages

Objectives: Revise and expand

vocabulary for talking about languages. Read for information.

Language: Country names and

languages.

Vocabulary: Hindi, Urdu, border,

wilderness, origin,

population

21st Century skills: -

Reference: Course Book page 16,

Workbook page 16

#### Warm up 7 mins

- Revise official and ask the students what an official language is. Explain that it may mean different things depending on the country, but that usually laws and other communications from the government must be in the official language.
- Ask the students what the official language is in Libya and how many other languages are spoken ın Libya.

Tell the students that not all countries have an
official language, but that some countries have
more than one. Tell them to look at the photo of
the 'STOP' sign in Exercise B and guess what the
official languages of Canada are.

### A Match the countries with their official languages from the box. 8 mins

- Tell the students to match the countries to their official languages.
- Give them time to compare in pairs before you elicit the answers.

#### **Answers**

Greece - Greek

India – Hindi

Italy - Italian

Jordan - Arabic

Kenya – English

Pakistan - Urdu

## B Read the assignment below. Then do Exercise A to C on page 16 of the Workbook. 30 mins

- Tell the students to read the whole assignment, paying particular attention the topic sentences in red.
- Then refer students to page 16 of the Workbook.

# WB A Look at the topic sentences (red) in the assignment on page 16 of the Course Book. Read the questions and write the number of the paragraph where you think you will find each answer.

- Read the topic sentences again and write the number of the paragraph where they think they will find the answer to each question.
- Elicit suggestions before you go on to the next stage. Don't confirm answers until students have completed Exercise B in the Workbook.

### **Answers**

- 1 Paragraph 3
- 2 Paragraph 4

- 3 Paragraph 1
- 4 Paragraph 2

## WB B Now read the assignment and write answers to the questions in Exercise A in your notebook.

 Tell the students to find the answers to the questions. Were they in the paragraph they expected?

### **Answers**

- 1 English and French.
- 2 Ottowa.
- 3 9,979,619 km<sup>2</sup>.
- 4 Rivers, lakes, forests, glaciers and waterfalls (e.g., Niagara Falls).

### WB C Match the words with their definitions.

• Tell the students to match the words with their definitions.

### Answers

- I official used by the government or any legal authority
- 2 border the separation between two countries
- 3 origin where something or someone comes from
- 4 glacier a large area of slowly moving ice
- 5 communication the exchange of information or ideas between people
- 6 wilderness an unspoiled area where no people live

### Round up

- Go over the round up on page 17 quickly.
   Tell students to work in pairs to check their understanding and recollection of the unit.
- For each language point listed, ask the students to take turns making sentences or thinking of more examples. Their partner should correct them if necessary.
- When they have finished, ask them to write other things they remember in their learning diaries.

## Unit 2

## Education

#### Listening and speaking

- Listening for and saying plural words
- Listening to identify the attitudes and feelings of speakers
- Listening to identify linking words
- Listening for the gist of a discussion
- Comparing and contrasting
- Asking and talking about past events
- Carrying out an interview

#### Reading and writing

- Skimming and scanning
- Recognizing the purpose of a text
- Using grammar and syntax to follow a sequence of events
- Proofreading and editing
- Planning and organizing an essay (paragraphing)
- Writing interview questions

#### Structure and language

- Making comparisons (both ... and; neither ... nor; as ... as; like/unlike; too)
- Expressing obligation and lack of obligation: have to/don't have to
- Talking about ability: can/can't; could/couldn't
- Adjective + infinitive (fun to ride; easy to do)
- Past simple and past continuous

#### Vocabulary

- Past perfect simple and continuous
- Education, schools and academic subjects
- Collocations (take an exam, watch a film, etc.)

- Lend vs borrow
- Words for making comparisons
- Sequencing words and phrases (just before, then, a little later, etc.)
- Guessing meaning from context

#### 21st Century skills

- Communication Skills: Drawing conclusions
- Information Literacy: Skimming for information
- Life Skills: Critical thinking

### **Key words**

actor (n) - /'æktə(r)/
athlete (n) - /'æθli:t/
Biology (n) - /bar'ɒlədʒi/
borrow (v) - /'bɒrəʊ/
by post - /bar 'pəʊst/
calculator (n) - /'kælkjʊˌleɪtə(r)/
Chemistry (n) - /'kemɪstri/
child labour - /tʃaɪld 'leɪbə(r)/
emergency (n) - /ɪ'mɜɪ(r)dʒənsi/
Geography (n) - /dʒi'ɒgrəfi/

give a presentation –

/gɪv ə prezn'teɪʃn/
government (n) – /'gʌvə(r)nmənt/
health care (n) – /'helθ keə(r)/
History (n) – /'hɪstri/
mission – /'mɪʃn/
musician (n) – /mju'zɪʃn/
natural disaster (n) –

/'nætʃrəl dɪ'za:stə(r)/
passport (n) – /'pa:spɔ:(r)t/

Physics (n) - /'ftztks/ rehearse (v) - /rt'h3:(r)s/ take (~an exam) (v) - /tetk/ train (v) - /tretn/ write a report - /rait ə rt'po:(r)t/

### Unit 2 Lesson 1: At School

Objectives: Revise and extend

vocabulary for school subjects. Listen for specific information.

Learn collocations related

to school activities.

Language: School subjects,

collocations.

Vocabulary: History, Geography,

Biology, Chemistry, Physics, give a presentation, take an exam, write a report Revision: self-access centre, watch a film, how often, twice, three times a day/ week/month.

21st Century skills: -

Reference: Course Book page 20,

Workbook pages 17 and 18, 6 12 and 13

#### Warm up 5 mins

- Recap from the last unit by asking students to tell you what a self-access centre is and what you can do/find there. Ask what other resources a school might have to help you learn.
- Ask students to tell you what else they might have to do in school to help them learn, such as give a presentation or take an exam. Remind students that these are all difficult and can be scary, but ask students why they think they are important to do.

#### A Match the pictures and the words. Say what the students are doing. 8 mins

• Tell the students to look at the photos and match them to the words in the box.

• Elicit a sentence to describe each picture, for example, They are using the self-access centre.

#### Answers

- A They are giving a presentation.
- B They are writing a report.
- C They are watching a film.
- D They are taking an exam.
- E They are using the self-access centre.

#### B Look at Adam's timetable. Ask and answer auestions. 6 mins

- Elicit names of school subjects, then look at the pictures in the Course Book and read the names of the subjects aloud. Practise pronunciation.
- Explain to the students that here school subjects are written with an initial upper-case letter. They may also come across them written all in lower case.
- Put the students in pairs to ask and answer questions about the timetable as in the model: How often does Adam have History? (He has History) twice a week.
- Ask the students how many times a week they study the subjects you have talked about.

#### Possible questions and answers

When does Adam have Arabic? He has Arabic on Sundays, Tuesdays and Thursdays. How often does Adam have Chemistry? He has Chemistry once a week.

What subject does Adam have first on Monday mornings? He has Geography first thing on Mondays.

How many times a week does Adam have Maths? Adam has Maths four times a week. Which subjects does Adam have only once a week? Adam has Biology, Chemistry and Physics only once a week.

#### C 12 Listen to Adam and do Exercises A and B on page 17 of the Workbook. 10 mins

Tell the students they are going to hear Adam talk about what he does in school. Tell them to listen carefully for the subjects Adam will mention.

## WB A @ 12 Listen and tick the subjects Adam mentions.

• Tell students to tick the subjects they hear as they listen to Adam.

### Track 12

#### Listen and tick the subjects Adam mentions.

Adam:

School has just started. I have a lot of work, but I like seeing my friends again. This is my new timetable. I'm in Year 10 this year, which means I'm taking a lot of new subjects, like Chemistry and Biology. I love science, and I think I will really like my science classes this year.

My favourite class so far this year is Geography. Yesterday we watched a film about Antarctica in Geography class. I love watching films because I can see what other countries look like. Antarctica is really interesting. My Geography teacher said it is the coldest continent. I'm going to write a report about it. This afternoon I'm going to the self-access centre to borrow some books for my report.

I like writing reports but I don't like giving presentations. My English teacher told me I have to give a presentation about my trip to England. My cousin is going to lend me some maps and photographs he took when we were there last year, but I am still really nervous. I don't like talking in front of the class. I also hate taking exams. But I suppose everybody does!

#### **Answers**

Adam mentions Chemistry, Biology, Geography and English.

## WB B \$\infty\$ 13 Match the beginnings and endings of the sentences, then listen again and check.

- Tell the students to match the beginnings and endings of the sentences about what Adam likes and doesn't like.
- Play 6 13 for the students to check their answers.

#### Track 13

Listen again and check.

[Track 13 is a repeat of Track 12.]

#### **Answers**

- 1 d
- 2. a
- 3 b
- 4
- 5 0

### D Look at the two things Adam said. 6 mins

- Tell the students to read the sentences in the speech bubbles at the bottom of Course Book page 20.
- Write the following examples on the board: Khalid borrowed a pen. Sam lent Khalid a pen.
- Ask What did Khalid borrow? Who gave Khalid the pen? Highlight the objects ('a pen' in the first sentence and 'Khalid' in the second sentence). Explain that a person borrows an object, but that a person lends something to another person. After borrow the students should put the name of a thing, but after lend they can put the name of a person, a pronoun (him/her/me, etc.) or the object. A sentence with lend always tells you who owns the object or thing.
- Write some more example sentences on the board (see below). Point out that lend has an irregular past form (lent). Highlight the words that come directly after the verbs each time, for example, Can I borrow that book? I borrowed the jacket from my brother. She borrowed it until next week.

Can you lend <u>me</u> your textbook? I lent <u>Layla</u> my pen. He lent <u>the money to me</u> until I get paid.

#### E Now do Exercises C and D on pages 17 and 18 of the Workbook.

Refer students to pages 17 and 18 of the Workbook.

#### WB C In pairs, practise asking if you can borrow the items below.

- Demonstrate how to ask for the items in the pictures using lend and borrow as in the speech bubbles.
- Put the students in pairs to practise in the same way. Make sure they know they can choose whether to say yes or no, but if they say no, they should be polite.

#### Possible answers

Can I borrow your ruler?

Would you be able to lend me your notes before the exam?

Will you lend me your laptop for the weekend? Would I be able to borrow your bicycle tomorrow?

#### WB D Circle the correct word in each sentence.

Tell the students to read the sentences carefully and choose one of the words each time. Demonstrate by circling lent in the first sentence.

#### Answers

- 1 My sister *lent* me her headphones for the journey.
- 2 Can I borrow your book? I left mine at home.
- 3 Adam wanted to borrow a map of Antarctica from the self-access centre.
- 4 Sami *lent* Adam a magazine about penguins.
- 5 Think carefully before you *lend* something to a person you don't know very well.
- 6 I had to borrow a pen from the teacher.

## Unit 2 Lesson 2:

### Similarities and **Differences**

Objectives: Read for specific

information.

Describe similarities and differences.

Language: Language for making

comparisons: as ... as, both ... and, like, neither

... nor, unlike

Vocabulary: private (school), nursery,

facilities, gymnasium, dormitory

21st Century skills: Information Literacy:

Skimming for information; Life Skills: Critical thinking

Reference: Course Book page 21,

Workbook pages 18 to 20,

14 to 16, Grammar and

Functions page 98

#### Warm up

5 mins

Tell the students to look at the pictures of the two boys and predict how their school experiences might be similar and different.

#### A How are the boys the same? How are they different? Read and tell your partner. 10 mins

- Tell the students to read the text quickly and compare in pairs what similarities and differences they find. Don't confirm answers yet.
- Tell the students to read the text again and answer the following questions about each school:
  - 1 Is it a government school?
  - 2 How many students are there in each class?
  - 3 How many Years are there?
  - 4 According to the text, what facilities does the school have?
  - 5 Where do the other students come from?

- Tell the students to write a sentence about which school they would like to go to and why.
- Tell the students to think about the things they like and don't like about each school.

#### **Answers**

Abbas		Kamal
1	private	probably government
2	25	25
3	12	3
4	self-access centre	self-access centre
	swimming pool	gymnasium
	football field	
	mosque	
	dormitory	
5	Probably Oman	many countries

## B Now do Exercises A and B on page 18 in the Workbook. 10 mins

• Refer students to page 18 of the Workbook.

## WB A 14 Listen and repeat. Then write each word in the correct column according to the sound of the final 's'.

- Play 6 14 for the students to listen and repeat.
- Show the students how to put the words that have the same ending sound together by writing them in two columns on the board (ask the students where to write each word).
- Clean the board, then tell the students to write the words in their Workbooks.

## Track 14 Listen and repeat.

Voice: letters, schools, classes, languages, days, ages

#### WB B 6 15 Listen and check.

• Play \$\int 15\$ for the students to check their answers and practise pronunciation, concentrating on the final sounds.

## Track 15 Listen and check

Voice: /z/ letters, schools, days /ɪz/ classes, languages, ages

#### C Look at the examples and do Exercises C to G on pages 18 to 20 of the Workbook. 20 mins

- Read the two Functional Grammar boxes with the students. Ask questions to make sure the comparisons are clear, i.e., Is Kamal in Year 10? Is Abbas? Whose school has a self-access centre Kamal's, Abbas' or both? Are Abbas' classes bigger than Kamal's? Does Kamal live close to his school?
- Give the students time to read Grammar and Functions section page 98. Go round and help individual students with explanations. Read the information together when everyone has read it once.
- Then refer students to pages 18 to 20 of the Workbook.

#### WB C 6 16 Listen to the sentences. Then read with a partner.

- Play 6 16, then put the students in pairs to practise reading the sentences.
- Monitor the 's' sounds.
- Then ask students to tell you in which column (/z/ or /z/ from Exercise A) each sentence would belong.

## Track 16 Listen to the sentences.

Voice: We go to school five days a week.
His classes start very early.
He's learning two languages.
Their schools are very different.
He sends me letters about
his school.

The children are different ages.

#### **Answers**

121 /17/ letters classes schools languages davs ages

#### WB D Read about the students. Mark the sentences true (T) or false (F).

Tell the students to read about the two boys and mark the sentences T or F.

#### Answers

- False.
- 2 True.
- 3 False.
- 4 True.

#### WB E Complete these sentences with words from the box.

Ask students to complete the sentences with comparative words from the box based on what they have just read in Exercise D.

#### **Answers**

- Both Abdulla and Liam are in Year 10:
- Neither Abdulla nor Liam walks to school.
- Unlike Abdulla, Liam goes to school on Fridays.
- 4 Liam's school is not as big as Abdulla's.

#### WB F Complete these sentences about the sports Abdulla and Liam play.

Tell the students to complete the two sentences about the sports the boys play. Elicit answers.

#### Possible answers

- Both Abdulla and Liam play football (at school).
- 2 Unlike Liam, Abdulla plays basketball (at school).

WB G Write a short text about yourself and your life at school. Find out about (2) similarities and (2) differences you may have with one of your classmates. Report your findings to the class.

Tell the students to write a short text about themselves and life at school. They can use the texts on page 19 of the Workbook and page 21 of the Course Book as a basis for their writing. Point out that you want something that is both true and interesting (and not copied straight from their books).

**Note:** Find some different types of text, for example, magazines, newspapers, textbooks, novels or poems (in English and Arabic) to bring to the next class.

#### Model answer

My name is Sarah. I'm from Libya. I'm 14 years old and I have a sister who is 8. I go to Secondary School but she is still in Primary School. My school is very different to hers. There are a lot more students and I learn more subjects than she does. My school is in the middle of a very big city, but her school is in a much quieter town near our home. I really like school. My favourite subject is Biology and one day I want to study medicine and become a doctor. On the weekends I like to visit the beach with my friends and go swimming. There are restaurants on the beach and we stay up late playing games and watching the water.

## Unit 2 Lesson 3: Helping People Learn

Objectives: Read for information.

Language: -

Vocabulary: emergency, nutrition, health

care, natural disaster, flood,

child labour, government

21st Century skills: Information Literacy: Skimming for information;

Life Skills: Critical thinking

Reference: Course Book pages 22

and 23, Workbook page 20

#### Warm up 8 mins

- Bring in some different types of text for the students to look at, such as newspapers, textbooks, storybooks and poems. Ask them what differences they see between these types of materials (talk about colour, layout, size of print, etc.).
- Talk about the way that reading materials have different purposes, and that stories and poems are usually written to entertain the reader, whereas newspapers and textbooks aim to inform. Tell them that other texts aim to persuade the reader.
- Ask them if they can think of any examples. Point out that advertisements aim to persuade the reader to take some action - usually to buy something. Show them some examples in newspapers or magazines if you can.
- A Look at the pictures and the text. Do you think it was written to inform or entertain? What do you know about the work of UNICEF? 5 mins
- Ask the students what they think the purpose of the text is. Ask them for reasons for their opinion.
- Ask the students what they know about UNICEF. Do they know what the letters stand for? From the pictures, they should be able to guess that 'C' stands for children.

#### B Skim the article and match the numbers and facts. 10 mins

Tell the students to skim the text and match the dates and numbers with the reason they are important.

#### **Answers**

- Ь
- d
- 3 c.
- C Some words in a text can help you understand other words. Read the examples and do Exercises A and B on page 20 of the Workbook.

22 mins

- Read the extracts from the text with the class. Explain that the words in italics are clues they can use to understand the meaning of the words around them.
- Then refer students to page 20 of the Workbook.

#### WB A Read the article on page 22 of the Course Book again and mark the sentences true (T) or false (F).

- Read the statements in Exercise A and check that the meanings of stands for and government are clear.
- Tell the students to read the text more carefully and mark the sentences true or false.
- Ask the students to correct the false statements when you elicit the answers.

#### **Answers**

- False. (UNICEF helps children all over the world.)
- 2 False. (The F stands for fund.)
- 3 True.
- 4 False. (UNICEF tries to make sure they go to school instead.)
- 5 False. (UNICEF works with governments.)

#### WB B Find the words on pages 22 and 23 of the Course Book and write them in the spaces.

Work through each example with the class, then let them complete the exercise in the Workbook on their own.

#### **Answers**

- 1 When people are sick, they need good health care.
- 2 Children need good nutrition to grow strong.
- 3 Natural disasters like storms can destroy buildings.
- 4 Child labour is when children work and don't have time to go to school.

## Unit 2 Lesson 4: The Importance of **Education**

Objectives: Read an advertisement.

Listen for specific information.

Talk about the importance

of education.

Language: Revision: have toldon't

have to

Vocabulary: donate, donation,

organization

21st Century skills: Life Skills: Critical thinking

Reference: Course Book page 24,

Workbook pages 21 and 22, 6 17, Grammar and

Functions page 98

#### Warm up 8 mins

Ask the students to discuss the information they have learned from reading one of the paragraphs on pages 22 and 23 of the Course Book plus anything else they have found out. Tell them to discuss in pairs and then as a class.

Ask students to tell you what the purposes of different texts can be as a reminder from last lesson.

#### A Look at the text below. What is it for? Read and answer the questions in Exercise A on page 21 of the Workbook. 10 mins

- Tell the students to look at the advertisement and say what it is for (don't tell them it is an advertisement beforehand).
- Then refer students to page 21 of the Workbook.

#### WB A Read the advertisement on page 24 of the Course Book and answer the questions.

- Tell the students to answer the questions about the advertisement.
- Elicit the answers and discuss the meaning of donate. Ask the students if they have ever donated money or other things to charity. Teach make a donation.

#### **Answers**

- It helps poor children go to school. (It buys books, builds schools and makes schools safe.)
- 2 In Kenya.
- 3 Donate money.

#### **B** Now do Exercises **B** to **D** on pages 21 and 22 of the Workbook. 12 mins

Refer students to pages 21 and 22 of the Workbook.

#### WB B 6 17 Listen to the boy talking about UNICEF and children who can't go to school. Tick the things he says.

- Read the statements with the class and tell the students to listen and tick what the boy says.
- Elicit/revise the meaning of for example. Elicit that we use it to help support our opinions.

#### Track 17

Listen to the boy talking about UNICEF and children who can't go to school. Tick the things he says.

Boy:

I learned about UNICEF in class last week. We learned that in some countries, children don't have to go to school for very long. In Lebanon, for example, children only have to go to school until they are 11. In some countries, children don't have to go to school at all. If their families don't have a lot of money, children in these countries have to work.

I think it's terrible that some children can't go to school, because education is very important. It is hard to do things if you don't have a good education. For example, if you can't read, you can't understand street signs or food labels. If you can't do Maths, you can't understand how much things cost. And it's hard to get a good job if you don't have a good education. I am happy that organizations like UNICEF help children who need it.

#### **Answers**

The students should tick statements 2, 3, 4 and 6.

# WB C Look at the sentences with have to and don't have to. Write sentences about yourself with phrases from the box.

 Tell the students to make true sentences about what they have to and don't have to do at school, using the phrases in the box. They should compare their sentences with a partner when they have finished.

#### Possible answers

I have to give presentations. I don't have to work in a factory. I have to go to school until I'm 16.

# WB D Tell your partner what you think. Work with your partner to prepare a 4-slide presentation on the importance of education in our lives. Share the presentation with your class.

- Tell the students to discuss the three questions in Exercise D. First allow students to discuss in their pairs each of these questions. Encourage them to use *for example* and *because*, as in the model, to explain and support their opinions.
- If available, encourage students to use computers to design a 4-slide presentation on the importance of education in their lives. As a back up, you can ask students to design a large poster to share their ideas.
- When students have finished, tell them to share their presentations with the class.
- Students could:
  - Discuss the importance of education in their lives right now: for example, how they learn to use money; be safe; speak and understand other languages; understand more about their environment; have a part time job; look after anyone who needs extra care.
  - Discuss the importance of education in their lives in the future: for example, to get a good, well-paying job; to be able to work in teams or on their own; to be able to budget, find and keep housing; look after children, etc.

## C Read about Justine's day and write sentences comparing your lives.

15 mins

• Tell the students to read about Justine's day and write sentences comparing their own lives with hers. Remind them to use the structures they learned in Lesson 3 and to refer to the Grammar and Functions page 98. Students may stick to the information given in the text, or they may choose to use their imaginations. If students don't finish their piece of writing by the end of the lesson, it can be set for homework.

#### Possible answer

Unlike Justine, I live in Libya. She gets up earlier than I do. I don't get up until 6.00 a.m. Both

Justine and I walk to school. My journey takes longer. It takes about 40 minutes to walk. My lessons start later than Justine's and finish later, too. I also help my mother at home but not in the garden. We have supper earlier than Justine.

## Unit 2 Lesson 5: **Denise's Story**

Objectives: Listen to identify attitudes

and feelings.

Write sentences with linking words.

Language: Linking words.

Vocabulary: earn (v)

21st Century skills: Life Skills: Critical thinking

Reference: Course Book page 25,

Workbook pages 22 to 24,

18 and 19

#### Warm up 10 mins

- Look at the pictures and get the students to talk about what they can see and what the girl is doing.
- Ask the students to predict what the story is going to be about. Write some of their ideas on the board but don't confirm predictions yet. Teach earn.

#### A Look at the pictures. What do you think is happening? \$\overline{1} 18 Listen and check your ideas. 12 mins

Tell the students to look at the pictures as they listen to Denise and check their predictions.

#### Track 18 Listen and check your ideas.

Denise:

I know how it feels not to go to school. I started school when I was 6. Then, when I was 8, my father died. We didn't have much money any more, so I had to leave school, I started working on a farm with my mother, picking coffee. I hated it. It was hard work and I was always tired. Worst of all, I didn't know how to read or write.

I was unhappy because many of my friends were going to school. I wanted to go to school too, but I earned very little money so I couldn't pay the school fees. And I couldn't buy a uniform to wear to school. It was too expensive.

One day, a woman came to see my mother. She worked with an organization that helps children who want to go to school. She talked to my mother, then she asked me if I wanted to go to school again. I said yes. I was so happy I cried. Now I go to school every day. The organization pays for my school fees and my uniform. I am lucky that they came to help me. Now I can read and write and I am learning to do Maths. Most of all, I'm happy because I can go to university when I am older. I can get a good job and I never have to work on the farm again. I want to be a doctor or a teacher so I can help children too when I grow up.

#### B @ 19 Read and listen to the sentences. Answer the teacher's questions in Exercise A on page 22 of the Workbook. 10 mins

- Tell the students to read and listen to the sentences in Exercise B.
- Ask questions to revise the linking words: Why did Denise have to leave school? Why was she unhappy? What does the organization pay for? What does Denise want to be when she grows up?

#### Track 19

#### Read and listen to the sentences.

Denise:

We didn't have much money any more, so I had to leave school. I was unhappy because many of my friends were going to school. The organization pays for my school fees and my uniform. I want to be a teacher or a doctor when I grow up.

## WB A \$\infty\$ 18 Choose the best answer for each question, then listen and check.

- Read the questions with the students.
- Tell the students to try to remember the answers (they can mark them with pencil). Then play
   18 again for them to check.

#### **Answers**

- 1 c
- 2 a
- 3 b
- 4 b
- 5 0

## C Now do Exercises B to D on pages 23 and 24 of the Workbook. 13 mins

 Refer students to pages 23 and 24 of the Workbook.

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

• Tell the students to complete the sentences with the correct linking word from the box.

#### **Answers**

- 1 It was hard work and I was always tired.
- 2 I didn't know how to read or write.
- 3 I earned very little money so I couldn't pay the school fees.
- 4 Now I can read and write.
- 5 I'm happy because I can go to university.

## WB C Circle the correct word in each sentence.

• Tell the students to read the sentences and choose the correct word from the pair of words in italics.

#### **Answers**

- 1 All children should get an education *and* good nutrition.
- 2 Some schools are destroyed by natural disasters so children can't go to school.
- 3 Education is important *because* it can help you get a good job.
- 4 Students who finish secondary school can get a job *or* go to university.

## WB D Complete the sentences so they are true for you.

 Tell the students to finish the sentences in the WB so that they are true, then read them to a partner. Elicit some examples and write them on the board or ask individual students to write on the board.

#### Possible answers

- I like school because I like to learn and spend time with my friends.
- When I am older, I want to go to university so I can get a good job.
- 3 I want to study English or Arabic at university.
- 4 My favourite things are travelling and learning new languages.

### Unit 2 Lesson 6: **School Memories**

Objectives: Listen for specific

information.

Talk about ability in

the past.

Language: could/couldn't for ability

and inability in the past. Learn adjective and

infinitive combinations.

Vocabulary: slate, chalk, rickshaw,

abacus, calculator, exist

21st Century skills: Communication Skills:

Drawing conclusions

Reference: Course Book page 26,

Workbook pages 24 and 25, 20 and 21, Grammar and Functions

page 98

#### Warm up

Ask the students what they think was different for children going to school 60 years ago.

#### A Look at the pictures. Which of these things do you use? Which do you think people used 60 years ago?

8 mins

- Teach the words for the labelled items.
- Ask the students which of the items they use, and which might have been used 60 years ago.

#### Possible answers

I use a computer, a calculator, pen and paper and a car. In some countries they still use rickshaws today. I think people used rickshaws, an abacus, pen and paper, and slate and chalk 60 years ago.

- B @ 20 Listen to the men talk about what school was like for them. Answer the questions for each man. Do Exercise A on page 24 of the Workbook. 15 mins
- Tell the students to listen to the men speaking and answer the questions on page 26 of the Course Book.

#### Track 20

Listen to the men talk about what school was like for them.

Indian man:

I grew up in India. Life was very different when I was a child. We went to school by rickshaw. Six children could fit in the rickshaw. and a man pulled it to take us to school. It was fun to ride in the rickshaw. We could see the city. We couldn't leave the house alone because we were too young, but on our way to school we could see the shops and the food stands. So we liked going there. In school, we couldn't use computers because they didn't exist. We didn't even use calculators. We used an abacus to do Maths.

2

Algerian man: When I was a child in Algeria, we couldn't go to school by bus or by car. I got up very early to walk to school. I liked school because I could play with my friends. And I really wanted to learn to read. It was difficult to get paper and pencils then, so we wrote on a slate with chalk. When the teacher wrote a maths problem on the board, we wrote the answers on our slates and held the slates above our heads so the teacher could see them.

#### Possible answers

First man:

He travelled to school by rickshaw.

He liked school.

He used an abacus.

Second man:

He walked to school. (He travelled to school on foot.)

He liked school.

He used a slate and chalk.

# WB A © 21 Listen again. Write sentences about what the men could and couldn't do. Use words from the boxes.

 Tell the students to listen again and write sentences about what the men could and couldn't do as in the model.

#### Track 21

Listen again. Write sentences about what the men could and couldn't do.

[Track 21 is a repeat of Track 20.]

#### **Answers**

- He couldn't leave the house alone.He could see the shops.He couldn't use computers.
- 2 He couldn't go to school by bus. He could play with his friends.

#### C How is school different for you?

6 mins

 Ask the students how the men's experiences at school are different from their own. They can talk about the same areas (how they travel to school and what they use every day) but encourage them to think of other things that are different now (the subjects they study and sports they do, for example).

### D Now do Exercises B and C on page 25 of the Workbook. 10 mins

- Tell the students to read the examples in the Functional Grammar box on Course Book page 26. Refer also to the Grammar and Functions section, page 98.
- Then tell students to turn to page 25 of the Workbook.

# WB B Look at the examples on page 26 of the Course Book. Match the beginnings and endings of the sentences.

 Tell the students to match the beginnings and endings of the sentences in Exercise B so that they make sense.

#### Answers

- 1 b
- 2
- 3 d
- 1 0
- 5 0

## WB C Complete the sentences with adjectives from the box.

• Tell the students to complete the sentences with adjectives from the box. Check the meanings of the adjectives by asking the students, for example, What's the opposite of (boring)?

#### **Answers**

- 1 It is *interesting* to learn about different countries.
- 2 It is *dangerous* to go swimming alone around here.
- 3 My house is *hard* to find because it is on a very small street.
- 4 This game is fun to play. Let's play again.
- 5 This machine is *easy* to use if you read the instructions.
- 6 I'm afraid that suitcase is too *heavy* to take on the plane.

## Unit 2 Lesson 7: **A Special School**

Objectives: Read for information.

Language: Revision: Past simple and

continuous.

Vocabulary: mission, actor,

musician, athlete, rehearse, train (v), realize, post (v),

by post

21st Century skills: -

Reference: Course Book page 27,

Workbook pages 25 and 26, Grammar and Functions page 98

#### Warm up

8 mins

- Ask the names of famous young sportspeople or athletes (e.g., runners, tennis players, competitors in the Asian Games). Ask the students whether these athletes go/went to school, and how they get an education. Elicit any other information they know about the sportspeoples' backgrounds and childhoods.
- Tell the students to think about any special school they know in Libya.
- A Read the website. Who goes to this school? Is your school like this one? Write sentences. Do Exercise A on page 25 of the Workbook.
- Establish where this text comes from: it is a web page.
- Read the two questions in Exercise A. Elicit where the students expect to find the answers: in paragraphs one and three. Tell the students to read these two paragraphs for the answers.
- Elicit who the school is for and some things that are similar and some things that are different.
- Point out that it is always interesting to find out why something is as it is. Get the students to read paragraph two and find out why the Meade School was set up. Ask the students whether they

- think these child actors needed to go to school or whether they had enough education through their life as actors.
- Ask students to turn to page 25 of the Workbook.

#### WB A How is your school similar to MSCA? How is it different? Write three sentences.

Introduce Exercise A. Elicit example sentences before telling the students to write three differences in the Workbook. Encourage them to write complete sentences (e.g., My school doesn't have classes at night.).

#### Model answers

At my school we also study Art, Music and Sports, but not as much as other subjects. Unlike MSCA, my school doesn't have a swimming pool.

My school has a computer room like MSCA, but not a self-access centre.

Unlike students at MSCA, we cannot send in work by email, but need to work at school.

#### B Read Grammar and Funtions on page 98 and do Exercises B and C on page 26 of the Workbook.

22 mins

- Direct the students' attention to the example sentence in the Functional Grammar box and talk about why each tense is used.
- Refer the students to Grammar and Functions section, page 98 (the past simple and past continuous). Circulate while the students are reading and answer any questions they may have.
- Then ask students to turn to page 26 of the Workbook.

#### WB B Complete the story with the appropriate forms of the verbs in brackets.

Tell the students to complete the paragraph with the correct forms of the verbs in brackets.

 Let the students compare their answers in pairs before giving feedback.

#### **Answers**

- 1 wanted
- 2 was reading
- 3 saw
- 4 sent
- 5 rang
- 6 was doing
- 7 answered
- 8 ran
- 9 was cooking
- 10 shouted

## **WB** C Reorder the words to make questions.

- Tell the students to reorder the words in Exercise C to make questions. Do the first question with the students and write it on the board in the correct order. The students work on questions 2 to 4 and then compare their answers in pairs.
- Write the correct questions on the board for the students to check their answers.

#### Answers

- 1 Why was that man carrying a fishing rod?
- 2 Where was Amal going when you saw her?
- 3 What were you doing when you lost your wallet?
- 4 Who was driving when the accident happened?

# Unit 2 Lesson 8: An Interesting Job

Objectives: Ask and answer

questions orally. Listen for information. Understand use of past perfect simple and continuous for talking about actions and

consequences. **Language:** Past perfect simple and

continuous.

**Vocabulary:** burglar, burglary, witness, film star, passport, film set,

a little later

21st Century skills: Life Skills: Critical thinking Reference: Course Book page 28,

Workbook pages 27 to 29, 22 and 23, Grammar and Functions page 99

snore, just before, earlier,

#### Warm up 6 mins

 Ask students what they think some of the most interesting jobs are and why. Ask students to think about what they might want to do as a job and what they would enjoy or not enjoy in a job.

# A © 22 Listen to Sally and Maria. Where are they? What are their jobs? What was Sally's job before? What did she like about it? 10 mins

- Read the questions and ask the students to suggest possible relationships between the women (e.g., friends, mother and daughter, teacher and student). Tell the students to listen to the first part of the conversation and answer the questions with a partner.
- Play 22 twice to give the students a chance to check their answers.

#### Track 22

Listen to Sally and Maria. Where are they? What are their jobs? What was Sally's job before? What did she like about it?

Maria: Hi. Are you the new Maths

teacher?

Sally: Yes, I am. I'm Sally Bishop,

Maria: I'm Maria Lennox. I teach Biology.

Sally: Nice to meet you.

So, how do you like working here? Maria:

Sally: I like it. It's very different from my

old job.

Maria: Really? What was that?

Sally: I was a teacher for child actors.

You mean film stars? Maria:

Well, they weren't all stars. But Sally:

they all acted in films, yes.

Maria: Wow! Where did you work? Everywhere! We travelled a lot. Sally:

> When children have to be away from school for a long time, they have to have a teacher with them\_

Maria: Did vou like it?

Yes, I loved it. The children were Sally:

very nice, and I liked travelling and

seeing new places.

#### **Answers**

They are at school. They are both teachers. Sally was a teacher for child actors. She liked travelling and seeing new places. (She liked the children - they were nice.)

- B \$\text{ } 23 Read and listen to Sally talking about two things that happened at her old job. Answer the questions in Exercise A on page 27 of the Workbook. 10 mins
- Give the students time to look at the pictures in the Course Book and talk about some of the things they can see.
- Tell the students Sally is going to talk about two incidents that happened at her old job. They should listen and tick the answers in Exercise A. Give them time to read the questions before you play 6 23.

#### WB A 6 23 Read and listen to the story on page 28 of the Course Book and choose the best answer.

- Play 23. Instruct students to choose the best answer in each case.
- Allow the students to compare with a partner before playing \$\infty\$ 23 a second time.

#### Track 23

#### Read and listen to Sally talking about two things that happened at her old job.

Sally:

I travelled a lot with my students because films are often made in other countries. I liked travelling and seeing new places, but I didn't like being away from my family. And the job was tiring too. I had to pack all the children's school books and take them to the airport. Once I went to Italy with two actors. I had a lot of books to pack and it took a long time. I didn't want to be late, so I left the house as fast as possible. When I got to the airport, I couldn't get on the plane because I had forgotten my passport. I had to catch a flight the next day.

It was tiring for the children too. They had to act and study too, so they worked a lot.

Once I had to give a student called Ben a Maths exam. He was tired because he had been working on the film set all morning. I gave him his exam paper and started reading a book. Suddenly I heard a snore. I looked up and realized Ben had fallen asleep.

#### **Answers**

- а

- 4 c
- b

## C Read the sentences and answer your teacher's questions. 6 mins

- Read the examples of the past perfect simple and continuous in the Functional Grammar box. Ask Why couldn't Sally get on the plane? Why was Ben tired?
- Tell the students to look at the words in blue and ask which action took the most time (working on the film).
- Discuss the similarities and differences between
  the two tenses: in both, one action is the result of
  another. In the past perfect continuous sentence,
  the first event takes a long time people usually
  use it to emphasize how long an action took
  (e.g., I had been waiting for two hours when
  they announced the plane was delayed).

D Now read Grammar and Functions on page 99 and do Exercises B to E on pages 28 and 29 of the Workbook. 23 mins.

## WB B Work in pairs. Play the roles described below.

- Look at the pictures. Elicit that the young man is a witness to a burglary and is being interviewed by a policeman.
- Explain the activity carefully one student will be playing the part of the policeman and asking questions, the other will answer. Both students need to use the prompts to make their questions or answers.
- Demonstrate by asking a student the first two or three questions and helping him/her form the replies.
- Put the students in pairs. Tell them to use the prompts to ask and answer questions.
- Go round and monitor the activity, looking out for any common mistakes.
- If you feel the students need more help, ask
  them to write the conversation first and check it
  with the whole class before the students practise
  saying it. Stronger students can then perform the
  conversation looking at the prompts in the book,
  while less confident students can read what they
  have written.

 Choose strong pairs of students to perform the conversation for the class.

#### **Answers**

#### Model conversation:

Policeman: What were you doing at three

o'clock?

Witness: I was buying an ice cream.

Policeman: Where were you standing when you

heard the noise?

Witness: I was standing on the corner.

Policeman: What was the burglar doing when

you saw him?

Witness: He was going into the shop.

Policeman: What was he carrying when he left

the shop?

Witness: He was carrying a big black bag. Policeman: What was he wearing when you

saw him?

Witness: He was wearing jeans, a T-shirt and

a cap.

Policeman: What (car) was the other man driving? Witness: (He wasn't driving a car.) He was

driving a white van.

# WB C Read about Sarah's day. Circle the correct words. How do the underlined words help you understand the text?

- Instruct students to first read through the text.
- Tell the students to choose the past simple or past perfect by circling the words in italics.
- Go round and monitor, helping them with their choices.
- Let the students compare in pairs before you go through the answers.

#### Answers

- 1 was
- 2 hadn't studied
- 3 had left
- 4 was
- 5 had asked
- 6 called
- 7 had gone
- 8 ate
- 9 had bought
- 10 asked
- 11 studied

#### WB D Read about Julie's day. Complete the sentences with words from the box.

Tell the students to complete the paragraph with past participles or gerunds from the box.

#### Answers

- 1 eaten
- 2. left
- 3 waiting
- had
- .5 seen
- 6 working
- 7 closed

#### WB E Now write about your day yesterday. Use words from the box to show when things happened.

- Tell the students to write in very general terms about their day yesterday. They can use their imaginations if they want.
- Ask a few students to read their ideas to the class or let students compare their notes in small groups.
- Tell the students to write their story. Encourage them to use some of the words in the box to help show the order of events. Remind them to think What happened just before this? What happened after that? What happened a little later? They should write the full story in their notebooks.
- Tell them to write 80-120 words.
- Remind students to follow the Checklist on page 106 of the Course Book for written work.
- Tell the students to check their work for mistakes. Go round the class and check as many essays as you can, first highlighting any mistakes the students have missed without correcting them. See if the students can make an attempt to correct their own work.
- Put the students in pairs to compare their essays.

#### Model answer

Yesterday was a very good day. I woke up and the sun was shining. I was awake early so I went running and then took a shower. After that I cooked breakfast for myself and my mother. I gave her breakfast in bed, because it was her

birthday. She was really happy and loved the presents I gave her. A little later I made a picnic lunch for us to take to the beach. I didn't have to go to school because it was the weekend. I had packed my mother's favourite food and we sat outside for hours. When it got too hot, we went swimming in the sea. Finally, we walked home. I was a little sunburned!

#### Round up

- Go over the Round up on page 29 quickly.
- Ask the students to work in pairs to check their understanding and recollection of the unit. For each language point listed, ask the students to take turns making sentences or thinking of more examples. Their partner should correct them if necessary. When they have finished, ask them to write other things they remember in their learning diaries.



### Unit 3

## **Travel and Tourism**

#### Listening and speaking

- Listening to identify topic and context
- Listening to telephone conversations
- Checking and confirming information
- Talking about timetables and itineraries
- Making/responding to polite requests
- Listening to directions and explaining where things are

#### Reading and writing

- Reading to identify features and purpose
- Using a contents page
- Scanning a range of texts and transferring information
- Identifying the main idea of a paragraph
- Describing a place
- Writing a postcard or email to a friend

#### Structure and language

- Present perfect with ever, never, yet and already
- Articles with names of places (the Alps, but Saudi Arabia)
- Present simple for timetables
- Making requests (Could I have ...?;
   Would you send ...?)
- Present perfect continuous

#### Vocabulary

- Place names and landmarks
- Noun phrases (two-bag limit, five-hour journey, etc.)
- Words for things to see and do on holiday
- Travel and hotels
- Adjectives to describe places

• Words to express proximity (*nearby*, *around the corner*, etc.)

#### 21st Century skills

- Media Literacy: Inferring information from images
- Study Skills: Interpreting charts
- Communication Skills: Understanding direction

### Key words

ancient (adj) - /'eɪnʃənt/ archaeologist (n) -/ˌaː(r)ki'ɒlədʒɪst/ around the corner (from) -/əraund ðə 'kɔ:(r)nə(r)/ borrow (v) - /'bprəʊ/ columns (n) - / kpləmz/double room (n) - /d\bl 'ru\m' dune (n) - /djuxn/explode (v) - /ɪk'spləʊd/ five minutes away -/faɪv 'mɪnɪts ə'weɪ/ gentle (adj) - /'dʒentl/ guest(n) - /gest/guidebook (n) - /'gaɪdbʊk/ gunpowder (n) - /'gʌnpaʊdə(r)/ helmet(n) - /'helmit/high season (n) - /hai 'sizzn/ just past (prep) - /dʒʌst paɪst/ lift  $(n) - /l\mathfrak{l}\mathfrak{l}\mathfrak{t}/$ luggage (n) - /lngid3/ magnificent (adj) - /mæg'nɪfɪs(ə)nt/ monument (n) - /'mpnjument/ near (prep) - /nia(r)/porter  $(n) = \frac{1}{por(r)} t_{\theta}(r)$ quad biking (v) - /'kwpd baikin/ raft (n) - /ra:ft/ receipt (n) - /rɪˈsiɪt/ receptionist (n) – /rɪˈsep∫ənɪst/ rent (v) - /rent/ shuttle bus  $(n) - \frac{1}{n}$  fatl 'bas/ single room (n) - /singl 'rutm/

slope (n) - /sləup/
snowboarding (v) /'snəubɔ:(r)dɪŋ/
spectacular (adj) - /spek'tækjələ(r)/
steep (adj) - /stiːp/
steps (n) - /steps/
Stonehenge (n) - /ˌstəun'hendʒ/
the Great Pyramid (n) /ðə greɪt 'pɪrəmɪd/
the Parthenon (n) /ðə 'paː(r)θənɒn/
tourist (n) - /'tuərɪst/
two-bag limit (n) - /tuɪ bæg 'lɪmɪt/
whitewater rafting (n) /waɪtwɔːtə(r) 'raːftɪŋ/

### **Unit 3** Lesson 1: Places to Go

Objectives: Extend vocabulary for

describing famous places.

Read for detail and answer questions about short texts.

Language: Names of countries,

natural features.

**Vocabulary:** the Great Pyramid,

the Parthenon,

Stonehenge, dune, tourist, archaeologist, pharaoh, cohimns, explode,

gunpowder

21st Century skills: Media Literacy: Inferring

information from images

Reference: Course Book page 32,

Workbook page 30

#### Warm up 10 mins

Ask students where the most exciting place they have been on holiday was - either in Libya or abroad. What was so memorable about it? Ask students where their dream destination is and why.

#### A Match each picture to a country. Say what you know about each place. 10 mins

- Tell the students to match the pictures to the country names in the box and tell a partner what they know about each place.
- Write any useful vocabulary that comes up on the board.

#### Answers

Picture 1 Egypt

Picture 2 Libya

Picture 3 England

Picture 4 Greece

#### B Read and match. Where did Sandra go? Which place would you like to visit most? 10 mins

- Tell the students to read what Sandra wrote. about the places she visited and match each one with a picture.
- Tell the students to talk in pairs about which place they would most like to visit and why. Elicit some opinions and reasons.

#### Answers

Paragraph A Picture 1 Paragraph B Picture 3 Paragraph C Picture 2

Paragraph D Picture 4

#### C Now do Exercises A and B on page 30 of the Workbook. 15 mins

Read the questions with the class. Check the meaning of stone and explode and make sure the meaning of question 5 is clear (the preposition at the end may be confusing, so make sure students know and understand that the preposition is for and not by).

#### WB A Read Sandra's notes on page 32 of the Course Book.

Tell the students to read Sandra's notes again and answer the questions by writing in their notebooks.

#### **Answers**

- 1 Her family.
- 2 It was really beautiful and has an amazing history.
- 3 About 5,000 years ago.
- Because tourists had damaged the stones.
- 5 A pharaoh named Khufu.
- 6 Because she had been walking all day.
- 7 She likes to visit old buildings.
- 8 Because people had been keeping gunpowder there.

## WB B Read the notes again. Complete the words.

• Tell the students to complete the words under the pictures. Encourage them to look back at the texts as necessary. Do the first one on the board if the students are having problems.

#### **Answers**

- 1 tourists
- 2 archaeologists
- 3 ancient
- 4 columns

# Unit 3 Lesson 2: Choosing a Holiday

Objectives: Listen to a conversation

for gist.

Listen to a conversation

for information.

Develop the use of the present perfect.

Language: ever, never, yet, already +

present perfect

Vocabulary: guidebook

Revision: brochures,

**byramids** 

21st Century skills: -

Reference: Course Book page 33,

Workbook pages 31 and 32, 6 24 and 25, Grammar and Functions pages 99 and 100

#### Warm up 8 mins

• Look at the picture of the family. Ask the students to guess the relationships between the people (establish that the man standing up is the boy's uncle, and the other adults are his parents). Ask the students what they have on the table in front of them. Elicit brochures, and teach guidebook.

• Tell them to guess what the people are talking about.

## A What are Tariq and his family talking about? 24 Listen and tell your partner. 12 mins

• Tell the students to listen to the family talking and check their predictions.

#### Track 24

What are Tariq and his family talking about? Listen and tell your partner.

Tariq: Hello Uncle Bashir.

Uncle: Hello everyone. Have you decided

where you're going on your

holiday yet?

Father: Er, no, not yet. We want to go

somewhere we've never been, and

we can't agree.

Tariq: I'd really like to go to Egypt. I

want to see the Pyramids. But Dad has already seen them. He went to

Egypt last year on business.

Uncle: Oh, yes. I remember. Hmm. Well,

have you ever been to Greece?

Father: No, we haven't.

Uncle: It's really beautiful. I went there two

years ago, remember? I showed you the pictures I took of the ruins. We had a lot of fun. We took a boat to some beautiful islands, and we went

swimming too.

Mother: Well, I'm not sure I want to go to

Greece in the summer. It's very hot. I'd like to go somewhere that isn't

too hot.

Father: How about England? I've never

visited England. There's a lot

to see.

Mother: That's a great idea. We could go

to Stonehenge. Wouldn't you like

that Tariq?

Tariq: Sure! Can I see the brochures?

Mother: Er, I haven't picked up any brochures about England yet.

I'll get some tomorrow at the

travel agent's.

### B Do Exercise A on page 31 in the Workbook.

• Refer students to page 31 of the Workbook.

## WB A 3 25 Listen to the conversation and mark the sentences true (T) or false (F).

- Read the statements and check that the students know the meaning of pyramids, ruins and brochure.
- Tell the students to listen to 25 and write T or F. Ask them to correct the false sentences when you elicit the answers.

#### Track 25

Listen to the conversation and mark the sentences true or false.

[Track 25 is a repeat of the conversation in Track 24.]

#### Answers

- 1 True.
- 2 True.
- 3 False. (He went two years ago.)
- 4 True.
- 5 False. (She says it's a great idea.)
- 6 False. (Tariq's mother hasn't picked up any brochures yet.)

#### C Read the examples. Then do Exercises B to E on pages 31 and 32 of the Workbook. 17 mins

- Read the Functional Grammar box with the students and ask some questions with 'Have you ...?' around the class. Encourage the students to use the short answers Yes, I have./ No, I haven't.
- Give the students time to read Grammar and Functions section pages 99–100 (down to but not including the section on *yet*). Circulate and answer any questions they may have.
- Then refer students to pages 31 and 32 of the Workbook.

#### WB B Write questions with ever.

 Tell the students to use the prompts to write questions with *ever*. Students who finish quickly can write two or three more questions, choosing their own verbs. Be prepared to go round and help with vocabulary.

#### Answers

- 1 Have you ever been to Derna?
- 2 Have you ever taken a plane?
- 3 Have you ever gone camping?
- 4 Have you ever seen an ox?
- 5 Have you ever eaten Chinese food?
- 6 Have you ever swum in the Red Sea?

## WB C Take turns asking and answering the questions.

 When they have written their questions, the students should take turns asking and answering the questions in pairs.

#### WB D Complete the sentences.

• Tell the students to read the sentences about what each person has done, and complete the second sentence, as in the example. Do one or two sentences on the board if necessary, until they get the idea.

#### **Answers**

- 1 He has never been to England.
- 2 He has never driven a Jeep.
- 3 She has never visited London.
- 4 He has never studied French.
- 5 She has never played squash.

# WB E Bill is preparing for a trip to Greece. Write the correct letters in the box to match the beginnings and endings of the sentences.

• Tell the students that Bill is preparing for another trip to Greece. They should match the phrases to make sentences saying what he has already done and what he hasn't done yet.

Refer the students to Grammar and Functions
Reference page 100 (yet and already) before they
start writing.

#### **Answers**

- 1 d
- 2 е
- 3 c
- 4 f
- 5 a
- 6 H

# Unit 3 Lesson 3: Holiday Fun

**Objectives:** Read for information.

**Language:** Articles (the or nothing)

for place names.

Vocabulary: snowboarding, whitewater

rafting, quad biking, the Alps, helmet, steep, slope, gentle, rent (v), raft, spectacular, safety gear, tour operator

Revision: dune

21st Century skills: Communication Skills:

Drawing conclusions

Reference: Course Book page 34,

Workbook page 33, Grammar and Functions page 100

#### Warm up 8 mins

- Tell the students to look at the pictures and discuss the style of the article. Ask them what age group they think should read the article.
- Discuss the purpose of a travel magazine (to inform and entertain travellers with stories about travel) and ask them if they have ever seen one.
- Teach the new vocabulary and ask students what they know about each sport. What kind of person do they think the article is written for?

## A Read the article on 'Active' holidays. Now do Exercise A on page 33 in the Workbook. 12 mins

• Tell students to read the article carefully and check any new vocabulary. Then refer students to page 33 of the Workbook.

## WB A Read the article on page 34 of the Course Book and mark the sentences true (T) or false (F).

- Tell the students to mark the sentences true or false.
- Choose individual students to correct the false sentences.

#### **Answers**

- 1 True.
- 2 True.
- 3 False (You do it in a river.)
- 4 True.
- 5 False. (You can go on a quad biking tour if you have never done it before.)
- 6 False. (You have to be 12 or over.)

## B Which sport would you like to do? Tell your partner. 8 mins

 Tell the students to think about which sport from the article they would most like to do and why, and compare their ideas with a partner. Elicit some ideas.

## C Read and think about why some place names have 'the'. 7 mins

- Tell the students to read the list of places and decide why some groups of places have *the* and some do not. They can check the reasons for the groupings on Grammar and Functions, page 100.
- When checking answers, elicit more place names (mountain groups, countries made up of states, rivers/seas, etc.) for each category.

**Note:** Chamonix is pronounced /'ʃæmʊniː/.

#### Answers

the Alps - mountain group

the United States – country that is made up of a group of states

the Colorado River – river (also for seas – e.g., the Mediterranean, but not lakes)

Chamonix - town/city

Saudi Arabia – country name that isn't a group of states (most countries)

## D Now do Exercises B and C on page 33 of the Workbook. 10 mins

• Tell students to turn to page 33 of the Workbook.

## WB B Read the sentences and add the where necessary.

- Tell the students that *the* is missing in each sentence. Tell them to decide where each sentence needs *the* and to write it above the sentence in the right position, as in the example.
- When you elicit answers, ask why the was or was not necessary.

#### Answers

- 1 The Indian Ocean is a good place for scuba diving. (the before seas/oceans)
- 2 Mount Everest is in the Himalayas. (no the before individual mountains, but the before groups of mountains)
- 3 Stonehenge is in *the* United Kingdom. (*the* before a country that is made up of a group of states)
- 4 Oman is on *the* Arabian Sea. (no *the* before countries, *the* before seas/oceans)
- 5 We went for a boat ride on *the* Nile. (*the* before rivers)
- 6 The Pyrenees Mountains are between France and Spain. (the before groups of mountains, no the before individual country names)

## WB C Read the paragraph. Delete the if it is not necessary.

• Tell the students to read the paragraph and cross out *the* where it isn't necessary.

• When you elicit answers make sure you ask the students why they have deleted *the* or left it in.

#### Answers

I went to *the* Australia last year for my holidays. First I went to *the* Brisbane [/brɪzbən/], a city with a very warm climate and a beautiful botanic garden. Then I went surfing in *the* Pacific Ocean. It was very exciting because *the* waves were huge. After that, I went to another big city called *the* Sydney. I visited the Olympic Park and did a lot of shopping. I also went to *the* Blue Mountains, which are only a two-hour drive from *the* Sydney. I spent the last part of my holiday in *the* Tasmania, which is an island south of *the* Australia. This was my favourite part of the holiday, because I went whitewater rafting on *the* Franklin River.

# Unit 3 Lesson 4: Getting Information

Objectives: Listen to telephone

conversations for

information.

Language: Expressions for checking,

confirming and correcting

information.

**Vocabulary:** single room, double room,

high season, rate

Revision: return ticket

21st Century skills: -

Reference: Course Book page 35,

Workbook pages 34 and

35, 6 26 to 28

#### Warm up 6 mins

- Remind the students that Tariq's family were talking about going on holiday in Lesson 2. Ask the students where the family decided to go (*England*).
- Tell the students to look at the pictures and establish whom Tariq's father is talking to in

- each case (an airline clerk in the first picture and a hotel receptionist in the second).
- Elicit what kind of information you might ask for from each person, write notes on the board and teach any relevant vocabulary (e.g., airline clerk cost of flights, available dates, weight limit for baggage, check-in times; hotel receptionist cost of rooms, facilities at hotel, available dates, check-in and check-out times, meal times).

# A © 26 Listen to the conversations. Who does Tariq's father phone first? What does he talk about with each person? 10 mins

 Tell the students to listen to the two conversations, decide whom Tariq's father speaks to first and what he asks about in each conversation.

#### Track 26

Listen to the conversations. Who does Tariq's father phone first? What does he talk about with each person?

#### Conversation 1

Airline clerk: Afriqiyah Airways, how can I

help you?

Father: Hello, I'd like some information

about flights from Tripoli

to London.

Airline clerk: Certainly. When would you like to fly?

Father: Well, it's cheaper to fly on a

Friday, right?

Airline clerk: Yes, that's right.

Father: Then I'd like to fly on Friday

10th June.

Airline clerk: Would you prefer to leave in the

morning or in the afternoon?

Father: In the morning, please.

Airline clerk: OK. We have three flights from

Tripoli to London on Friday 10<sup>th</sup> June. One leaves at 6.20, one leaves

at 9.45, and one leaves at 11.30.

Father: I'm sorry, did you say the flights

leave at 6.20, 9.35 and 11.30?

Airline clerk: No, that was 9.45.

Father: Oh. Well, I think I'd like to leave

at 9.45.

Airline clerk: OK, Do you want a single or

return ticket?

Father: Return, please.

Airline clerk: And when would you like

to return?

Father: 1'd like to return on 30th June.

Conversation 2

Receptionist: Good morning, Central Hotel. Father: Good morning. I'm calling for

information about your rates.

Receptionist: Do you want a single room or a

double room?

Father: One single and one double

room, please.

Receptionist: OK. Double rooms cost £65 per

night. And we have two types of single rooms. Single rooms with a shower cost £60 per night. Rooms without a shower cost £58 per night. All rooms cost £5 more per night during high season, that's

from June to August.

Father: I'm sorry. Could you say

that again?

Receptionist: Of course. A single room with

a shower costs £60 per night. A room without a shower costs £58 per night. And in June, July and August, all rooms cost £5 more

per night.

Father: Do you mean a single room

without a shower for the night of

10th June costs £63?

Receptionist: Yes, that's right.

Father: OK. Thank you very much for

your help.

Receptionist: You're welcome. Goodbye.

#### **Answers**

He speaks to the airline clerk first.

He asks the airline clerk about the cost and time

of flights from Tripoli to London.

He asks the receptionist about the price of

hotel rooms.

#### B Now do Exercise A on page 34 of the Workbook. 6 mins

Tell students to turn to page 34 of the Workbook.

#### WB A @ 27 Read the extracts from Conversation 1. Mark Taria's father's lines F and the airline clerk's lines A.

- Tell the students to read the sentences from the first conversation and mark them 'F' or 'A' as appropriate. Read the first two sentences with the class and help them decide, if you think the students need some guidance.
- Play 6 27 for the students to check their answers.

#### Track 27

#### Listen and check your answers.

[Track 27 is a repeat of Conversation 1 from Track 26.]

#### Answers

Conversation I

- Afriqiyah Airways, how can I help you?
- Hello, I'd like some information about Fflights from Tripoli to London.
- $\boldsymbol{F}$ Well, it's cheaper to fly on a Friday, right?
- OK. We have three flights from Tripoli to  $\boldsymbol{A}$ London on Friday 10th June.
- OK. Do you want a single or return ticket?  $\underline{A}$
- One leaves at 6.20, one leaves at 9.45, and  $\boldsymbol{A}$ one leaves at 11.30.
- I'd like to return on 30th June, F

#### C \$\alpha 28 Listen to Conversation 2 again and answer the questions.

Tell the students to listen to Conversation 2 again and answer the questions. Play 6 28.

#### Track 28

Listen to Conversation 2 again and answer the questions.

[Track 28 is a repeat of Conversation 2 from Track 26.

#### D Read the conversation in Exercise B on pages 34 and 35 of the Workbook and check your answers. 13 mins

Refer students to pages 34 an 35 of the Workbook.

#### WB B Read Conversation 2. Check your answers.

Have the students follow the transcript in Exercise B to check their answers. Make sure they realize it continues on the next page.

#### Answers

- One single and one double room.
- 10th June.
- 3 June to August.

#### E Now do Exercise C on page 35 of the Workbook.

- Tell the students to read the sentences in the Functional Grammar box.
- Ask them What does Tarig's father say when he knows the answer, but isn't sure? ( ... right?/Do you mean ...?) What does he say when he can't hear what the woman said? (Did you say ...?/ Could you say that again?).
- Tell the students it's important not to talk in a monotone if you want to sound polite when you are checking information.
- Then instruct students to turn to page 35 in the Workbook.

#### WB C Complete the dialogue, then practise it with a partner.

- Read the first few lines of the dialogue and elicit possible words and phrases for the spaces (e.g., 1 could be Hello or Good morning).
- Let the students work in pairs to complete the dialogues. Encourage them to refer to the Functional Grammar box on page 35 of the Course Book and use the new language.
- Tell the students to practise the dialogue in pairs.
- Ask volunteers to perform the dialogue for the class.

#### **Answers**

- 1 Hello/Good morning
- 2 Tripoli (or a different starting point)
- 3 London (or a different destination)
- 4 rìght
- 5 leaves
- 6 Sorry, did you say
- 7 How much does it cost
- 8 I'm sorry, could you say that again

**Note:** For next week, if possible, try to bring real examples of receipts, leaflets, brochures, tickets, or any other documents related to travel.

## Unit 3 Lesson 5: Travel Plans

Objectives: Extend vocabulary - travel

related documents.
Scan documents for information.

Language: The present simple for

future plans.

Vocabulary: receipt, itinerary

Revision: guidebook, timetable, brochire

21st Century skills: Media Literacy: Inferring

information from images

Reference: Course Book page 36,

Workbook pages 36 and 37, Grammar and Functions page 96

#### Warm up 5 mins

• Ask the students what documents they need when planning and going on a holiday. Ask students what they or their parents might look at before deciding where to go. Try to elicit guidebook and brochure as revision. Explain shuttle bus – a bus that travels between two or more places, e.g., a hotel and an airport, regularly.

## A Match the documents with the words in the box. What is each one for? 8 mins

- Tell the students to look at the documents and match the ones they know with the words in the box. Point out that the *p* in *receipt* is silent. If you have brought any real travel-related documents to class, try and share them around.
- Teach any new words.

#### **Answers**

guidebook: information on a place, plane ticket: ticket to take a flight, leaflet: advert for something, receipt: proof of purchase or cost, timetable: list of times a service runs

## B Read about what each person needs and find the document. 10 mins

- Tell the students to read the speech bubbles and find the appropriate documents.
- When they have finished, discuss the purpose of the remaining document (*plane ticket* = to remind you of the time of your flight and for the airline to check who you are).

#### Answers

- 1 Receipt
- 2 Timetable
- 3 Leaflets/guidebook
- 4 Guidebook

## C Now do Exercise A on page 36 in the Workbook. 10 mins

Refer students to page 36 in the Workbook.

## WB A Use the documents on page 36 of the Course Book to complete the itinerary.

• Discuss the itinerary in the Workbook. Explain that sometimes when people travel they ask a travel agent to organize the trip for them. When they do that, they generally receive an itinerary (a plan for the trip) telling them what they will do on each day of their trip.

#### Unit 3 Travel and Tourism

 Tell the students to find the missing information in the documents in the CB and write them in the itinerary.

#### Answers

- 1 London
- 2 19.10 (or 7.10 p.m.)
- 3 20.35 (or 8.35 p.m.)
- 4 £15
- 5 9 a.m.

#### D Look at the Functional Grammar box. Now do Exercises B and C on page 36 of the Workbook. 12 mins

 Read the Functional Grammar box and the examples with the students. Refer also to Grammar and Functions, page 96. Then tell students to go to page 36 of their Workbooks.

## WB B Take turns asking and answering questions about ...

- As a warm up, tell the students to take turns asking and answering questions about the itinerary as in the example. Then ask students to ask and answer questions about each of the items and activities in the box.
- Circulate to check that they are using the present simple and making complete sentences.

#### Model questions and answers

What time do we take the shuttle bus to the hotel? We get the bus at 8.00 p.m.

What time do we have dinner on the boat? We have dinner on the boat at 8.00 p.m.

How much will dinner on the boat cost? Dinner on the boat will cost £15.

What type of museum are we going to? It is an Egyptian museum.

What can we see at the museum? At the museum we can see the treasure of Tutankhamun.

What time does the museum open? The museum opens at 9 a.m. every day.

## **WB** C Look at the posters opposite and then answer the questions.

 Instruct students to look carefully at the posters on page 37 of the Workbook, then ask them to answer the questions.

#### Answers

- 1 10 a.m.
- 2 9 p.m.
- 3 seven
- 4 six times
- 5 2200

## Unit 3 Lesson 6: At the Hotel

Objectives: Revise and extend

vocabulary for hotels.

Listen for information.

Language: Modals for making polite

requests Could you ...? Can I have ...? etc.

Vocabulary: reservation, pillow,

luggage, receptionist,

porter, guest

Revision: single room,

lift, waiter

21st Century skills: -

5 mins

Reference: Course Book pages 37 and

38, Workbook pages 37

and 38, 29 and 30

#### Warm up

in a good hotel.

Ask students what features they would like a hotel to have when they are staying in one on holiday. For example, Would you like a swimming pool? A buffet? Would you like the hotel to host activities in the evening? Ask students which features they think matter most

#### A Name as many items as you can in the photos of hotels in Tripoli.

5 mins

Look at the photographs on the page and elicit vocabulary. Check that the students know reception(ist), luggage, check in, swimming pool, waiter, restaurant, order (a meal), bed, pillow, chair, curtain).

#### **B** What are the people below doing? Describe the pictures with words from the box. 6 mins

Ask the students what the people in the four larger pictures (1 to 4) are doing. Encourage them to use the words from the box in their descriptions. Put them in pairs to talk about the pictures, then ask some of the students for ideas. Don't confirm answers yet (encourage the students to listen and check).

#### C 29 Listen and check your ideas. Then study the phrases below. 8 mins

- Tell the students to listen to the four conversations and check their guesses about what the people are doing.
- Elicit answers and ask individual students to say what the people in the pictures are doing (ask Where is the museum?)
- Then read the Functional-Grammar box together. Ask students in which situations they think polite requests and refusals like these should be used.

#### Track 29 Listen and check your ideas.

	Conversation 1
Receptionist:	Good evening, madam.
Guest:	Good evening. I have a reservation
	for three nights.
Receptionist:	Could you give me your
	name, please?
Guest:	Yes, it's Dubey.
Receptionist:	Ah, yes, Mrs Dubey. You have a
a break and	reservation for a single room with
	a shower from April 5th to April 7th.

Guest: That's right. Receptionist: Could you sign here, please? Guest: Of course ... Receptionist: Thank you. Do you need help with your luggage? Guest: No, thanks. I'll take it up myself. Receptionist: Here's your key, madam. The lift is on your left. Thank you. Guest: Conversation 2 Receptionist: Reception. How can I help you? Hello. This is Peter Smith in room Guest: 202. I'm calling because I only have one pillow in the room. Can you bring me another one? Receptionist: Of course. And would you please send up Guest: some soap as well? There isn't any in the bathroom. Oh, I'rn very sorry. I'll send some Receptionist: up right away. Guest: Thank you very much. Conversation 3 Waiter: Do you know what you'd like? Woman: Yes. I'll have a boiled egg, please. Man: I'll have the same. Woman: Could I have some toast, please? Waiter: Of course. Would you like some too, sir? Man: Yes, please. And can I have some jam as well? Waiter: Certainly. We've got apricot and raspberry. Would you like

anything else? Woman: Oh yes. Would you bring us some tea, please? I'll bring it right away. Waiter: Conversation 4 Guest: Excuse me. Could you tell me

where the museum is? Receptionist: Of course. Do you mean the Modern Art Museum? Guest: No, the Natural History Museum. Oh. Erm, yes. It's in New Street, Receptionist: near the post office. Guest: Can you tell me how to get there? Receptionist: Yes. Um, let's see. ... You leave the hotel through this door. Take the

#### Unit 3 Travel and Tourism

first right, then go straight on and you'll see New Street on the left. It's not far at all. The museum is the big building with the red roof.

You can't miss it.

Guest: OK. First right, straight on, then

it's on the left. Great. Thank you

for your help.

Receptionist: You're welcome.

#### Answers

Conversation 1 – The woman is checking in to a hotel.

Conversation 2 – The guest is phoning hotel reception to ask for a pillow and some soap. Conversation 3 – The couple are ordering breakfast.

Conversation 4 – The guest is asking the receptionist for directions.

## D Now do Exercises A and B on pages 37 and 38 of the Workbook. 10 mins

 Refer students to pages 37 and 38 of the Workbook.

## WB A \$\infty\$ 30 Listen to Conversations 3 and 4 again and tick the sentences you hear.

- First, ask the students to find and underline the phrases for making polite requests in the sentences in Exercise A.
- Then tell the students to listen to Conversations 3 and 4 again and tick the expressions they hear in Exercise A. Play 30.

#### Track 30

Listen to Conversations 3 and 4 again and tick the sentences you hear.

[Track 30 is a repeat of Conversations 3 and 4 from Track 29.]

#### Answers

Check that the students have underlined the relevant parts of the sentences (e.g., Could you

tell me ...? Could I have ...?).

The students should tick 1, 2, 4, 5 and 7.

#### WB B Put the dialogues in order. Then listen and check your answers.

- Tell the students to read the conversations and put them in order by numbering the lines. They should write the numbers in pencil at this stage. Remind students that the Exercise continues onto page 38.
- Let the students compare in pairs before you play **3** 31 for them to check the order.
- Remind the students about the importance of intonation. Tell them to listen again and pause the audio after each request for the students to repeat.
- For answers see transcript.

## Track 31 Listen and check your answers.

Waitress: Do you know what you'd like?
Guest: Yes, could I have a cooked

breakfast, please?

Waitress: Certainly. Would you like

something to drink?

Guest: Yes, can you bring me a glass of

orange juice?

Waitress: I'm afraid we haven't got any

more. We have apple and

grape juice.

Guest: I'll have an apple juice then.

Mr Adams: Good morning. I have a

reservation for two nights.

Receptionist: Could you give me your

name please?

Mr Adams: Yes, It's John Adams.

Receptionist: Would you fill out this form,

please, Mr Adams?

Mr Adams: Yes, of course.

Guest: Can I buy a newspaper at the

gift shop?

Receptionist: Yes, but I'm afraid it's closed at

the moment.

Guest: Could you tell me when it opens?

Receptionist: At half past nine.

Guest: And when does it close?

Receptionist: At eight o'clock in the evening.

## E Work in pairs. Imagine you are in a restaurant. Practise asking the waiter for the items in the pictures. 6 mins

- Tell the students to work in pairs. One is a waiter and one is a customer. The 'customer' should make polite requests for the things in the pictures. Check that the students know the names of all the items before they begin (bread roll, fork, bill, etc.).
- Circulate, listening to the conversations. Check that the 'waiter' is replying with polite phrases like the ones on page 38 of the Course Book (Of course, Certainly, I'm afraid ...).
- After two or three minutes, get the students to change roles.
- Invite volunteers to act out a dialogue for the class.

## F Now do Exercise C on page 38 of the Workbook. 5 mins

 Tell students to turn to page 38 of the Workbook.

## WB C Complete then match the phrases. Then write sentences using the present simple.

- Instruct students to write out the sentences in full using the present simple. Then ask students to match the questions and answers to form complete phrases.
- When students are finished, ask them to write other similar sentences using the present simple.
   For example, Can we bring a cake?

#### **Answers**

- 1 Can you bring some snacks with you?
- b I'm afraid l won't be able to.
- 2 Can you tell me when the next train to the airport leaves?
- c I'm sorry, but I don't work here.
- 3 Can I talk to you about my exam results?
- a Certainly, *I'd be happy* to discuss your results.

# Unit 3 Lesson 7: Giving Directions

**Objectives:** Ask and give directions. **Language:** Language for giving

directions.

**Vocabulary:** near, just past, around the

corner (from), five minutes

away

Revision: porter, aquarium

21st Century skills: Communication Skills:

Understanding direction

Reference: Course Book page 39,

Workbook page 39,

₩ 32 and 33

#### Warm up 10 mins

• Read the names of the buildings on the map. Clarify the meaning of any new items (e.g., newsstand, ice-cream stand).

## A \$\infty\$ 32 A hotel porter is giving people directions. Match the questions and answers, then listen and check. 20 mins

- Read the instructions with the class. Make sure they remember what a *porter* does. Establish that all directions start from in front of the hotel.
- Tell students to read the questions and match them with the answers by looking carefully at the map. They can work in pairs.
- Circulate and help clarify the directions most should be familiar to the students and the meaning of new items (around the corner, just past, five minutes away) can be seen clearly on the map.
- Play \$\int 32\$ for the students to listen and check.

### Track 32 Listen and check.

Young man: Excuse me, how far is the football

pitch from here?

Porter: It's about five minutes away. Turn

left on Bank Street and go straight

#### Travel and Tourism

on until you reach the river. It's on

the left.

Young man: Thanks.

Could you tell me where the bus Woman:

stop is?

Porter: Yes. It's around the corner. Just

turn right on Bank Street and you'll

see it.

Woman: Thank you very much.

Man: Excuse me, where's the train

station?

Go along Main Street. It's on the Porter:

right, just past the car park.

Man: Thanks.

Excuse me, where's the nearest Young man:

restaurant?

It's on Park Avenue, near the Porter:

> cinema. Go along this street and turn left on River Road. It's on the

right, opposite the museum.

Young man: OK. Thanks.

#### Answers

A 2

3

C1

D 4

- Write the new items for describing location and any phrases that you feel the students need to revise on the board (e.g., opposite, go straight on, go along the street).
- Practise pronunciation and ask the students to give you directions to well-known places in your town (from the school or from a city centre landmark).

#### B Now do Exercises A to C on page 39 of the Workbook. 15 mins

Refer students to page 39 of the Workbook.

#### WB A Look at the map on page 39 of the Course Book. Complete the dialogues with phrases from the box. The people are in front of the department store.

Tell the students to complete the dialogue in Exercise A with phrases from the box. Make sure they realize that the directions refer to the map on page 39 of the Course Book, so they will need to look closely at it. Each set of directions starts from the department store this time, not the hotel.

#### **Answers**

- It's around the corner 1
- just past the chemist's
- near the hotel
- about five minutes away

#### WBB 633 Look at the map in the Course Book. Imagine you are at the hotel. Listen to the directions and write the names of the places (1 to 4).

Tell the students to listen to the directions and find each place on their map. The people are at the hotel. Each set of directions refers to one of the numbered buildings on the map (1 to 4). Tell the students to write the name of the place by the corresponding number in their notebooks.

#### Track 33

Look at the map in the Course Book. Imagine you are at the hotel. Listen to the directions and write the names of the places (1 to 4).

- A: Excuse me, where's the school?
- B: It's just over there, opposite the hotel.

B

- A: Could you tell me where the theme park is?
- B: Of course. Er ... it's on River Road, past the restaurant.

C

A: Excuse me. Is the sports shop far from here?

B: No, it's only two minutes away, on the corner of River Road and Main Street.

D

A: Excuse me, where's the fire station?

B: It's along this street on the right, near the library.

#### **Answers**

A = 3 (school)

B = 4 (theme park)

C = 2 (sports shop)

D = 1 (fire station)

### **WB** C Reorder the words to make sentences.

 Instruct students to put the words in each sentence in the correct order.

#### **Answers**

- 1 Where is the school bookshop?
- 2 Can you tell me how far the bakery is?
- 3 It is just around the corner.

# Unit 3 Lesson 8: Travel Experiences

**Objectives:** Revise the present perfect.

Read postcards and emails

for information.

Learn the present perfect

continuous.

Write a postcard or email.

Language: Present perfect continuous

Vocabulary: Revision: huge, crowded,

quad bike

21st Century skills: Media Literacy: Inferring

information from images

Reference: Course Book 40, page

Workbook pages 40 to 42,

Grammar and Functions

page 101

#### Warm up 6 min

 Ask the students whether they write postcards or emails when they are on holiday and why (or why not). Explain that many British people write postcards to friends and family when they are away from home.

## A Read the postcard and the email. Which holiday sounds like the most fun? 10 mins

- Tell the students to read the postcard and email quickly and say which holiday sounds like the most fun and why.
- Ask them what they think are the main differences between postcards and emails (possible answers: the layout of postcards is more formal, postcards include pictures, postcards take longer to arrive, emails are more personal).

# B Look at the examples in the Functional Grammar box. Can you find more examples of the present perfect continuous? 8 mins

- Read the examples in the Functional Grammar box. Refer the students to Grammar and Functions, page 101. Give them time to read the information about the present perfect continuous and answer any questions individual students may have.
- Tell the students to find more examples of the present perfect continuous in the postcard and email.

#### Answers

Postcard: I've been having a great time here in

Saudi Arabia.

Email: We've been visiting lots of

monuments and museums.

### C Now do Exercises A to E on pages 40 to 42 of the Workbook. 21 mins

 Tell students to turn to pages 40 to 42 of the Workbook.

#### WB A Hamid wants to go diving. Use the words to make sentences about what he has already done and what he hasn't done yet.

- Briefly revise yet and already by talking about what you have already done or not done yet so far in the day (e.g., I have already eaten breakfast. I have already taught two classes. I haven't finished marking the homework yet. I haven't eaten lunch yet. I haven't been shopping yet.). Elicit some similar examples with already and yet from the students.
- Refer the students to the picture in the
  Workbook and ask them what Hamid is going to
  do (= go diving). Elicit that he is holding a leaflet
  and a mask.
- Talk the students through the two examples. Remind them that *already* is usually positioned between *have* and the past participle, while *yet* always goes at the end of a sentence. Make sure it is clear that the ticks mean Hamid has already done the things and the crosses mean he hasn't done them yet.
- The students work on the sentences individually, then compare their answers in pairs. Circulate, checking that the students choose and spell the irregular past participles found and bought correctly (7 and 8).

#### Answers

- 1 He has already watched a video about diving.
- 2 He has already asked his parents for permission.
- 3 He hasn't rented the breathing equipment yet.
- 4 He has already practised swimming underwater.
- 5 He hasn't found a diving teacher yet.
- 6 He hasn't bought a waterproof camera yet.

# WB B What have Christine and her family been doing on their holiday? Complete the sentences with the words in the box.

 Tell the students to complete the present perfect continuous sentences with the correct verb from the box.

**Note:** Christine is pronounced /'krīstīn/

#### **Answers**

- 1 We have been eating good food.
- We haven't been *swimming* in the pool because we prefer the beach.
- 3 I haven't been *taking* pictures because I forgot my camera.
- 4 My sister has been learning to sail.
- 5 My parents have been visiting museums.

## WB C Make sentences about what the people have been doing.

 Tell the students to use the words under the pictures to write present perfect continuous sentences. Do the first sentence together on the board before setting the exercise. Remind students that the Exercise continues onto page 42.

#### **Answers**

- 1 He has (He's) been swimming in the pool.
- 2 They have (They've) been waiting for an hour.
- 3 He has (He's) been playing tennis.
- 4 He has (He's) been painting.
- 5 They have (They've) been playing in the sand.
- 6 She has (She's) been cooking.

## WB D Think about a place you have visited, in Libya or in another country. Write notes to answer the questions.

 Read through the questions with the class and tell the students to work on their own, writing notes about a place they've been.

#### WB E Now imagine you are there. Use your notes to write a text message or an email to a friend.

- Tell the students to use their notes to write a text message or email to a friend.
- Remind students to follow the Checklist for written work on page 106 of the Course Book.

#### Model answer

Hi, Alberto!

How are you? I've been in Scotland for the last two weeks on holiday with my sister. It's a beautiful country, but the weather hasn't been as good as at home. We took a car to Eilean Donan castle. It's an amazing old castle on a tiny island in the middle of a loch. In Scotland, lakes are called 'lochs'. After that we went to Camusdarach Beach, near the town of Arisaig. Scottish names are hard to say! We stayed there for a few days and went surfing on the water. The beach is white and smooth, just like the beaches back home. I thought Scottish beaches would be grey and full of rocks. The water was freezing, but we could see three other islands from the beach and the water was so blue and pretty. My favourite day was when we went to Edinburgh. That's the capital of Scotland. There were people playing bagpipes and they were wearing kilts. The buildings were so old but there was great music and lots to see and do.

I hope you're having fun at home! Speak to you soon,
Marco

#### Round up

• Go over the Round up page quickly. Tell the students to work in pairs to check their understanding and recollection of the unit. For each language point listed, the students should take it in turns to make sentences or think of more examples. Their partner should correct them if necessary.

## Unit 4

## Fun with English 1

#### Listening and speaking

- Discussing advantages and disadvantages
- Expressing opinions
- Exchanging information about places

#### Reading and writing

- Reading for gist
- Reading for details

#### Structure and language

• Grammar and vocabulary from Units 1 to 3

#### 21st Century skills

- Information Literacy: Interpreting the purpose of text
- Study Skills: Interpreting charts
- Study Skills: Scanning for information

### **Key words**

advantage (n) – /əd'va:ntidʒ/ amusement (n) – /ə'mju:zmənt/ artefact (n) – /'a:(r)tifækt/ blogger (n) – /'blɒgə/ blossom (n) – /'blɒsəm/ charity (n) - /'tʃærəti/
gap (n) - /gæp/
gear (n) - /gɪə(r)/
immediately (adv) - /ɪ'miːdɪətli/
local (adj) - /'ləʊkl/

population (n) - /,pppju'leisn/ vaccination (v) - /,væksi'neisn/ syllable (n) - /'siləbl/

## Unit 4 Lesson 1: The Gap Year

Objectives: Revise identifying purpose,

features and audience of

a text.

Revise using topic sentences to find information. Read for detailed information.

Language: Revision: present

continuous for changing

situations.

Vocabulary: Revision: rise, charity,

pyramids, whitewater rafting, vaccinations New: gap year, antonym

21st Century skills: Study Skills: Scanning for

information; Information Literacy: Interpreting

purpose of text

Reference: Course Book pages 44

and 45, Workbook pages 43 and 44

#### Warm up 6 mins

- Books closed, elicit the three purposes of a text that were discussed in Unit 1 (to entertain, to inform, to persuade).
- Ask the students what they can use to identify the purpose of a text before they read (How do you know what a text is for?). Elicit/suggest features such as layout, titles and illustrations. Discuss how these features can also help you identify the intended audience of a text.

#### A What is the article for? Who should read it? Read and find out.

Course Books open. Explain that a gap year is a period of time many teenagers take off between school and university or when professional people take time off from their job. Discuss

- the features of this article with the class (for example, the informal style of the pictures and heading, what the graph shows, the use of 'you' to talk directly to the reader).
- Read the two questions at the top of the page with the class. Elicit ideas but don't confirm answers until the students have read the article, as this gives them motivation to read the first time.

#### Answers

The article is informative – it gives practical information and advice.

It is for young people who are thinking of taking a gap year.

#### B Write the number of the paragraph where you think you will find each fact. Then check your answers.

8 mins

- Remind the students that most paragraphs have topic sentences. These are usually at the beginning of the paragraph and give the main idea of what follows.
- Tell the students to use the topic sentences of the article to predict where they will find each fact in Exercise B. They should write the number of the paragraphs next to the sentences in the boxes marked 'Paragraph'.

#### Answers

- Paragraph 2
- 2 Paragraph 1
- 3 Paragraph 4
- 4 Paragraph 3

#### C Read the article on page 44 more carefully and answer the questions. 8 mins

- Give the students time to read the questions in Exercise C. Answer any questions they may have.
- Tell the students to read the article again and answer the questions by making notes.

#### **Answers**

- 1 They work with charities (e.g., building houses or teaching), learn new sports or travel.
- 2 Plan the year well.
- 3 It helps you to find out what you like and what you are good at. You can learn things, meet people and see the world.
- 4 Answers depend on students.

### D Now do Exercises A to D on pages 43 and 44 of the Workbook. 13 mins

 Refer students to pages 43 and 44 of the Workbook.

#### WB A Scan the text on page 44 of the Course Book again. Find words or expressions that have a similar meaning to the items below.

- Tell students to scan the text on page 44 of the Course Book again.
- Students should find synonyms or expressions that have a similar meaning to the words in Exercise A.

#### Answers

- 1 areas
- 2 gear
- 3 vaccinations
- 4 local
- 5 advantages
- 6 possibilities
- 7 teenagers
- 8 charity organizations

WB B In groups of four, talk about your answers to Exercise C on page 45 of the Course Book. Divide your group in half. One pair argues in favour of going on a gap year. One pair argues against.

 Organize students into groups of four. Tell students to re-read their answers from Exercise C on page 45 of the Course Book.

- Then divide each group into two pairs. Explain that one pair will be arguing in favour of going on a gap year and the other group will be arguing against it.
- Go round the classroom and listen to the debates.
- Select pairs with contrasting tasks to demonstrate their arguments to the class.

#### Possible answers

- What kinds of things do young people do during a gap year?
   Work with charity organizations, build houses, teach, learn a new sport, travel far from home.
- What do you need to do before you take a gap year? You need to plan your trip. This means you need to learn about the country you will visit, find out if you need any vaccinations, and what clothing you should pack. You can also use an organization to help you plan the trip.
- 3 What are the advantages of taking a gap year?
  You can decide what you like and what you are good at. You can learn skills, like a new language or sport, to help you find a job.
  You can meet new people and see the world,
- 4 Would you like to take a gap year? Why/ Why not?

#### For

I would like to take a gap year because I would like to travel around the world and learn about other countries. I would also like to take a gap year because I want to learn new skills, like teaching, that will help me find a job in my country.

#### Against

I would not like to take a gap year because I want to start work straight after school. I can learn about other cultures and skills that will help me without travelling to another country. Also, you need lots of money to take a gap year because travelling to another country is very expensive.

#### WB C Work with a partner. Write a synonym and two antonyms for rise.

Tell the students to write a synonym and two antonyms (= opposites) for rise. They should look back at the Course Book if they don't remember the words.

#### Answers

synonym: go up antonyms: fall, go down

#### WB D Work in pairs. Student A: Use the words in Exercise C to ask and answer auestions and complete your table with arrows. Student B: Turn to page 44.

- Tell the students to work in pairs (A and B). Student A should look at the table on page 43 and Student B at page 44.
- Student B starts by asking questions to complete his/her first table. They should use the words from Exercise C. Student A tells Student B whether the number of visitors to each country is going up or down (according to the arrows in the table) and Student B marks his/her table with arrows. Show the students exactly what to do by demonstrating with a confident student first and showing them the question and answer exchange on page 44 of the Workbook.
- When Student B has completed the table, Student A asks the questions.

#### **Answers**

Country	Number of visitors
France	7
Spain	7
United States	7
Cbina	7
Mexico	7
Italy	7

## Unit 4 Lesson 2: Staying in Touch

Objectives: Revise giving and

responding to opinions. Listen for information.

Language: Revision

Vocabulary: Revision: mobile phone,

equipment text(v)

21st Century skills: Life Skills: Critical thinking

Reference: Course Book page 46,

Workbook pages 44 and 45, 34 and 35

#### Warm up

6 mins

Ask students to put their hands up if they use a mobile phone. Establish how much time they spend on their phones communicating with others. Ask students how they think people communicated before the smartphone.

#### A Work in pairs. Which of these communication methods do you use? Discuss your ideas.

- Look at the pictures and ask the students which method they use most to communicate (have a vote with a show of hands to find the most popular method).
- B @ 34 What are the advantages and disadvantages of mobile phones? Discuss your ideas. Then listen and see if the speakers had the same ideas. 12 mins
- Tell the students they are going to hear people talking about mobile phones. Tell them to write their own ideas about the advantages and disadvantages of mobile phones in their notebooks before they listen.

 Tell the students to listen to three young people talking about mobile phones and see if these people mention the same advantages and disadvantages they thought of. Elicit any other opinions that the students picked up.

## Track 34 Listen and see if the speakers had the same ideas.

Sami: You don't look very happy, Adam. Adam: That's because my parents don't

want me to get a mobile phone.

Sami: Why do you want to get a mobile phone? I think they are a complete

waste of money. They're expensive and you don't really need one. You see your friends and family

every day.

Adam: I don't agree. They're very

useful. If you have a problem, it's important to be able to reach someone. Last week I asked my brother to pick me up at the sports centre at 4 o'clock and he forgot. I waited for an hour before he remembered to come. I wished I'd

had a mobile phone then!

Sami: What do you think, Hamad? Hamad: I agree with Adam. And anyway,

a lot of parents like their children to have mobile phones. They like to know they can contact them

any time.

Sami: Maybe you're right, but they can't

talk to them if the phones don't work. That's another problem with mobile phones: they don't work

everywhere.

Hamad: Yes, but you can leave a message

when the phone isn't working or is

turned off.

Sami: That's another problem! I think

people with mobile phones are really impolite because they leave their phones on in the cinema and in restaurants. It really annoys me.

#### Answers

Advantages of mobiles: useful for reaching someone if you have a problem, parents can contact their children, can leave messages. Disadvantages of mobiles: expensive, not really necessary, don't work everywhere, mobile phone users are impolite – annoying when people leave them on in cinemas and restaurants.

#### C Read the opinions below.

6 mins

 Tell the students to match the opinions in the speech bubbles with the pictures in the CB.

#### **Answers**

a 5

b 1/4

c 1/6

D Do you agree? Think of other reasons why you like or dislike these ways of communicating and write them in your notebook. [5 mins]

- Ask the students if they agree with the speakers' opinions. Tell the students to work in pairs and write as many reasons why they like or don't like these methods of communication.
- Elicit ideas from the class and write them on the board.

#### Possible answers

#### Texting

I like texting because it is fast and you don't have to write a lot.

I don't like texting because people don't write in sentences. Sometimes it's difficult to understand.

#### Speaking on the phone

I like speaking on the phone because you can say as much as you want.

I don't like speaking on the phone when I'm tired.

#### Writing letters/postcards

I like writing letters because people are surprised when I send them letters.

I don't like writing letters because they get there very slowly.

#### Unit 4 Fun with English 1

#### **Emailing**

I like emailing because it is like a letter, but it gets there very quickly.

I don't like emailing because I don't always have a computer with me. Texting is usually quicker and easier.

### E Now do Exercises A to D on pages 44 and 45 of the Workbook. 12 mins

 Refer students to pages 44 and 45 of the Workbook.

## WB A @ 35 Listen again. Match each opinion with a reason.

- Let the students match the opinions and reasons in Exercise A in pencil before you play 35. Elicit that *because* is commonly used when giving an opinion, but make sure they realize that it is not always used (especially if the context is clear).
- Tell the students to listen and check their answers as you play \$\infty\$ 35.

#### Track 35

### Listen again. Match each opinion with a reason.

[Track 35 is a repeat of Track 34.]

#### **Answers**

- You don't really need a mobile phone because you see your friends and family every day.
- 2 They are very useful. If you have a problem, you can call someone.
- In my opinion, parents like their children to have a mobile phone because they like to know they can contact them any time.
- 4 I think people with mobile phones are really impolite because they leave their phones on in the cinema and in restaurants.

## WB B Work with a partner. Think of advantages and disadvantages. Make notes.

- Tell the students to work in pairs and write as many reasons why they like or don't like the three methods of communication in the table (social media, text messages and email) as they can.
- Elicit ideas from the class and write them on the board

#### Possible answers

#### Social media

Advantages – You can see what your friends and family are doing.

Disadvantages – People lie about how happy they are on social media. It is not real life. It is distracting.

#### Text message

Advantages – It is quick and easy. Disadvantages – People don't write in full sentences.

#### Email

Advantages – You can speak to anyone in the world for free.

Disadvantages – You need internet access to send or get emails.

## WB C Work in groups. Tell your classmates your opinions. Ask them what they think.

- Tell the students to work in groups to discuss their opinions with their classmates. Encourage them to listen to and respond to their classmates' opinions. They can refer to their notes in Exercise B if necessary.
- Circulate and listen, encouraging the students to use the set phrases they have studied for agreeing and disagreeing and expressing opinions.

#### Possible answers

- I think that social media is a waste of time because it isn't important for a happy life.
- I don't agree. I think it is a good way to communicate with my friends and family. What do you think?

- I agree. My friend lives in Japan and with social media I can see what his life is like, and learn about other cultures!
- Maybe you're right, but do you think people use it too much?
- Yes, but only some people.

WB D Work with a partner to write about the advantages and disadvantages of one of the methods of communication. Share your essay with your class.

- Tell students to write an essay based on their notes collected in Exercise B and the discussion in Exercise C. The essay should include three advantages and three disadvantages of one chosen method of communication.
- Refer students to the writing Checklist on page 106 of the Course Book to help them write their essays.

#### Model answer

#### Texting

The method of communication I have chosen to write about is SMS text messaging, or 'texting'. Texting is my favourite way to communicate with my friends and family. It is quick and easy. Some methods of communication, like social media, are only used by young people, or people with expensive mobile phones. Nearly everyone can text.

Texting is also cheaper because you don't need to pay for the internet. It is better than calling someone on the phone because people are too busy to answer the phone sometimes. My friends and I never talk on the phone. Also, in public, sending a text is quiet and doesn't disturb other people. Talking on the phone can annoy other people who have to listen to your conversation.

However, there are some disadvantages of texting. The main disadvantage of texting is that it makes people lazy. This is because it is difficult to write a long message on a mobile phone, so people don't write in proper sentences. They make words shorter and don't use correct grammar. That can make the message hard to

understand. Another disadvantage of texting is that some people send texts instead of talking face to face. I think that's a bit sad.

In conclusion, there are good things and bad things about texting, but it is very useful in modern life. I think that it makes my life easier.

# Unit 4 Lesson 3: Eid Aladha

Objectives: Revise organizing

information into

paragraphs.

Language: Revision
Vocabulary: Revision

21st Century skills: Life Skills: Critical thinking

Reference: Course Book page 47,

Workbook page 45, 6 36

#### Warm up 7 mins

• Ask students to tell you the best ways to organize paragraphs in an essay, which has been covered in this unit. Try to elicit *introduction*, topic sentences and conclusion. Ask students how they would go about researching an essay, for example where they would look and how they would remember the information. Try to elicit make notes.

## A Look at the pictures. What do you know about Eid Aladha? 10 mins

 Discuss the pictures and ask the students what they know about Eid Aladha.

#### Model answer

Eid Aladha is also called the 'Sacrifice Feast'. It is a public holiday in Muslim countries. Everyone wears their best clothes and visits the mosque for prayers.

Then they visit their family and friends and give each other presents.

#### Unit 4 Fun with English 1

Then a ram is sacrificed and divided into three parts. One part is given to the poor, another to relatives, friends and neighbours. The final part is for the family.

Muslims also give money to charity during Eid Aladha so that poor people can buy new clothes and food for the celebrations.

- B Look at Ahmad's notes for an essay about his visit. Are the notes complete sentences? Are they in order? Why do people write notes before writing an essay?
- Focus on the notes under Exercise B in the Course Book and explain that Ahmad is writing an essay about the event. Read the questions with the class and give them time to look at the notes before they answer.

#### Answers

- The notes are not complete sentences.
- They are not really in order.
- People write notes to help give them ideas before they write.
- C Read the beginning of Ahmad's essay. Which of his ideas did he use inthe first paragraph? 8 mins
- Read the instructions for Exercise C. The students should read the first paragraph and tick the ideas in Ahmad's notes (Exercise B) that were used.

#### Answers

The students should tick:

- visited cousins in Msillata
- during Eid Aladha holidays
- dressed in new clothes
- went to mosque for prayers
- thanked Allah

- D @ 36 Ahmad's second paragraph is about the rest of the day. What do you think it talks about? Listen and check. Then do Exercises A to D on page 45 of the Workbook.
- Read the instructions at the bottom of the page, and give the students time to predict what Ahmad's paragraph is about before you play 6 36.
- Elicit the ideas that Ahmad wrote about from the list. Then tell students to turn to page 45 of their Workbooks.

#### Track 36 Listen and check.

Ahmad:

After that, we went to visit our family and triends. We gave them our gifts and we all ate the special food. There was so much to eat! My aunt and uncle took some of the meal to the poor people in the city and gave them money too. In the afternoon, my cousins and I went to an amusement park and went on all the rides. I had a fantastic day!

#### Answers

The second paragraph mentions visiting family and friends, giving gifts, eating the special food, giving food and money to the poor, going to an amusement park.

#### WB A Read the second paragraph of Ahmad's essay and correct the five mistakes.

- Remind the students that it is a good idea to proofread what you have written before writing a final version of an essay.
- Tell the students to read the paragraph in Exercise A carefully to find and correct the five mistakes.
- Let the students compare their corrections in pairs before you elicit the answers. Mark the corrections using a projection of the paragraph

or by writing it out on the board with plenty of space between the lines.

#### **Answers**

to

After that, we went visit our family and friends. We gave them our gifts and we all ate the special food.

much took

There was so many to eat! My aunt and uncle take some of the meal to the poor people in the city and gave them money too. In the afternoon, my

we.

cousins and I went to an amusement park and go

on all the rides. I has a fantastic day!

WB B Make notes about an event you have seen in person or on television. You can use the questions to help you.

- Elicit the names of events that the students have attended or seen on television in Libva or abroad.
- Read the instructions and questions with the students. They should make notes in their notebooks. Provide dictionaries and encourage the students to use them to find any new words they need.

## WB C Write two paragraphs about the event from your notes.

- Tell the students to write two paragraphs about the event from their notes. Remind them to keep information that goes together in the same paragraph.
- Tell them to write 80–120 words.
- Remind students to follow the Checklist on page 106 of the Course Book for written work.
- Circulate to help with grammar, vocabulary and organization.

#### Model answer

Last year, my family and I went to the Ghadames festival in west Libya. It happens every year in late October, and lasts for three days. The festival celebrates the traditions of the Tuareg people who live in Ghadames. We stayed in the old city, which is full of white painted buildings

to keep cool. Ghadames is an oasis so there are lots of palm trees and ponds.

We ate traditional Libyan food like dates, Bazin (a type of bread), and Shaksouka. There was lots to do at the festival, like watching people collect dates, walk through the market, and dance to traditional music. My favourite thing was watching the camel racing in the desert. It was very exciting!

WB D Read your essay again and correct any mistakes you find. Write it out again. Add some pictures of the event if you can. Share your essay with the class.

 Tell the students to proofread their essays and then ask students to share their work with the class.

# Unit 4 Lesson 4: Two Cities

Objectives: Revise scanning for

information.

Language: Revision: making

comparisons; present perfect

simple and continuous.

**Vocabulary:** Revision: words for

describing places (population, facilities,

spectacular, ancient)

21st Century skills: Study Skills: Scanning for

information

Reference: Course Book pages 48

and 49, Workbook pages 46 and 47, Grammar and Functions 99 and 101

#### Warm up

6 mins

 Tell the students to look at the pictures in the Course Book and tell you what they know about each city.

#### A Student A: Read the information about Tripoli, below. Student B: Read the information about Tokyo on page 49. 10 mins !

- Now do Exercise A on page 46 of the Workbook.
- Tell the students to work in pairs. One student reads the text about Tripoli, the other the text about Tokyo.

#### WB A Use the information about a city from pages 48 and 49 of the Course Book to complete one column of the table. Then ask your partner about the other city and complete the rest of the table.

- Tell the students to scan the text to complete the information for their city in the table in the WB.
- Tell the students to ask each other questions so they can complete the information about their partner's city. Elicit the questions they need and write them on the board before they start (Where is Tripoli? What's the population of Tripoli? What is there to do in Tripoli? What kind of transport is there in Tripoli? When is the best time to visit? How much rainfall is there?).

#### Answers

	Tripoli	Tokyo
City in?	Libya	Japan
Population	between	13m
_	1.1 and	
	2.2m	
Things to do	visit the	visit museums,
	mosques,	see sport or
	seafront,	music events,
	markets,	visit parks and
	festivals	gardens
Transport	bus, taxi	bus, train,
		underground
Best time to visit	in spring	March to May
		or September
		to November
Rainfall	in winter	a lot in summer

#### **B** Look at the dictionary entries on the next page and answer the questions. 9 mins

- Read the questions at the bottom of page 48 of the Course Book with the students. Remind them of the meaning of syllable and of the phonemic symbols that appear in dictionaries to help with pronunciation.
- Tell the students to answer the questions by looking at the dictionary entries on the facing page.
- Elicit the answers and discuss which parts of the dictionary entries the students used to find the information.

#### Answers

- four
- 2 a:
- 3 a noun
- 4 ancient
- spectacular

#### C Now do Exercises B to D on pages 46 and 47 of the Workbook.

Tell students to turn to pages 46 and 47 in their Workbooks.

#### WB B Write sentences about the two cities. Use as many of the phrases from the box as you can.

- Tell the students to write sentences using the information in their table about both cities using as many of the comparative expressions in the box they can.
- Tell the students to compare their sentences with a partner.

#### Possible answers

Both Tripoli and Tokyo are big cities.

You can travel by bus in both Tripoli and Tokyo. Like Tripoli, Tokyo has buses.

Unlike Tripoli, Tokyo has an underground. Unlike Tripoli, Tokyo has a lot of rain in

the summer.

Tripoli is not as big as Tokyo.

Neither Tripoli nor Tokyo has much rain in spring.

WB C Look at what the tourists are saying. How are the first two sentences different? Complete the other sentences with the present perfect simple or continuous of the verbs in brackets.

- Elicit the difference between the present perfect simple and continuous sentences in the WB (the first refers to a completed action, the second refers to an action that has been taking place over time and may or may not be completed).
- Refer the students to Grammar and Functions section, pages 99 and 101.
- Tell them to complete the sentences in Exercise C using the present perfect simple or continuous.

#### Answers

- 1 I have been waiting for this bus for 20 minutes.
- 2 We have brought too much luggage on this trip.
- 3 I have been staying in a very nice hotel. I don't want to go home.
- 4 We have seen three museums in three days.
- 5 He *has been walking* in the park since twelve o'clock.

#### WB D Write the number to match the beginnings and endings of the sentences.

- Write the following two sentences on the board: *Amal is boring.* Amal is bored.
- Use them to remind the students about the difference between adjectives ending in -ing and -ed. The first sentence means that Amal is not interesting. The second sentence means that Amal has nothing to do.
- The students match the phrases in Exercise D for further revision of this point.

#### **Answers**

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

## **Family and Friends**

#### Listening and speaking

- Listening for pronunciation, gist and specific information and taking notes
- Listening to and practising contracted forms in speech
- Giving invitations, making offers and promises
- Describing people's appearance and character

#### Reading and writing

- Dealing with unfamiliar vocabulary
- Reading short film reviews and expressing an opinion
- Extracting information from factual articles about wedding customs and glass-blowing
- Identifying language in different types of invitation and announcement
- ldentifying words and phrases for linking ideas in text
- Describing a person in writing
- Writing about wedding customs

#### Structure and language

- Future simple to express firm decisions, make predictions and promises
- Future continuous to talk about events that will be happening at a specified time in the future
- Present perfect simple and continuous
- Causative have, get
- Verbs followed by to + infinitive
- Modals will, shall, would

#### Vocabulary

- Adjectives to describe appearance and character
- Extreme adjectives
- Intensifying adverbs
- Words connected with celebrations and family occasions
- Family-related words
- Determiners
- Conjunctions: while, as a result, a little later, when, after that, because, once
- Guessing meaning from context

#### 21st Century skills

- Information Literacy: Inferring meaning from context
- Communication Skills: Interpreting information
- Study Skills: Transferring information to a table
- Study Skills: Delivering a presentation
- Life Skills: Critical thinking
- Communication Skills: Inferring purpose of text

### Key words

absolutely (adv) - /'æbsəluːtli/ amazing (adj) - /əˈmeɪzɪŋ/ announce (v) - /ə'nauns/ announcement (n) -/ə'naʊnsmənt/ baby-sit (v) - /'beɪbisɪt/ bald (adj) - /boxld/ birth  $(n) - /b3t(r)\theta/$ bride (n) - /braid/ bright (adj) - /brait/ ceremony (n) - /'serəməni/ concert (n) - /'kpnsə(r)t/ dark-complexioned (adj) -/da:(r)k kəm'plek [nd/ digital camera (n) -/'didzitl 'kæmərə/

extremely (adv) - /1k'strixmli/

fabric (n) - /'fæbrik/ fantastic (adj) - /fæn'tæstik/ fascinating (adj) - /'fæsineitin/ foolish (adj) - /'fusls[/ for ages (= for a long time) -/fər 'eɪʤɪz/ forgetful (adj) - /fə(r)'getfl/ gallery (n) - /'qæləri/ groom (n) - /gruɪm/ incredibly (adv) - /In'kredəbli/ invitation (n) - / invitei[n/ lively (adj) - / 'laɪvli/ mother-in-law (n) -/'mʌðər ɪn lɔː/ museum guide (n) -/mju'zixəm gaɪd/ observe  $(v) - /\partial b'z3i(r)v$ 

once  $(n) - /w_{A}ns/$ order  $(v) - \frac{1}{2}(r)d\theta(r)$ pattern (n) - /'pætə(r)n/ print (v) - /print/ printer (n) - /'prɪntə(r)/ rare (adj) - /reə(r)/relative (n) - /'relətiv/ reliable (adj) - /rɪ'laɪəbl/ review (n) - /ri'vju:/ sensible (adj) - /'sensəbl/ slim (adj) - /slim/ smart (adj) - /sma:(r)t/ terrible (adj) - / terabl/ thrilled (adj) - /0rild/ wedding (n) - /'wedin/ while (conj) - /wail/

## **Unit 5** Lesson 1: **Describing People**

Objectives: Listen to a conversation

for information.

Develop adjectives for describing appearance

and character.

Describe a person to

a partner.

Write a description

of someone.

Language: Present perfect simple

and continuous.

Vocabulary: digital camera, slim,

overweight, bright, sensible, serious.

reliable, forgetful, darkcomplexioned, wavy, bald,

smart, lively, twin, foolish,

patient (adi)

21st Century skills: Information Literacy:

Inferring meaning from context; Study Skills:

Transferring information

to a table

Reference: Course Book page 52,

Workbook pages 48 to 51,

37 and 38

#### Warm up

5 mins

Tell the students to look at the picture at the top of page 52. Say that Noor is the girl holding a camera and her friend is called Hala. Ask them what they know about digital cameras. Ask if anyone in the class has one.

#### A 637 Listen to Hala and Noor, How many sisters has Noor got?

Tell the students to listen to the audio and answer the question How many sisters has Noor got? Play 6 37.

#### Track 37

#### Listen to Hala and Noor. How many sisters has Noor got?

Hala: What's that, Noor?

Noor: It's a digital camera.

Hala: Is it yours?

Noor: Yes. My uncle gave it to me for

my birthday.

Have you taken any pictures yet? Hala: Noor:

Yes, I have. I took a lot of pictures yesterday at my birthday party. Look, I'll show you. You can see

the pictures on the screen.

Hala: That's brilliant! Who's in

the picture?

The bald, dark-complexioned man Noor:

is my uncle. My father's the one

with the wavy, black hair.

Hala: They don't look anything alike!

Noor: Of course not! Uncle Adel is my

mother's brother.

Hala: Oh. Does he look like her? Noor: Well, she's got more hair! Halat Do you have a picture of her?

Yes. Here she is with my Aunt Reem. Noor:

> My mother's tall and slim. That's her on the left. My aunt's shorter.

Hala: Who are these two girls?

Noor: These are my cousins, Basma

and Rania.

Hala: Do you get on with them?

Noor: Most of the time. The one on the

> left, with the round face, is my cousin Basma. I really like her, but I don't see her much any more. She's been studying Physics at university

for a year now. She's very bright and she's been getting really good marks. My aunt and uncle are very

proud of her.

Hala: And who's that?

Noor: That's my niece, Amal. She's my

brother Fuad's daughter. She looks very smart, doesn't she? She's always well-dressed. And she's lively and fun to be around.

Hala: Let's see the other pictures. Oh,

that's a picture of you!

Noor: That's not me. That's my twin

sister, Rasha.

Hala: You look exactly alike.

Noor: But we aren't really. She's much

more serious than I am and she gets better marks at school. Rasha's very sensible and never does anything foolish. She's also very reliable. When she says she's going to do something, she always

does it.

Hala: Not like you!

Noor: No, I'm afraid not. Sometimes I'm

a bit forgetful. Oh, no! I forgot! I was supposed to meet Rasha at four o'clock to play tennis. I've got to go! I'll see you soon, Hala.

Elicit the answer: Noor has one twin sister.
 Check understanding of twin. Then ask what other words for relatives the students heard.
 Try to elicit mother, father, brother, uncle, aunt, cousin and niece.

### B Now do Exercise A on page 48 of the Workbook. 10 mins

Refer students to page 48 of the Workbook.

WB A \$\infty\$ 38 Listen again and look at the pictures in the Course Book. Match the people with words from the box to show each person's relationship to Noor.

Ask a student to read the instruction in Exercise A aloud. Tell the students to look back at page 52 of the Course Book and see which of the answers they can fill in from reading the speech bubbles. Let them discuss their ideas, e.g., I think (Mahmoud) is her (father). Then tell them to listen to the audio again and write the relationship words next to the names.

## Track 38 Listen again. [Track 38 is a repeat of Track 37.]

#### Answers

- 1 Adel uncle
- 2 Mahmoud father
- 3 Mariam mother
- 4 Reem aunt
- 5 Basma cousin
- 6 Rania cousin
- 7 Amal niece
- 8 Rasha twin sister
- C Work in pairs. Tell your partner what you think the underlined words mean, then look them up in a dictionary. After that, do Exercises B to I on pages 48 to 51 of the Workbook. 20 mins
- Tell the students to work in pairs. Tell them to read the extracts from the conversation on page 52 of the Course Book and use the pictures and the context to work out the meanings of the underlined words.
- Assign each of the pairs a word to look up in the dictionary. Ask for volunteers to read the definitions to the class so that the students can check their ideas.

**Note:** Each time dictionaries are used in a class activity like this, focus on the pronunciation. Write the phonemic transcription on the board so that the students can look at the phonemic alphabet at the back of their Course Books and gradually become familiar with all the symbols.

#### Possible answers

dark-complexioned — with dark skin
wavy — (of hair) not straight but slightly curved
slim — thin, not fat
bright — clever, intelligent
smart — wears nice clothes, looks clean
lively — has lots of energy, is active
sensible — practical, not silly
reliable — able to be trusted

# WB B Copy the chart into your vocabulary notebook, then write the words from the box in the correct columns. Write more words you know in each column.

- Check the meaning of *appearance* and *character* in Exercise B. Tell the students to write the adjectives in the appropriate columns.
- Elicit more words in each category and tell the students to add as many more as they can think of.
- Tell the students to copy the chart and all the words into their vocabulary notebooks as homework

#### Answers

Appearance	Character	
dark-complexioned	bright	
wavy	lively	
slim	sensible	
overweight	reliable	
smart	forgetful	

## **WB** C Read and mark the sentences true (T) or false (F).

- Tell the students to do Exercise C and check their answers in pairs.
- Elicit the answers orally. If there is disagreement and some students can't remember the conversation, read out the relevant parts.

#### **Answers**

- 1 True.
- 2 False. (It was yesterday.)
- 3 False. (He is Noor's mother's brother.)
- 4 True
- 5 False. (She has been studying Physics.)
- 6 True.
- 7 True.
- 8 True.

# WB D Read the example from the dialogue, then complete the sentences with the present perfect simple of the correct verb.

- Read the instruction and ask a student to read the example. Remind the students how to form the present perfect tense (*havelhas* + past participle). Then tell them to read the sentences and choose the correct verb from the box to complete each sentence.
- Elicit the answers orally and write them on the board.

#### **Answers**

- 1 I have not *studied* for my Geography exam yet.
- 2 Have you ever used a digital camera?
- 3 My cousin *has* already *decided* that she is going to study Chemistry at university.
- 4 My sister has never forgotten my birthday.
- 5 1 have already put the pictures on my computer.

# WB E Read the example from the dialogue, then complete the sentences with the present perfect simple of the correct verb.

Read the instruction and ask a student to read the example. Remind the students how to form the present perfect continuous tense (*havelhas* + *been* + verb + -ing). Then tell them to do the exercise.

#### **Answers**

- 1 have been planning
- 2 have been shopping
- 3 Have (you) been trying
- 4 has been taking
- 5 have been visiting

## WB F Describe the people. Write three adjectives from the box under each picture.

 Tell students to look at the three pictures carefully and decide which three adjectives best describe the main person in the picture. Students should write the three adjectives below each picture.

#### Answers

- 1 overweight bald bright/smart
- 2 smart/bright dark-complexioned lively
- 3 tall slim forgetful

## WB G Read the blog. Then mark the sentences true (T) or false (F).

- Focus on the words in bold in the text. Elicit them orally so that you can check or present meanings.
   Then tell the students to read the diary entry and mark the statements true or false.
- Elicit the answers orally. Ask the students to correct the false sentences. Note that the answer to sentence 5 has to be inferred.

#### Answers

- 1 True.
- 2 False. (The party was extremely noisy.)
- 3 True
- 4 False. (Nora is extremely lively.)
- 5 False. (She doesn't seem to be at university because she seems surprised that Nora, who is the same age, is already at university.)

# WB H Work with a partner. Take turns describing a person for your partner to guess. It can be someone you both know, or someone from a book or TV.

 Choose two students to demonstrate this activity, before telling the students to work in pairs.
 Students should choose a famous person or someone from the class to describe.

#### WB I Write a description of someone you know. Use some of the words and phrases from your vocabulary notebook and other words you know.

 Tell the students to write a description of someone they know using some of the adverb and adjective combinations from this lesson.

#### Model answer

My aunt is very tall and slim. She has long, wavy hair. She always looks very smart. She usually has a big smile on her face.

# Unit 5 Lesson 2: Would you like to come with us?

**Objectives:** Read short film reviews. Identify adverbs that intensify adjectives.

Listen to a conversation for gist and language.

**Language:** Modals: would, will, shall for invitations, offers and promises.

Intensifying adjectives.

**Vocabulary:** review (n, v), comedy, documentary, mystery, audience, incredibly, absolutely, fascinating, observe, extremely, rare

21st Century skills: Life Skills: Critical thinking Reference: Course Book page 53,

Workbook pages 51 and 52, 39 and 40, Grammar and Functions page 101

#### Warm up

4 mins

 Ask students how often they go to the cinema and which types of films they like to see and why. Ask students how they choose which films to see and which research (if any) they do beforehand.

## A Read the film reviews. Which film would you most like to see? 6 mins

Ask a student to read the first instruction. Elicit
the meaning of review. Tell the students to read
the reviews, then discuss with a partner which of
the films they would most want to see and why.

#### B Look at the pairs of words in bold. Does the first one make the second one stronger or weaker?

- Elicit the words in bold in the first review. incredibly funny. Ask or explain what incredibly means. Say that it is an adverb. Ask the students what effect it has on the adjective funny. Try to elicit the answer that it makes the adjective stronger. We use it when we want to say something stronger than very plus an adjective. Follow the same procedure with the other two phrases in bold. Tell the students to write the combinations in their vocabulary notebooks.
- Elicit the other new words in the reviews.

#### Answers

incredibly funny - stronger absolutely fascinating - stronger extremely rare - stronger

#### C @ 39 Listen to Peter and Adam. Which film do they decide to see? 10 mins

Tell the students to listen to the conversation and find out which of the three films the boys decide to see.

#### Track 39 Listen to Peter and Adam. Which film do they decide to see?

Peter: Hello. Adam: Hello, Peter. This is Adam. Peter: Hi, Adam! How are you? Fine, thanks. Listen, Mahmoud and Adam: I are going to the cinema, Peter. Would you like to come with us? Peter: I'm afraid I can't, My brother's taken the car, and the cinema's too far from my house to walk. Adam: Well, I'll drive you if you want. Thanks, that'd be nice. What are Peter: you going to see?

We haven't decided yet. There are three films playing at the Mall Cinema. One is called *Holiday*. Have you heard of it? The review says it's incredibly funny.

Peter: I don't like comedies much. What else is playing? Adam: Well, there's a film called Polar

Bear. It's a documentary about polar bears. The review says it's

absolutely fascinating.

That sounds good. What are the Peter:

film times?

Five o'clock and eight-twenty. Adam: Peter: We can't go to the five o'clock

> show. It's already four forty-five. The eight-twenty show is a bit late for me. I have to get up early

tomorrow.

Well, the third film is called Adam:

A Mystery by the Nile.

I don't know anything about Peter:

that film.

Adam: Shall I read you the review?

Peter:

Adam:

Adam: It says: A museum guard has an

> inexpected adventure when an extremely rare mummy is stolen from the museum where he works. If you like mysteries, this film is

for you.

That sounds exciting. What are the Peter:

film times?

Adam: Six-thirty and eight forty-five.

Peter: Six-thirty is a good time for me. Is

> it good for you and Mahmoud? Yes, it's fine. I'll pick you up at

six, then.

Peter: Great! See you at six.

Elicit the answer: A Mystery by the Nile.

#### D Now do Exercise A on page 51 of the Workbook. 5 mins

Refer students to page 51 of the Workbook.

Adam:

## WB A \$\infty\$ 40 Listen to the conversation again and tick the expressions you hear.

• Tell the students to listen again and tick the expressions they hear.

#### Track 40

Listen to the conversation again and tick the expressions you hear.

[Track 40 is a repeat of Track 39.]

#### **Answers**

- 2 Would you like to come with us?
- 4 I'm afraid I can't.
- 5 I'll drive you if you want.
- 7 Thanks, that'd be nice.
- 8 Shall I read you the review?
- 9 Sure.
- 11 I'll pick you up at 6.00, then.
- 12 Great!

## E Read the Functional Grammar box and answer the questions. 5 mins

 Tell the students to read the Functional Grammar box in the Course Book and answer the questions.

#### **Answers**

- 1 Would you like is followed by to.
- 2 Will (= 'll) can be used to make an offer and a promise.
- 3 I'll = I will; I'd = I would; I'm = I am.

## F Now do Exercises B to D on pages 51 and 52 of the Workbook. 10 mins

 Refer students to pages 51 and 52 of the Workbook.

## WB B Write the correct number to match the beginnings and endings of the sentences.

 Tell the students to write the correct number in the boxes next to the second half of the sentence parts. Check the exercise by asking individuals to read out a sentence.

#### Answers

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

# WB C Unscramble the sentences to make an invitation, offer or promise for each situation. Add a question mark if necessary.

Tell the students to unscramble the sentences to make invitations, offers and promises for each situation. Check the exercise by asking individuals to read out a sentence. Ask if there is a question mark or a full stop at the end of each sentence. Point out that *like* can be followed by to + infinitive just as *love* can.

#### Answers

- 1 Would you like to come to my house for dinner?
- 2 Shall I get you a glass of juice?
- 3 I will help you carry those.
- 4 I will send you a postcard from Egypt.

## WB D Match the sentences in Exercise C with a reply.

- Instruct students to match the replies with the sentences in Exercise C.
- When you elicit the answers orally, point out that *like* and *love* can be followed by nouns or pronouns as well as by to + infinitive: I'd love one. I'd like that.

#### **Answers**

1b; 2d; 3a; 4c

# Unit 5 Lesson 3: A Birthday Present

Objectives: Listen to a conversation for

specific information.

Listen and take notes.

Language: will + infinitive

Future simple for

predictions, promises and

decisions at time

of speaking.

Vocabulary: Extreme adjectives

fantastic, terrible,

amazing, thrilled

21st Century skills: Life Skills: Critical thinking

Reference: Course Book page 54,

Workbook pages 52 to 54, 41 to 43, Grammar and

Functions page 101

#### Warm up 6 mins

• Find out from students whose birthday is next in the class. Ask him or her to tell you what their ideal birthday present would be and why. Use this to begin a discussion about students' favourite birthday presents, ensuring students use the language from last lesson (I'd love and I'd like, etc.).

#### A Match the pictures and the words. Which do you think are good birthday presents? [5 mins]

- Tell the students to match the pictures and the words.
- Elicit the answers and then ask the students which of these items they think would be a good birthday present and why.

# B \$\int 41\$ Listen to Mustafa's family talking about his birthday present. Which of the items above is not mentioned? 10 mins

 Tell the students to listen to the conversation and find out which of the items is not mentioned in the discussion.

#### Track 41

Listen to Mustafa's family talking about his birthday present.

Amal: Mustafa's birthday is next week.

Do you know what you're going to

get him?

Yasmin: No, I don't, Amal. What about

you, Yusef?

Yusef: Uh, I'm not sure yet. Maybe I'll get

him some CDs. There's a fantastic new CD by his favourite group. Then he won't borrow mine all

the time!

Amal: Oh yes! He'd like that! Maybe you

should get him a diary, Yasmin. He'll need one at university next

year. He's so forgetful!

Yasmin: A diary! That's a terrible idea!

It's so boring. I want to get him

something that's fun.

Yusef: Well, you could get him a

computer game.

Yasmin: Hmm, that's not a bad idea. He

said the one you lent him last week

was too easy.

Yusef: He did? That's amazing! I haven't

won that game once.

Amal: What are you and Dad going to get

him, Mum?

Mother: I think we'll buy him a mobile

phone this year. He won't be at home as much and he'll want to

stay in touch.

Yuset: Wow! He'll be thrilled! I'd like one

too. I hope you'll buy me one for

my birthday.

Mother: You don't need one yet, Yusef.

I'll buy you one when you go

to university.

Amal: I still don't know what to get him.

Mother: He'll want some new clothes when

classes start.

Amal: Mm. Not very exciting, but useful.

I'll get him a new shirt.

 Elicit the answer: The bilingual dictionary is not mentioned.

### C Now do Exercise A on page 52 of the Workbook. 8 mins

• Refer students to page 52 of the Workbook.

# WB A \$\int 42\$ Listen to the conversation again. What do the family think of these things as birthday presents for Mustafa?

 Tell the students to listen to the conversation again and write notes of what Mustafa's family think of the listed items. Do they think each one is a good idea, a bad idea, quite a good idea, or something else?

#### Track 42

Listen to the conversation again. What do the family think of these things as birthday presents for Mustafa?

[Track 42 is a repeat of Track 41.]

 Tell the students to read the conversation on page 54 of the Course Book and check their answers.

#### Answers

1	a CD	<u>a good idea</u>
2	a diary	<u>a bad idea/a terrible</u>
		idea/boring
3	a computer game	<u>quite a good idea</u>
4	a mobile phone	<u>a fantastic idea</u>
5	a shirt	not exciting, but useful

# D Study the Functional Grammar box and find examples in the conversation. Then do Exercises B to E on pages 53 and 54 of the Workbook.

- Tell the students to read the rule in the Functional Grammar box. Turn to page 101 in the Course Book for further detail.
- Elicit the full forms of the contractions I'll (I will) and won't (will not). Ask the students to find examples in the conversation. Ask them to say which of the three meanings in the Functional Grammar box each example has.
- Then tell students to turn to pages 53 and 54 of the Workbook.

## WB B Complete the sentences with will or will not + infinitive of the verb in brackets.

- Tell the students to complete the sentences using will or will not with the infinitive of the verb.
- Elicit each complete sentence orally to check the answers.

#### Answers

- l will pass
- 2 won't be/will not be
- 3 Will you help
- 4 will answer
- 5 will be
- 6 will never forget
- 7 will have
- 8 will complain

# WB C We usually use contracted forms when we are speaking. © 43 Listen to the sentences and repeat them.

 Remind the students that when we speak, we usually use contracted forms. Elicit those in the sentences. Tell the students to listen and repeat the sentences.

#### Track 43

#### Listen to the sentences and repeat them.

- 1 We won't be back in time for dinner.
- 2 I'll answer it.
- 3 I hope Dad'll be back in time for my birthday.
- 4 They'll never forget this wonderful holiday.
  - 5 I'll have a cup of tea, please,

# WB D Look back at page 54 of the Course Book. What adjectives are used to describe these things? Write them in the sentences.

- Tell the students to write the adjectives from the conversation next to what they modify.
- When you check the answers, elicit the meanings of the four adjectives. Encourage the students to try to use adjectives like these rather than good, bad, happy in their own writing.

#### **Answers**

- 1 fantastic very good
- 2 terrible very bad
- 3 amazing very surprising
- 4 thrilled very happy

# WB E Write one sentence about something you think is amazing, one about something you think is terrible, and one about something you think is fantastic.

 Tell the students to write four sentences, one each for the three points listed in the question.
 Remind students to give a reason for their thoughts, as in the example sentence.
 Use because.

#### Possible answers

I think hummingbirds are amazing because they can fly backwards.

I think travelling by boat is terrible because it makes me feel sick.

I think going to a football match is fantastic because I can cheer for my favourite team.

# **Unit 5** Lesson 4: Planning a Party

Objectives: Extend vocabulary for

celebrations.

Complete a conversation. Study and practise use of *have* and *get* something done. Role-play offering and promising to do things.

Language: Modals: would, will, shall

havelget + object + past

participle

**Vocabulary:** order(v), invitation, print,

printer, arrange

21st Century skills: Life Skills: Critical

thinking; Communication

Skills: Interpreting information

Reference: Course Book page 55,

Workbook pages 54 to 56, 6 44, Grammar and Functions page 102

#### Warm up

7 mins

• Ask students what they would plan for their birthday parties if money was no object. What food would they serve? How would they need to prepare the house or venue beforehand?

## A Look at what the family has to do to plan their party. Match the things on the list with a picture.

- Tell the students that a family is preparing a party and has made a list of things to do to help them stay organized. Tell them to match the items on the list to the pictures.
- Check the answers orally.

#### Answers

1E; 2B; 3A; 4C; 5D

## B Now do Exercise A on pages 54 and 55 of the Workbook. 10 mins

 Refer students to pages 54 and 55 of the Workbook.

## WB A Complete the sentences with words from the box. \$\tilde{\theta}\$44 Then listen and check.

- Tell the students that a mother is talking to her children, Farah and Nabil, about the party. Tell them to read the exchanges and complete them with words from the box.
- Tell the students to listen to the conversation to check their answers. Carry out an oral check by getting individuals to read a completed sentence. (See § 44 for the answers, which are underlined.)

## Track 44 Listen and check.

1

Mother: There's a lot to do. Do you think

we'll have time to do it all?

Nabil: I'm sure we will.

2

Mother: Oh, dear! I forgot to arrange to

have a cake made.

Nabil: That's OK. I'll do it. Then I can

choose the style.

3

Mother: I hope we can get the camera fixed.

I want to take a lot of pictures.

Nabil: <u>Shall I</u> take it to the repair shop?

Mother: Yes, that would be nice of you.

1

Mothet: Will you remember to order the

food before the end of the week?

It's very important.

Farah: I will. Don't worry.

5

Mother: We must get the invitations

printed quickly.

Nabil: Farah has time. I'm sure she'll go

to the printer's.

6

Mother: Would you like to come to the

flower shop with me? It might

be fun.

Farah: OK. I can help you choose

the flowers.

#### C Read the Functional Grammar box, then do Exercises B to D on pages 55 to 56 of the Workbook. 20 mins

- Tell the students to read the rules and examples in the Functional Grammar box. For further information refer students to the relevant Grammar and Functions section on page 102 of the Course Book.
- Elicit other examples of things you are likely to ask someone to do for you rather than do yourself. For example, ask What do you do if your computer stops working? What do you do when the walls in your room look dull and dirty? Do you cut your hair yourself? Do you make your own clothes/meals?
- Then tell students to turn to page 55 of the Workbook.

## WB B Look back at Exercise A and complete these sentences.

• Tell the students to complete the sentences, referring back to Exercise A.

#### **Answers**

- 1 Nabil arranged to have <u>a cake made</u> and <u>get</u> <u>the camera fixed</u>.
- 2 Farah arranged to *get the invitations* printed.

## WB C Use get or have with these verbs to complete the sentences.

• Tell the students to complete the sentences, using *get* or *have* with the verb.

#### Answers

1 I got/had my hair cut because it was too long.

#### Unit 5 Family and Friends

- 2 We got/had the house painted because we didn't like the colour.
- 3 Ahmad got/had his picture taken with a movie star.

#### WB D Work with a partner. Imagine you are planning a party for a friend. The list below is your 'To do' list. Add four more ideas.

- Tell the students to work in pairs and imagine they are planning a party for a friend. The list in Exercise D is their list of things to do. Tell them to add four more items to the list.
- Tell the students to take turns offering and promising to do the things on the list. Tell them to use the prompts in the image on page 56.
- Ask for volunteers to perform their role play for the class.

#### Possible answers

To do: buy a new shirt get some ice for drinks clean the kitchen invite the neighbours to the party

### Unit 5 Lesson 5: Wedding Customs

Objectives: Read a magazine article

for information.

Write a paragraph about wedding customs in Libva.

Language: Determiners few, some,

both, all, more, either

Vocabulary: wedding, ceremony,

bride, groom, mother-inlaw, henna, barber, sword, whip, fabric, relative (n), evil spirits. symbolize, purity

21st Century skills: Life Skills: Critical thinking

Reference: Course Book page 56,

Workbook pages 56 to 58, Grammar and Functions

page 102

#### Warm up

6 mins

Remind students of the language from last week. Last week they were discussing organizing a party, this time they will discuss organizing a wedding. What will they need to get or have to do to organize a wedding? Refer students to the Functional Grammar box on page 55 of the Course Book to check their sentences.

#### A Look at the photo. Have you ever been to a wedding? What was it like? 6 mins

• Ask the students to talk about the picture. Ask if they have been to wedding ceremonies and what they were like.

## B Read the article, then answer the questions in Exercises A to C on pages 56 and 57 of the Workbook.

16 mins

• Tell the students to read the first sentence of paragraph 1 in the Course Book and tell you what they think the paragraph will be about, but don't confirm or correct them. Tell the students to skim through the paragraph to get an idea about the topic. Go through the other paragraphs in the same way.

### WB A Match the words in the box to their definition.

- Tell the students to match the words in the box with their definitions. Tell them to use a dictionary if necessary.
- Check the answers orally.

#### **Answers**

- 1 ceremony
- 2 groom
- 3 mother-in-law
- 4 wedding
- 5 henna
- 6 bride

## WB B Answer these questions using information from the text.

- Tell the students to look at the first question in Exercise B. Ask them which paragraph they think they will find the answer in. Elicit the answer *Paragraph 1*. Then tell the students to search paragraph 1 for the phrase *group ceremonies* to find the answer.
- Tell the students to use the questions in this way to *scan* the text for the answers: this will help them find the answers quickly. Set a time limit of four minutes. Tell them to write short answers.
- Check the answers orally.

#### **Answers**

- 1 The Philippines
- 2 henna
- 3 to the barber's

- 4 dance traditional dances
- 5 purity

## **WB** C Now discuss these questions in pairs.

- Ask the students to work in pairs and discuss the questions in Exercise C.
- Elicit opinions as a class.

## C Read the Functional Grammar box. Does the determiner come before or after the noun? 5 mins

- Tell the students to read the Functional Grammar box, then answer the question.
- Tell students to turn to the Grammar and Functions section on page 102 of the Course Book for further information.

#### Answer

The determiner comes before the noun.

## D Now do Exercises D and E on pages 57 and 58 of the Workbook. 12 mins

 Tell students to turn to page 57 of their Workbooks.

### WB D Complete these sentences with the correct word from the box.

Tell the students to do the exercise.

#### **Answers**

- l both
- 2 either
- 3 some

## WB E Write a paragraph about wedding customs in Libya. Write between 75 and 100 words.

• Ask What happens at weddings in Libya? Write any new key words on the board.

#### Unit 5 Family and Friends

- Talk about different ways of organizing the ideas in this writing task. For example, they might write about the ceremony first – where it takes place, who attends, what everyone wears. Next, they could write about what happens after the wedding ceremony. Refer the students to the Checklist for written work on page 106 of the Course Book.
- While they are writing the draft, circulate and check progress. Leave a couple of minutes to advise on common mistakes and on what they should look for when proofreading their drafts. Remind them about thinking of better words to describe things, not just the first one that comes into their heads. Tell them to try to 'paint a picture in words' and to try to convey the atmosphere to the reader.

#### Model answer

Traditionally, Libyan wedding celebrations can last for five days. However, nowadays they don't normally last longer than three. They are colourful events with bright clothes, music and lots of food.

On the wedding day the newly-married couple eat their dinner separately from their guests. Wedding guests throw rice and sweets over the bride as she walks to her new home.

Libyan brides often wear a number of different outfits over the different days of the wedding. Both the bride and the groom have designs painted on their skin in traditional red dye called *henna*.

# Unit 5 Lesson 6: Welcome Home Week

Objectives: Listen to a conversation

and take notes.

**Language:** Future continuous **Vocabulary:** *concert*, *for ages* 

(= for a long time), Gaelic

21st Century skills: Study Skills: Transferring

information to a table

Reference: Course Book page 57,

Workbook pages 58 and 59, 645, Grammar and Functions page 102

Warm up

8 mins

• Books closed. Write Welcome Home Week on the board. Ask the students what they think might happen during this week. Ask questions to guide the students such as:

Who do you think is coming home? Where might they have been? Do you think it is a welcome for many people? Why?

 Tell the students they are going to hear an Irish university student in London, Sean, talking to a Libyan student, Waleed, about Welcome Home Week in Ireland.

**Note:** Sean is pronounced /shoən/

### A Do Exercise A on page 58 of the Workbook. 10 mins

 Tell students to turn to page 58 in their Workbooks. WB A \$\infty 45 Listen to a conversation and complete the notes about Sean's relatives. Then read the conversation on page 57 of the Course Book and check your answers.

- Explain that the table shows four relatives of Sean who will be returning to a village in Ireland for Welcome Home Week, Elicit the information already in the table about Uncle Patrick.
- Tell the students how to pronounce Niall /nail/ and Maeve /meiv/. Explain that many lrish names are spelt differently from English ones because they come from Gaelic /geilik/, the original Irish language. Write Gaelic on the board so students can refer to it when they answer about Niall playing Gaelic football.
- Tell the students to listen to the dialogue and complete the table with details about all four relatives.

**Note 1:** Don't spend time on pronunciation. However, you might want to explain that many Irish names are different versions of English names, for example, John (English) is the same as Sean (Irish).

Note 2: The main difference between Gaelic football and international football is that the players can use hands and feet to move the ball; the other main difference is the scoring system. Those students who are interested might like to look up Gaelic football on the internet, as well as Australian Rules football and rugby.

#### Track 45

Listen to a conversation and complete the notes about Sean's relatives.

Waleed: I'm really looking forward to going

> home at the end of term. What about you, will you be going back

to Ireland?

I'm staying here in July, but I'll be Sean: going back home in August. I have

to go then, because it's 'Welcome

Home Week'.

What's that? Waleed:

Sean: Well, a lot of Irish people live

> and work abroad. So most towns have a special week in the summer when people come home to visit their families. They put on special events like concerts and sports

competitions.

Waleed: Is anyone else in your family

coming back home?

Sean: Yes, my Uncle Patrick will be

> coming home for a whole month. He's an oil worker out in the Gulf and I haven't seen him for ages. He plays the flute in an Irish band, and

we'll be going to some concerts.

Waleed: That sounds good.

Sean: Yes, and my cousin Niall comes

> home every summer for two weeks. He's an aid worker in Africa, but he loves coming home to meet up with his old school friends. I expect he'll be playing Gaelic football with them. Not only that, but my mother is excited because my Aunt Mary is coming over from the United States with my

cousin Maeve.

Waleed: Will they all be staying with you? Sean:

Only for a few days. Aunt Mary is a History teacher, and she'll be giving a talk on the history of the town. Then they'll be going to Dublin; Maeve is performing in an

Irish dancing competition there. That's a lot of people in one house!

Waleed:

Sean: lt's normal where I live!

#### B Read to check your answers to Exercise A on page 58 of the Workbook.

Tell the students to read the dialogue in the Course Book and check their answers.

#### Unit 5 Family and Friends

Where	Their	Length	What
they live	job	of stay	they
			will
			be
			doing
The Gulf	Oil	One	Going to
	worker	month	concerts
Africa	Aid	Two	Playing
	worker	weeks	Gaelic
			football
USA	History	A few	Giving
	teacher	days	a talk
USA	_	A few	Irish
		days	dancing
	they live  The Gulf  Africa  USA	they live job  The Gulf Oil worker Africa Aid worker  USA History teacher	they live job of stay  The Gulf Oil One worker month Africa Aid Two worker weeks  USA History A few teacher days USA - A few

 Find out if any students have family studying or working abroad. Get them to tell the class about what they do when their family returns home.

# C Read the Functional Grammar box and find examples. Then do Exercises B and C on pages 58 and 59 of the Workbook. 19 mins

- Tell the students to read the rules and examples in the Functional Grammar box.
- Demonstrate on the board how to form the future continuous tense: will/won't + be + verb with -ing. Ask the students to find other examples in the dialogue.
- Tell students to turn to pages 58 and 59 in their Workbooks.

#### **Answers**

I'll be going back home in August. I expect he'll be playing Gaelic football with them.

Aunt Mary is a History teacher, and she'll be giving a talk on the history of the town.

## WB B Write the correct number to match the beginnings and endings of the sentences.

 Tell the students to match the beginnings and endings of the sentences. Elicit complete sentences from individuals to check the exercise.

#### Answers

1c; 2e; 3d; 4b; 5a

#### WB C Complete the sentences with the future continuous form of the verbs in brackets. Look back at the Functional Grammar box to help you.

- Tell the students to complete the paragraph with the future continuous form of the verbs in brackets.
- To check the exercise, elicit each sentence orally.

#### Answers

will be having
will be flying
will be flying
won't be coming
will be joining
will be staying

## Unit 5 Lesson 7: Special Events

Objectives: Read cards announcing

special events.

Read an email for detail.

Language: Verbs followed by

to + infinitive.

Future continuous.

Vocabulary: birth, announce,

request the pleasure of your company,

announcement, babysit, name someone after

someone else, prepare

21st Century skills: Life Skills: Critical thinking

Reference: Course Book page 58,

Workbook pages 59 to 61, Grammar and Functions

page 102

#### Warm up 🛭 🖟 m

Books closed. Write special events on the board.
 Elicit the meaning and ask the students to think
 of cards you can buy for different special events.
 Present announce and announcement during this
 warm-up stage.

## A Match each card with an event. Then discuss the questions. 10 mins

- Tell the students to look at page 58 of the Course Book, read the cards and match them to the occasions. Elicit the answers orally, e.g., Number 1 is a birth announcement.
- Spend some time focusing on the formal language in these announcements. For example, ask the students how they would invite someone to a party in an email, or over the phone. Elicit different suggestions, e.g., I'm having a party.

  Do you want to come?/Would you like to come?

  Do the same with the other cards. Explain the difference between formal and informal language, using these examples:

#### Formal language:

Could you pass me the salt please? The Smiths request the pleasure of your company. It is vital that all parties attend the meeting.

#### Informal language:

Give me that book. You're invited to our party. Everybody must be at the meeting.

 Briefly discuss the questions in the Course Book as a whole class activity.

#### Answers

- 1 birth announcement
- 2 New Year card
- 3 birthday invitation
- 4 wedding invitation

## B Read the email and answer the questions in Exercise A on page 59 of the Workbook. 8 mins

 Tell the students to read the email and answer the questions in Exercise A on page 59 of the Workbook.

# WB A Answer these questions about the email on page 58 of the Course Book. Use your own words where possible.

- Tell them if they should write short or full answers.
- Elicit the answers orally. Check the meaning of refuse, argument and baby-sit when they occur.
   Draw attention to the expression name the baby after. Ask one or two students if they are named after someone in the family.

#### Answers

- 1 She is going to have a little cousin.
- Because there was an argument about her name when she was born.
- 3 She likes Alan and Aida.
- 4 Alan means good-looking/handsome. Aida means very happy/joyful.
- 5 She offered to look after the baby when it is born.

## C Read the examples, then do Exercises B to D on pages 60 and 61 of the Workbook. 21 mins

- Tell the students to read the Functional Grammar box in the Course Book.
- Elicit other verbs that are followed by to + the infinitive, e.g., want, promise. Then tell the students to do Exercise B.

## WB B Complete the sentences with the correct endings.

 Tell students to complete the sentences with the correct endings. To check the answers, elicit the full sentences orally.

#### Answers

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

• Explain to the students that some of these verbs can also be followed by nouns or noun phrases. Give examples, e.g.:

I offered the visitor a cup of tea. She refused my offer. Don't forget your bag. He is learning sign language.

## WB C Complete the sentences with the future continuous of the correct verb.

 Tell the students to complete the sentences with the future continuous form of the verbs in the box.

#### **Answers**

- 1 will be getting married
- 2 will be visiting
- 3 will be wearing
- 4 will be printing
- 5 will be arriving
- 6 will be sending

### WB D Write sentences with these verbs.

- Go round and check and then ask students to share their sentences with the class.
- Write them on the board and make any necessary corrections with the whole class.

#### Possible answers

My aunt offered to make my wedding cake. I hope my sisters agree with each other. My dad promised to take me to the museum on Saturday.

My cousin decided to have a traditional wedding.

Sarah always forgets her towel when we go swimming.

# Unit 5 Lesson 8: History at the Museum

Objectives: Identify and practise

using conjunctions. Read short texts for information.

Language: Conjunctions and

discourse markers: while, as a result, as soon as, a little later, once, when, after that, because

Vocabulary: artefact, relic,

museum guide, furnishings, precious, gallery,

cuneiform texts

21st Century skills: -

Reference: Course Book page 59,

Workbook pages 61

and 62

#### Warm up

10 mins

- Ask students to look at the photos. Then get them to guess where the children went for their school trip (to the National Museum of Libya).
- Now ask students if they can identify the places and things in the photos.

## A Look at the photos. Now read the text and find the words for the places and things in the photos.

15 mins

• Tell the students to read the text. Elicit cuneiform texts, sculpture, gold jewellery/bracelet, dagger/weapon.

#### Possible answers

The pictures are all artefacts in the museum. Photo 1 is a wall painting. Photo 2 is a tomb. Photo 3 is a statue. Photo 4 is a dagger.

## B Now do Exercises A and B on pages 61 and 62 of the Workbook. 20 mins

 Tell students to turn to pages 61 and 62 of the Workbook.

## WB A Look again at the text on page 59 of the Course Book. Answer the following comprehension questions.

 Give the students ten minutes to write the answers. Then check orally.

#### Answers

- 1 In Tripoli.
- 2 Pre-historic Libya
- 3 6
- 4 Leptis Magna, Oea and Sabratha
- 5 The ground floor.
- 6 A beautiful cup with a golden pattern on it.

## **WB B** Choose the correct word or phrase for each sentence.

- Elicit the words and phrases in italics. Ask the students to say which are time phrases (all except because and as a result), and which indicate cause and effect.
- Elicit that *once* and *as soon as* are almost identical in meaning. Explain that *once* is less common than *as soon as*. Explain that *after that* and *a little later* are very similar in meaning.
- When the students have completed the exercise, check their answers orally.

#### Answers

- 1 While
- 2 As a result
- 3 A little later
- 4 As soon as
- 5 After that
- 6 because
- 7 when
- 8 Once

#### Round up

- Go over the Round up pages quickly.
- Tell the students to work in pairs to check their understanding and recollection of the unit. For each language point listed, they should take it in turns to make sentences or think of more examples. They should try to correct each other when necessary. Make sure they know that they can ask you questions.

## **Unit 6**

## **Health and Fitness**

#### Listening and speaking

- Listening to check predictions
- Listening and taking notes
- Discussing healthy eating and the importance of sleep
- Explaining problems, asking for and giving advice
- Speculating about the future
- Role-playing conversations between a doctor and a patient

#### Reading and writing

- Skimming and scanning
- Predicting content of a text
- Identifying topics and main points in a text
- Writing paragraphs about eating habits and preferences, about own lifestyle and about possible future events
- Writing an article about a future school event

#### Structure and language

- Reported speech
- Modals could, should, ought to for advising
- Modals may, might to talk about possible events

#### Vocabulary

- Vocabulary related to health and fitness
- Prefixes and affixes
- Compound words
- Extracting meaning from context

#### 21st Century skills

- Life Skills: Critical thinking
- Communication Skills: Making predictions
- Study Skills: Transferring information to a table
- Life Skills: Problem solving
- Study Skills: Collecting information

### Key words

after-sun cream (n) -/aːftə 'sʌn kriːm/ ankle (n) - /'ænkl/ avoid(v) - /ə'void/bandage (n) - /'bændid3/ bone (n) - /bəʊn/ brain (n) - /breɪn/ calcium (n) - /'kælsıəm/ calorie (n) - /'kæləri/ careless (adj) - /'keə(r)ləs/ case (n) - /keis/cough (v, n) - /k p f/cure (n) - /kjʊə(r)/ dairy (n) - /'deəri/ elbow pads (n) - /'elbəʊ pædz/ energy value (n) -/'enə(r)dzi vælju:/

enough (adv) - /I'nAf/ equipment (n) - / r'kw pmənt/ exhausted (adj) - /ɪg'zɔɪstɪd/ fever  $(n) - \frac{1}{n} \operatorname{fizva}(r)$ flu(n) - /flu:/headache (n) - /'hedeɪk/ heart disease (n) - /haɪ(r)t dɪziːz/ hurt(v) - /hs:(r)t/impatient (adj) - /ım'peɪʃnt/ injure  $(v) - / \ln dz = (r) /$ knee pads (n) - /nii pædz/ marathon (n) – /'mærə $\theta$ ən/ muscle (n) - / masl/painful (adj) - /'peɪnfl/ participate (v) - /par(r)'tisipeit/ prepare (v) - /pri'peə(r)/ protect (v) - /pratekt/

protein (n) - /'prəʊtiɪn/
recently (adv) - /'riːsntli/
record (n) - /'rekɔɪ(r)d/
safety (n) - /'seɪftɪ/
sleeplessness (n) - /'sliːpləsnəs/
sore (throat) (adj) - /sɔɪ(r)/
spectator (n) - /spek'teɪtə(r)/
sprain (v) - /spreɪn/
sunburn (n) - /'sʌnbɜɪ(r)n/
throat (n) - /θrəʊt/
trend (n) - /trend/
vitamin (n) - /'vɪtəmɪn/
wide variety - /waɪd və'raɪətɪ/
yoghurt (n) - /'jɒgə(r)t/

# Unit 6 Lesson 1: Eating Healthily

Objectives: Read part of a talk about

nutrition for information. Extend vocabulary related to health and fitness. Listen for detail. Write a paragraph

about eating habits and preferences.

Language: Determiners: both, some,

few, fewer, all, a lot of, many, too many, too much, enough

Vocabulary: nutritionist, yoghurt, dairy,

calcium, bone, muscle, protein, vitamin, enough, taste (v), calorie, energy value, diet, chemical (n)

21st Century skills: Life Skills: Critical

thinking; Study Skills:

Delivering a presentation

Reference: Course Book page 64.

Workbook pages 63 and 64, 64 and 47

#### Warm up 6 mins

 Ask students what they know about eating healthily: for example, what should and shouldn't they eat or drink in order to stay healthy?

## A Work with a partner. Which meal do you think is healthier? Why?

8 mins

- Read the question at the top of the page. Tell the students to work in pairs and decide which picture shows the healthier meal.
- Elicit answers with reasons. Revise vocabulary and present any new words that arise.

## B Wijdan is a nutritionist. Read the first part of her talk about nutrition and check your ideas. 6 mins

 Explain that a nutritionist is an expert on what people need to eat to be healthy. Explain that she is speaking to a group of teenagers and the text on this page is the first part of her talk. Tell the students to read it and check their ideas.

### C Guess what Wijdan will talk about next. 6 46 Then listen and check.

10 mins

Tell the students to read the text on page 64
 of the Course Book and use it to predict what
 Wijdan will talk about next. Elicit answers, but
 don't confirm them. Tell the students to listen
 and check their answers.

#### ₩ Track 46 Listen and check.

Wijdan:

There are many things in picture 1 that can be bad for you. For example, the soft drink is not a healthy choice. It is important to drink a lot, but water and fruit juice are better than soft drinks. They often contain far too much sugar, and they also contain chemicals to give the drinks colour. The crisps have a lot of fat. Not all fats are bad for you, but the ones in crisps can be bad for your heart. Finally, it is not a good idea to eat too many sweet desserts. This is because sweet desserts often have a lot of calories. And if there are too many calories in your diet, you can become overweight. If you want something that tastes sweet, choose something that has few calories, like an apple.

• Elicit the answer. It is Food that is bad for you. Ask students who guessed correctly how they did this. Elicit the answer: Wijdan said there

were two reasons why the meal in picture 2 was healthier. Focus on *first of all* and *secondly*. She only talked about the first one on page 64 of the Course Book.

### D Now do Exercises A to E on pages 63 and 64 of the Workbook. 15 mins

 Instruct students to turn to pages 63 and 64 of their Workbook.

#### WB A Complete the definitions with the words in the box.

- Find out which of the words in the box the students already know. Tell them to read the definitions and choose the word they think fits, then find that word quickly in the text on page 64 of the Course Book and check.
- Elicit answers.

#### Answers

- 1 vitamins
- 2 calcium
- 3 dairy products
- 4 calories
- 5 protein
- 6 diet

## WB B $\bigcirc$ 47 Listen again and answer the questions.

• Tell the students to listen again and answer the questions.

#### Track 47

Listen again and answer the questions.

[Track 47 is a repeat of Track 46.]

#### **Answers**

- l water
- 2 colour
- 3 fat
- 4 too many sweet desserts/too many calories in your diet

### WB C Complete the sentences with words and phrases from the box.

- Tell the students to complete the sentences with words and phrases from the box.
- Elicit the complete sentences, giving any explanations that are needed.

#### **Answers**

- 1 too many
- 2 Many, enough
- 3 all, too much
- 4 fewer
- 5 Both, a lot of

## WB D Write a paragraph of between 90 and 100 words about your eating habits and preferences.

- Spend two or three minutes preparing for this writing task. (It can be completed as homework.) Explain that you want the students to be honest about what they eat and drink. They should write about what they eat regularly and make a statement about whether or not it is healthy. They should say whether or not they have 'snacks' between meals.
- They should also write about their preferences.
   Tell them to write a draft now and to ask you for help with vocabulary if necessary.

#### Model answer

I usually eat very healthily. I like to eat banana pancakes or low-sugar cereal for breakfast. Banana pancakes only contain one banana and two eggs, so they are lower in calories and higher in protein than normal pancakes.

For lunch I like to have vegetable soup. I don't eat a lot of meat. Some places that produce meat are also bad for the environment. I usually have a snack around four. I like to eat nuts. I eat nuts that are not salted. For dinner I love fish and lots of vegetables. I don't usually eat dessert.

# WB E Prepare a presentation on your eating habits and preferences using the paragraph you wrote in Exercise D. How could you eat more healthily?

- Tell students to use the paragraph they wrote for Exercise D to help them prepare a presentation to share with the class about their eating habits.
- If computer technology is available, get students to create a short slide presentation, otherwise, students could design a poster or use realia (physical objects or documents) to show the class.

# Unit 6 Lesson 2: Have a good night!

Objectives: Read a printed article

about nutrition for detail. Study and practise reported

speech in writing.

Language: Reported speech

Vocabulary: brain, cure, sleeplessness

21st Century skills: Study Skills: Collecting

information

Reference: Course Book page 65,

Workbook pages 64 and 65, Grammar and Functions page 103

#### Warm up

8 mins

 Recap from last lesson: what foods and drinks are healthiest? How can you change your lifestyle to be healthier? Ask students what else they can do to remain healthy, apart from eating well.

#### A Discuss these questions with a partner. Then read the magazine article and compare your ideas. 8 mins

- Elicit that the text is an advice column from a magazine. Ask the students to discuss the questions at the top of the page in pairs.
- Elicit some answers and encourage discussion.
- Tell the students to read the advice column to find out if it contains any of their ideas.
- Elicit answers to your question. Ask if any of the advice surprised them.

#### Possible answers

Sleep is important because it helps your body fix itself, especially after exercise.

Sleep helps your brain function better.

More sleep helps to prevent us from getting sick.

Teenagers need a lot of sleep because they are growing quickly and have lots of hormones.

- B Read the article again and answer the questions in Exercise A on page 64 of the Workbook. 8 mins
- Tell the students to read the text again and answer the questions in Exercise A in the Workbook.

## WB A Write short answers to these questions about the article on page 65 of the Course Book.

 Tell students to answer the questions after reading the article on page 65 of the Course Book.

#### Answers

- 1 Eight hours.
- 2 You can get hurt or get bad marks.
- 3 During the last stage of sleep.
- 4 Exercise or watch adventure films.
- 5 Drinking a glass of (warm) milk.

- C Read the Functional Grammar box and find examples in the article.
  Then do Exercises B to E on pages 64 and 65 of the Workbook. 21 mins
- Read the Functional Grammar box with the students. See also Functions and Grammar Reference page 103.

WB B Discuss in pairs. Do you think Dr Ansari would be worried about you? Discuss Dr Ansari's advice with a partner. Do you agree with it? Will you do something about it?

- Introduce the activity. Start the discussion as a class and then let the students discuss in pairs.
- Elicit a few opinions as a class.

#### WB C Report the statements below. Then check your answers in the Course Book.

- Course Books closed. You may want to elicit the reported sentences orally before the students write them. If so, make sure they don't write anything at this stage.
- Tell the students to complete the sentences. Set a time limit of five minutes. When the time is up, tell the students to check their answers on page 65 of the Course Book.
- Elicit the answers orally and focus on the changes in pronouns and tenses that need to be made when reporting direct speech. (See Course Book page 65 for the answers.)

#### Possible answers

- 1 We asked Dr Ansari if sleep was really important for teenagers.
- 2 Dr Ansari said he was worried about many of the teenagers he saw in his office.
- 3 Dr Ansari told us that many of the teenagers he saw got bad marks because they were often tired.

## WB D Change these reported statements into direct speech.

 Again, you may want to elicit answers orally first before asking students to change the sentences into direct speech.

#### **Answers**

- 1 'Many of them sleep for only six or seven hours per night.'
- What can you do?' (Note that 'you' is used in this text instead of 'one' or 'people' or 'teenagers'.)
- 3 'Many teenagers find drinking milk relaxing.'

WB E Complete the sentences. Choose the correct reporting verbs from the box and write the correct forms of the verbs in brackets.

- Elicit the first sentence orally, then tell the students to complete the others.
- Elicit the completed sentences to check the answers.

#### **Answers**

- 1 said; couldn't watch
- 2 told; was not/wasn't
- 3 asked; wanted
- 4 told: didn't have
- 5 told; was

# Unit 6 Lesson 3: How do you feel?

Objectives: Listen to short dialogues

for gist.

Read the dialogues and work out meanings.

Language: Ways of giving advice.

Modals: should/shouldn't,

could, ought to

**Vocabulary:** sore throat, headache,

fever, flu, sprain, bandage.

sunburn, burt (v),

sound (v)

21st Century skills: Life Skills: Critical

thinking; Life Skills:

Problem solving

Reference: Course Book pages 66

and 67, Workbook pages 66 and 67, 6 48, Grammar and Functions

page 103

#### Warm up 6 mins

 Use the pictures. Ask the students what they think is the matter with each person.
 Don't present or confirm any new vocabulary that arises.

## A \$\int 48\$ Listen to the dialogues and put the pictures in order. Number them 1 to 4. 8 mins

- Use the pictures. Ask the students what they think is the matter with each person. Don't present or confirm any new vocabulary that arises
- Tell the students to look at the pictures and number them 1 to 4 as they listen to the dialogues.

#### Track 48

Listen to the dialogues and put the pictures in order. Number them 1 to 4.

Dialogue 1

Salwa: [coughs]

Mother: You sound ill. How are you feeling

this morning?

Salwa: Not very well. I have a sore throat.

And I've been coughing a lot.

Mother: Do you have a headache?

Salwa: Yes, and my head feels very hot. I

think I have a fever.

Mother: You can't go to school today. You

probably have flu. You'll have to

stay in bed.

Dialogue 2

Jane: What happened to you?

Sally: I had an accident. I fell off my

bicycle.

Jane: Did you break your ankle?

Sally: No. I only sprained it. It was

bruised and swollen, but

not broken.

Jane: How long do you have to keep the

bandage on?

Sally: A few more days.

Dialogue 3

Khalid: Ouch!

Ibrahim: Are you all right? Khalid: Well, my arm hurts.

Ibrahim: Maybe you broke it. Can you

move it?

Khalid: Yes, I think so. Ibrahim: What happened?

Khalid: I climbed that tree to get my kite,

hut a hranch broke and I fell to

the ground.

Ibrahim: Do you want me to help you

get home?

Khalid: No thanks. I can manage.

Dialogue 4

John: Oh, you've got a bad sunburn!
Tim: Yes. I was playing volleyball on the

beach with my friends yesterday and

I didn't realize I was getting burned.

John: Does it hurt?

Tim: Yes, it hurts a lot. I couldn't sleep

last night.

John: Didn't you use sun cream?

Tim: No, I forgot.

#### **Answers**

A3; B2: C4; D1

## B Read the dialogues and try to work out the meaning of the words in bold. 8 mins

- Tell the students to read the dialogues. Ask them to try to work out the meaning of the words in bold.
- Elicit the meaning of *bruised* and *swollen*. Present the noun *bruise*.
- Ask the students to find the two verbs that have to
  do with the senses in Dialogue 1 and elicit sound
  and feel. Point out that sound is often used to mean
  seem. Elicit sentences with these verbs, e.g.,
  There's a film on TV tonight that sounds
  good/awful.

We're moving to a new house. I feel excited/ happy/worried.

• Tell the students to write the words that seem useful to them in their vocabulary notebooks.

#### Possible answers

sore throat – a pain in the inside of the front of the neck

headache – a lasting pain inside the head fever – a very high temperature (e.g., when you are ill)

flu – a disease that gives you pain, a fever and makes you feel sick

ankle – the joint connecting the foot to the leg sprained – to have hurt a joint in your body, usually the ankle or wrist

bruised – having one or more blue, brown or purple marks on your skin (e.g., after falling) swollen – (of a part of the body) larger than normal, e.g., as a result of a disease or an injury bandage – a strip of cloth used for tying around a part of the body that has been hurt

hurt - to feel pain

sunburn – when skin is burnt by the sun burned – when skin is injured or damaged by heat or fire

## C Match the advice to the people in Exercise B with the problems. Two don't match. 6 mins

 Tell the students to match the advice in the speech bubbles to someone in pictures A to D.
 Make sure they note that two of the pieces of advice don't match a problem.

#### **Answers**

Salwa - 4

Sally -5

Khalid - 1

Tim - 6

The other pieces of advice (2 and 3) are not appropriate for anyone in the pictures.

#### D Look at the advice on this page. Which modal verb is not as strong as the others? S mins

- Tell students to read the Functional Grammar box. Ask the students which of the modal verbs needs to after it and elicit ought. Read the question in Exercise D and discuss answers. (The answer is could.)
- Tell students to turn to the Grammar and Functions Reference section on page 103 for further information.

## E Now do Exercises A to C on pages 66 and 67 of the Workbook. 12 mins

 Tell the students to turn to pages 66 and 67 of the Workbook.

### WB A Complete the table with words from the box.

 Tell the students to check in the Course Book before they complete the table with the words in the box.

#### Answers

I have a

sore throat.

headache.
fever.
sunburn.

#### Unit 6 Health and Fitness

I have <u>flu</u>.

[sprained

my ankle-

Mv arm

I broke

hurts.

• Point out that *flu* is short for *influenza* and explain that we can't use 'a' before it. We can say *I have the flu*, however.

### WB B Write five sentences using five of the words from the box.

- Tell students to use the same sentence layout as in Exercise A to complete their five sentences.
- When the students have finished their sentences, elicit at least two examples for each word orally. Let the other students comment. Ask Is it right? Is it a good sentence?

#### WB C Give these people advice.

• Tell students to look again at the Functional Grammar box on page 67 of the Course Book and the advice in the speech bubbles from Exercise D. They should then write sentences which give advice for each of the issues in Exercise C of the Workbook. Tell students to use should, ought, could and must.

#### Possible answers

- 1 You should study hard, but you ought to go to bed early and get a good night's sleep.
- You could visit the eye doctor, or optometrist, and let them look at your eyes.
- 3 You must go to a doctor's as soon as possible.
- 4 You should take two tablets for stomach ache and drink peppermint tea.
- 5 You should take ibuprofen to reduce the fever and get some rest. If it gets worse, you must go to the doctor's.

# Unit 6 Lesson 4: At the Doctor's

Objectives: Read problems and

give advice.

Listen and take notes.

Listen for detail.

Practise asking for, giving and responding to advice. Role-play a conversation between a doctor and

a patient.

Write a paragraph about

own lifestyle.

Language: Determiners: enough,

not enough

Modals: should/shouldn't,

ought to, could

Vocabulary: blood, lifestyle, recently,

exhausted, balanced diet, raw, pills, that depends on

21st Century skills: Life Skills: Critical

thinking; Life Skills:

Problem solving

Reference: Course Book page 68,

Workbook pages 67 and 68, 6 49 to 51

#### Warm up 5 mins

Recap from last lesson: ask students to tell you which words we use when giving advice. Elicit modal verbs: ought, should, must, etc. Ask students to list a number of situations in which someone might need advice. Write these on the board and try to lead students towards saying

medical issues or when going to the doctor's.

## A Read and find out why Abdulla has some problems. What advice would you give him? [8 mins]

 Choose one student to read the part of Abdulla and three others to read the parts of his teacher, his mother and his friends. Then elicit advice for each problem. Make notes of the suggested advice on the board.

# B \$\int 49\$ Listen to Abdulla talking to his doctor. Make notes about the advice the doctor gives him. Is it the same as yours? 12 mins

Teach raw, balanced diet and vitamin pills.
Then tell the students to listen to the dialogue
and make notes about what the doctor advises
Abdulla to do.

#### Track 49

Listen to Abdulla talking to his doctor. Make notes about the advice the doctor gives him. Is it the same as yours?

Doctor: Good evening, Abdulla. What can

I do for you?

Abdulla: I'm not sure, doctor. It's just that I

seem to be in trouble all the time -

at home, at school, with

my friends.

Doctor: Dear me! Why is that?
Abdulla: Well, I'm always tired.

Doctor: Have you been getting enough sleep?

Abdulla: Yes, I sleep for six or seven hours

a night.

Doctor: You should try to get eight hours.

Abdulla: I can't. I have to get up early

for school.

Doctor: Well, then you ought to go to

bed eatlier!

Abdulla: But I often have to stay up late

doing homework.

Doctor: You shouldn't do your homework

late at night. Most people can think better during the day. You could do your homework in the afternoon, or you could do more work at the weekend so you can

sleep more on school days.

Abdulla: That's a good idea. But do you

think I need to take vitamin pills?

Doctor: That depends on your diet. If you have a balanced diet, you shouldn't

need pills. Do you know what I

mean, Abdulla?

Abdulla: Yes, but I don't like vegetables,

doctor, so I never eat them.

Doctor: Never! There must be something

you like, Abdulla. Tomatoes, carrots, lettuce? You should try different vegetables until you find

some you like. And try

raw vegetables. You might like

them better.

Abdulla: All right, doctor. I'll try.

Doctor: And fruit, of course. You should

try to eat five things from the fruit and vegetable group every day.

Abdulla: Five pieces! That's a lot. But, OK.

I'll try to do that.

Doctor: Now, what about exercise? Do you

play any games, or do you sit at a

computer a lot?

Abdıılla: Well, I used to enjoy basketball

and swimming, but I'm too tired

these days.

Doctor: You're too young to be so tired,

Abdulla. I'll do a blood test just to make sure there's nothing wrong, but I think it's your lifestyle. You need to get more sleep and more exercise. You can go for a walk in the park every day even if you don't feel like doing anything else. And you should start eating fruit

and vegetables.

Abdulla: All right, doctor. I'll try.

Doctor: I hope you will. Come and see me

again in two weeks' time. Now go to the nurse and get a blood test.

• Find out what the students have written and compare it with the notes on the board.

## C Now do Exercises A to C on pages 67 and 68 of the Workbook. 20 mins

 Tell students to open their Workbooks at page 67.

## **WB A** $\bigcirc$ 50 Listen again and mark the advice the doctor gives Abdulla true (T) or false (F).

 Tell the students to read the sentences. Then play the audio.

#### Track 50

Listen again and mark the advice the doctor gives Abdulla true (T) or false (F).

[Track 50 is a repeat of Track 49.]

 When you check the answers, ask the students to correct the false sentences.

#### Answers

- 1 False (You should try to get eight hours' sleep.)
- 2 True
- 3 False (You ought to go to bed earlier.)
- 4 True
- 5 False (You could do your homework in the afternoon or at the weekend.)
- 6 True
- 7 True
- 8 False (You should try raw vegetables.)
- 9 False (You should eat five pieces of fruit and vegetable every day.)
- 10 True

# WB B \$650 51 Listen and repeat. Then work in pairs and role-play a conversation between a doctor and a patient.

• Tell the students to listen to the sentences and repeat.

### Track 51 Listen and repeat.

## Boy 1: You should try to get eight hours' sleep every night.

	steep citer, ingite.		
Boy 2:	I can't. I have to get up early		
	for school.		

Boy 1:	You ought to go to bed earlier.
Boy 2;	I often have to stay up after

midnight do	oing	homework.

Boy 1:	You could do your homework in the afternoon.
Boy 2:	That's a good idea.
Boy 1:	Do you think I should take vitamin pills?
Boy 2:	That depends on your diet.
Boy 1: Boy 2:	What do you think I should do?
boy 2:	You should change your lifestyle.

- Tell the students to act out the roles of a doctor and patient, using as many of the expressions from the lesson as they can.
- Go round the class and listen to pairs performing. You may want to use this opportunity to assess oral performance.

## WB C Write a paragraph about your lifestyle (50–75 words) in your notebooks.

- Introduce the writing task. Explain clearly what you want the students to do and read through the instructions as a class.
- Do some preparation to help get the students started. Ask the students what things are important in considering one's lifestyle. Elicit and write on the board: sleep, exercise, diet
- Ask one or two students Do you think you have a healthy lifestyle? Ask questions such as How do you exercise? How much sleep do you get? When do you do your homework?
- Tell the students to plan their paragraph of advice, write a draft, then improve and proofread it.

#### Model answer

My partner Aya does not have a very healthy lifestyle. She eats lots of fruit and vegetables, but she eats too much sugar. She should eat fewer cakes. Also, she does not exercise as often as she should. She ought to walk for at least 30 minutes every day. She often goes to bed very late. She should turn off her phone and TV half an hour before going to bed. She should also go to bed much earlier.

## Unit 6 Lesson 5: At the Chemist's

Objectives: Listen to conversations for

information.

Practise reported speech in

writing and orally.

Language: Reported speech

**Vocabulary:** cough syrup, throat

lozenges, after-sun cream

Revision: sore throat, sunburn, cough,

headache, fever

21st Century skills: Life Skills: Critical

thinking; Life Skills:

Problem solving

Reference: Course Book page 69,

Workbook pages 69

and 70, 🞧 52 and 53

#### Warm up 7 mins

Look at the images with the students. Ask them
what they think is wrong with each character
and revise previously learnt vocabulary, such as
headache and fever.

### A Match the pictures with the words below. 6 mins

 Pronounce the new words and elicit the meanings or explain them. Tell the students to match the pictures with the conditions they represent.

#### **Answers**

1D; 2G; 3H; 4F; 5A; 6E; 7B; 8C

## B \$\iffty\$ 52 Listen to some people at the chemist's and complete the table.

12 mins

 Tell the students to listen to the conversations between a chemist and his customers. Tell them to complete the table by writing their problem and the advice given by the chemist next to the relevant name of each person.

#### Track 52

Listen to some people at the chemist's and complete the table.

Conversation 1

Noura: Good morning.

Chemist: Good morning. How can I

help you?

Noura: I want some cough syrup, please.

Chemist: Is it for you?

Noura: No. It's for my daughter. She's been

coughing since she got home from

school yesterday.

Chemist: How old is she?

Noura: Twelve.

Chemist: Here you are. She needs to take it

three times a day.

Noura: Should she see a doctor:

Chemist: Only if the cough continues for

more than three days.

Noura: Thank you.

Conversation 2

Chemist: Good morning.

Layla: Good morning. I have a sore

throat. I'd like some throat

lozenges.

Chemist: Uh, let's see. We have orange and

lemon lozenges.

Layla: Oh. Do you have any cherry

lozenges? I hate the other ones.

Chemist: I'm sorry, we're out of those. We'll

have some this afternoon.

Layla: That's OK. I'll take the lemon ones.

#### Conversation 3

Chemist: Hello. How can I help you?

Sultan: I need some advice. I went to the beach this morning and I got a bad

sunburn on my arms. It hurts a lot.

What should I do?

Chemist: Oh, yes. You're very red. Well, first

you should put some ice on it. It will feel better and it won't swell.

Sultan: OK. Should I put some after-sun

cream on it?

#### Unit 6 Health and Fitness

Chemist: Yes, you should. And if it's very

painful, you ought to take some aspirin. Have you got some

at home?

Sultan: Yes, but I haven't got any

after-sun cream.

Chemist: Here you are. Sultan: Thank you.

Conversation 4

Chemist: Good morning. Oh dear, you've

got a big bruise. What happened?

Adnan: I fell down the stairs and hit

my head.

Chemist: How does your head feel now? Adnan: My head feels all right, but my

wrist hurts. I think I've sprained it.

Chemist: Can you move it?

Adnan: Yes, so I don't think it's broken.
Chemist: I think you should put a bandage

on it. Here you are.

Conversation 5

Yassır: Good afternoon. I'd like some

aspirin, please. I've got a bad

headache.

Chemist: Yes, of course.

Yassir: And I'd like some cough syrup.

Chemist: Certainly, sir.

Yassir: And I need some throat

lozenges too.

Chemist: Oh, now I remember you. Didn't

you buy throat lozenges two

days ago?

Yassir: Yes, I did. But my throat still hurts.

Chemist: How long have you been

coughing?

Yassir: For about a week.
Chemist: Have you got a fever?

Yassir: I don't know. I haven't got a

thermometer. But I feel a bit hot.

And I'm very tired.

Chemist: Sir, you really ought to see a doctor.

#### **Answers**

Name	Problem	Advice.
Nouta	Her daughter	She ought to see a
	is coughing.	doctor if the cough
		continues for more
		than 3 days.
Layla	She has a	She should take
	sore throat.	throat lozenges.
Sultan	He has a bad	First, he should put
	sunburn on	ice on the sunburn,
	his arms that	then after-sun cream.
	hurts a lot.	He should take
		aspirin for the pain.
Adnan	He thinks he	He should put
	has sprained	bandages on it.
	his wrist.	
Yassır	He has a	He should see
	headache, a	a doctor.
	sore throat	
	and might	
	have a fever.	
- 10	He is very tired.	

### C Now do Exercises A to C on pages 69 and 70 of the Workbook. 20 mins

• Tell students to turn to page 70 of the Workbook.

## WB A № 53 Listen to the conversations again and answer the questions. Write short answers.

• Tell the students to listen to the conversations again and answer the questions in Exercise A.

#### Track 53

Listen to the conversations again and answer the questions. Write short answers.

[Track 53 is a repeat of Track 52.]

#### Answers

- 1 Since the day before.
- 2 Three times a day.
- 3 In the afternoon.
- 4 Lemon lozenges.
- 5 Put ice on the sunburn.

- 6 After-sun cream.
- 7 A bruise.
- 8 He fell down the stairs.
- 9 Two days ago.
- 10 He doesn't have a thermometer.

## WB B Look at what the customers say. Use reported speech to rewrite the sentences.

 You may want to elicit the reported statements orally before telling the students to write them.

#### **Answers**

She said she wanted some cough syrup. She said it was for her daughter. She told me she had a sore throat. She asked me if I had any throat lozenges. He said he needed some advice. He said/told me it hurt a lot. He asked me if I had any bandages.

# WB C Write between 50 and 75 words about a situation in which you or someone in your family needed medicine. Use your notebook.

- Elicit/suggest ways to record the new vocabulary, e.g., writing the products next to the conditions they are for, or drawing a simple picture for each.
- Spend five minutes discussing this writing task.
   If the students can't think of a situation, they can make one up.

#### Model answer

We went on holiday to the beach last summer. One night my sister said she couldn't sleep because her skin was hurting. She was playing in the sea all day and forgot to use sun cream, so she got burned. My mum gave her some aftersun cream to put on her skin and told her to sit in the shade.

## Unit 6 Lesson 6:

### **Keeping Fit**

Objectives: Read a talk for information.

**Language:** Prefixes *im-* and *de-*,

suffixes -ful and -less

**Vocabulary:** stretch, equipment,

elbow pads, knee pads, dehydrated, injure, safety, procedure, careless, painful, impatient, warm

up, avoid

21st Century skills: Communication Skills:

Making predictions

Reference: Course Book page 70,

Workbook pages 71 and 72, Grammar and Functions page 104

#### Warm up 5 mins

 Ask students to read the title of the lesson. What do they think 'keeping fit' means? What are some of the things people can do in order to keep fit?

# A What problems do you think people can have when they start an exercise programme? Make a list with a partner.

- Ask a student to read the first instruction. Then tell the class to make a list in pairs.
- Elicit answers and discuss them, but don't confirm or correct them. Note the students' ideas on the board.
- B Ibrahim is a fitness trainer. He is giving a talk to some students. Read what Ibrahim says in his blog and compare your ideas with his. 12 mins
- Tell the students to read the text quickly and find out if Ibrahim, the sports instructor, mentions any of their ideas.

 Ask the students which of their ideas they mentioned are in the text.

#### C Read the Functional Grammar box. Then do Exercises A to C on pages 71 and 72 of the Workbook. 20 mins

- Go through the Functional Grammar box. Ask the students if they can think of any other prefixes and suffixes. (They should know *re*-and *un*-.) Look at the Grammar and Functions Reference on page 104 together for further information.
- Then tell students to turn to page 71 of their Workbooks.

## WB A Write the topics of the paragraphs in the text on page 70 of the Course Book.

- Do the first paragraph from page 70 of the Course Book with the class. Tell them to read it and say what it is about. Elicit suggestions and supply *Introduction* if no one else does.
- Tell the students to read the other paragraphs and write the topics.

#### Suggested answers

- 1 Introduction importance of regular exercise
- 2 Before you begin taking exercise
- 3 Sports injuries
- 4 Ways of avoiding injuries

## WB B Read the blog more carefully and answer these questions.

- Tell the students to use the paragraph topics to help them go to the right places in the text to find the information they need to answer the questions. Tell them to write short answers.
- Elicit answers. These will be expressed differently. Praise students who use their own words in their answers.

#### **Answers**

- 1 Advice: Find something you enjoy.
  Reason: If you enjoy something, you're less likely to give up on it.
  Advice: Find a partner to exercise with.
  Reason: This will make sure you don't give excuses to not exercise and you will have someone to help you keep going.
  Advice: Don't do the same exercise all
  - the time. Reason: This way you won't get tired of the same thing every day.
- 2 Possible answer: I think finding something you enjoy is the most important. Exercising with a friend is the second most important piece of advice. Finally, the third most important piece of advice is to change your exercise.
- 3 According to Ibrahim, many people get injured for a number of reasons. Firstly, if people do not warm up their muscles, they can hurt themselves. Secondly, some people do not wear the right equipment when exercising, such as elbow pads or knee pads. Thirdly, some people try something too hard for them too quickly and injure themselves. Lastly, people need to listen to their bodies. They should drink water when they are thirsty and stop doing something if they are in pain.
- Discuss the text and focus on the new vocabulary.

### WB C Complete the sentences with words from the box.

• Tell the students to complete the sentences using the words from the box.

#### Answers

- 1 regular
- 2 fairly
- 3 different
- 4 careless
- 5 extremely
- 6 impatient

# Unit 6 Lesson 7: Predicting the Future

Objectives: Read headlines and

people's opinions about possible future events. Write a paragraph about possible future events. Listen to a conversation for gist and specific information.

Write sentences.

Ask and answer questions.

Language: may/might + infinitive

**Vocabulary:** marathon, record (n), case, heart disease, trend.

protect, snorkelling, hiking, scuba diving

21st Century skills: Communication Skills:

Making predictions

Reference: Course Book page 71,

Workbook pages 72 to 74,

6 54 and 55, Grammar and Functions page 104

#### Warm up 5 mins

• Ask students to remind themselves what health tips and discussions have been covered previously in this unit. Ask students to guess how they think humans and health-related issues might change in the future, for example, do they think people will live longer, or that we will run out of fresh water?

## A Look at the newspaper headlines. Which of these things do you think will be possible in the future? 5 mins

 Tell the students to read the headlines in the Course Book. Ask them to guess what heart disease is. Tell them it is a disease that kills many people and is often caused by a bad diet, lack of exercise and smoking.  Ask the students which of the events in the headlines they think will be possible at some time in the future. Write their thoughts on the board.

#### Possible answer

I think the headline about the world's oldest person will be possible in the future, as people are living longer.

### B Read some other people's opinions. Are any the same as yours? 6 mins

• Tell the students to read the opinions and compare the opinions on the page with their own.

## C Read the Functional Grammar box. Find other examples on the page.

4 mins

Tell the students to read the Functional
 Grammar box and find other examples of *might* + infinitive in the opinions.

### D Now do Exercises A to H on pages 72 to 74 of the Workbook. 20 mins

• Tell the students to open their Workbooks at page 72.

#### WB A Write the number to match the beginnings and endings of the sentences.

- Tell the students to match the beginnings and endings of the sentences.
- Elicit full sentences to check the answers. Discuss each sentence. What do the students think about the statement? Do they think it is possible?

#### **Answers**

1c; 2d; 3b; 4a

#### WB B Write sentences with might/ might not and reasons.

 Use the example to introduce and explain the task. Tell the students that may could also be used in these sentences.

#### Possible answers

- 1 Smoking might stop completely very soon because people don't want to die of heart disease.
- 2 People might not be overweight in 20 years' time because they are taking more exercise.

# WB C Write a paragraph (70–90 words) about possible events in your town or in your (or your family's) life in the future. Make sure you write notes to plan your ideas before you start writing.

• Elicit some ideas from the class about things that may happen in their town or in their families' lives in the future. Get the students to first write notes to plan their ideas before they start writing. Then tell them to draft their paragraphs in class. They can check and improve them as homework.

#### Model answer

People in my town might start eating more healthily so they can live longer. They may also stop eating meat because it is quite bad for the environment. One day, my family might not be living in our town any more, because fewer of my relatives are staying here. I really hope that in the future we might have better and cheaper public transport in our town to help reduce pollution.

## WB D \$654 Listen to two girls talking about their summer holiday. Where is Farah going? Where is Asma going?

• Tell the students to listen to the conversation and answer the two questions.

#### Track 54

Listen to two girls talking about their summer holiday. Where is Farah going? Where is Asma going?

Farah: We've been reading about health and fitness in class. I think I should

start to do more sport.

Asma: I should too. Do you think you'll do

some sport during your holidays?

Farah: Oh, yes. We're going to go to the seaside this summer.

Asma: Will you go swimming?

Farah: Of course. And I might learn

to sail.

Asma: Are you a good swimmer? It can

be dangerous if you aren't.

Farah: Don't worry. I'm a good swimmer.

And I'll wear a life-jacket.

Asma: What else will you do?

Farah: I may go scuba diving, too. I love

looking at all the gorgeous fish.

Asma: That sounds like fun. Have you

done it before?

Farah: No, I've only tried snorkelling.

Asma: And will you do that, too?

Farah: I might. What about you? Are you

going to go hiking like last year?

Asma: I might. I'm not sure.

Farah: Why not?

Asma: I'm going on a summer programme

in England and I may not have

much free time.

Farah: Then you should get a bicycle.

You can ride it to your classes.

Asma: That's a good idea. I might get one.

Farah: If we want to get fit, we have to

do sport all year, not just in the holidays. Let's do some sport

together after the holidays.

Asma: That's a great idea. Let's go

running.

Farah: I don't like running very much.

Asma: What about playing tennis, then?

We can play outdoors when the weather is nice, and indoors when

it's not.

Farah: Yes, let's do that.

#### Answers

Farah is going to the seaside. Asma is going to England.

## WB E № 55 Listen again. Make notes about what the girls might do.

 Tell the students to listen to the audio again and make notes about the activities the girls might do.

#### Track 55

Listen again. Make notes about what the girls might do.

[Track 55 is a repeat of Track 54.]

• Elicit answers. If anyone gives go to the seaside or go to England as an answer, ask the others why this is not correct. (Because these are things the girls will definitely do; the others are things they may or may not do.) Ask What about playing tennis? Elicit the answer that the girls will definitely play tennis after the holidays.

#### **Answers**

Farah: learn to sail

go snorkelling go scuba diving

Asma: go hiking

get a bicycle

### WB F Use your answers to write sentences about the girls.

 Tell the students to do the exercise using might or may.

#### **Answers**

Farah might learn to sail this summer. Farah might go snorkelling. Farah might go scuba diving.

Asma might go hiking.

Asma might get a bicycle.

## WB G Ask a partner about his/her plans. Your partner replies using might/might not. Take turns.

 Read the instruction and choose two students to read the example in the speech bubbles. Tell the students to take turns asking and answering questions in the same way. Tell them they can ask you for help with vocabulary if necessary. Circulate and make sure that everyone is participating.

## WB H Ask a friend or family member some of the questions in Exercise G and write their answers. Use *might*.

 Tell students to ask a friend or family member some of the questions in the previous exercise.
 Students should write down the responses using might.

#### Model answers

What do you think you'll do tonight? I might go out for dinner with my sister.

What do you think you'll do tomorrow afternoon?

I might go to the cinema.

What do you think you'll do next weekend? I might go to visit my mother.

What do you think you'll do next week? I might work out in the garden if the weather is nice.

# Unit 6 Lesson 8: The Asian Games

**Objectives:** Read an article for

specific information.

Extend vocabulary related

to sporting events.

Language: -

Vocabulary: become involved,

participate, spectator, wide variety, prepare, organizer, existing, torch relay, mascot, represent, statue,

countdown

21st Century skills: Study Skills: Collecting

information; Life Skills: Critical thinking; Study Skills: Delivering a

presentation

Reference: Course Book pages 72

and 73, Workbook pages 74 to 76

#### Warm up 5 mins

 Let the students talk about the pictures and the topic in general. Elicit that this is an article in a magazine.

• Use the pictures to elicit the relevant vocabulary (e.g., *mascot*).

#### A Read the article and do Exercises A to G on pages 74 to 76 of the Workbook. 40 mins

• Read the article together as a class. Then tell students to turn to page 74 of their Workbooks.

#### WB A What do these numbers refer to? Scan the article on pages 72 and 73 of the Course Book and write the answers on the lines.

• To encourage the students to search for the numbers as quickly as possible, make this activity into a race.

#### Answers

1951 Year of the first Asian Games

- 11 Number of countries in the first Asian Games
- 6 Number of sports in the first Asian Games
- Asian Games
- 39 Number of sports in the 15th Asian Games
- Number of countries that showed the games on television
- 2006 Year of the 15th Asian Games
- 9,704 Number of athletes competing in the 2010 Games
- 476 Number of events in the 16th Asian Games

# WB B Write the following words in your vocabulary notebook. Think about how you could use them to talk about the Asian Games.

- Tell the students to find and underline participated in paragraph 2. Tell the students to use the context to try to understand the meanings.
- Go through the words in the box and elicit how the students could use them to talk about the Asian Games.
- Tell them to write the words in their vocabulary notebooks with example sentences.

# WB C Work with a partner or a group. How many of these questions can you answer without looking back at the article?

- You can use these questions as a class quiz or as a group or pair activity.
- When the students have completed the quiz, get them to read the text and check their answers.
- Encourage the students to read the text carefully for homework.

#### Answers

- 1 India
- 2 Guangzhou, China
- 3 cricket, dragon boat racing, dancesport and rollersports
- 4 the new Asian Games Town

- 5 various things, such as taking spectators to their seats, checking their tickets and giving information and directions
- 6 the torch was carried round 23 cities and had an opening and closing ceremony
- 7 the 'five sporty goats'

# WB D Write an article about an event that is going to take place at your school. The event is called *Health* and Fitness Day.

- Tell the students to work in groups of four or five. Ask them to imagine that their school is having a day of activities to teach students about healthy habits. Elicit some ideas about how this will take place.
- Tell the students to look at the ideas map in Exercise D. Elicit the three topics in bold in Exercise D. Explain that these can be their three paragraph topics. Point out that they can choose different paragraph topics if they wish.
- In pairs, tell the students to read the topics and examples, then brainstorm more ideas and examples to add to the ideas map.

# WB E Choose some of the ideas that you have written down. Organize them into paragraphs and paragraph content.

- Tell the students to discuss the notes with their partner and choose the ones they want to write about.
- When they have made their choice, get the students to order their notes into paragraph headings and paragraph contents.

## WB F Use your notes to write your article. Write a short conclusion saying why this is an important day.

- Go through the proofreading list. Tell the students to work independently to write the article.
- Tell the students that this is the end-of-unit writing task.

- Tell them to write 80–120 words.
- Remind students to follow the Checklist for written work on page 106 of the Course Book.
- When students are finished, tell the students to read their partner's article. Encourage them to ask questions when things are not clear.
- Tell the students to rewrite the parts that are not clear.
- Ask for volunteers to read their essays to the class.

#### Model answer

#### Health and Fitness Day

Next Friday, there will be a health and fitness day to teach everybody about healthy habits. It will start at 10 a.m. in the school sports centre. There will be lots or activities for you to choose from, but the first event of the day will be a presentation for the whole school by a well-known healthy lifestyle expert. They will teach you five simple ways to make your life healthier.

After this presentation, you can attend a cooking class with a local chef to learn about a balanced diet, or a taste test of delicious, healthy snacks with a nutritionist. Then there will be three different fitness classes with fast and fun exercises for everybody.

## WB G Use your article to make and deliver a presentation to your class.

• Tell students to use their completed articles to prepare a presentation to deliver to the class. If technology is available, encourage students to use PowerPoint or other presentation software.

#### Round up

- Go over the Round up pages quickly.
- Ask the students to work in pairs to check their understanding and recollection of the unit. For each language point listed, ask the students to take turns making sentences or thinking of more examples. Their partner should correct them if necessary. When they have finished, ask them to write other things they remember in their learning diaries.

### Unit 7

## Science and Technology

#### Listening and speaking

- Listening for details in a weather forecast
- Listening to and practising when to pause in extended speech
- Listening to and practising conventional phrases used in a talk
- Listening for and practising contrastive stress in sentences
- Using pictures to describe a process
- Exchanging information
- Giving a presentation
- Discussing the advantages and disadvantages of online shopping

#### Reading and writing

- Skimming and scanning
- Reading a variety of texts, mainly factual, for detail, language and organization
- Reading and sequencing paragraphs
- Reading for pleasure
- Writing an email with definite and possible plans for the next day
- Writing a report on a marine animal
- Defining important information in a text

#### Structure and language

- Zero conditional to talk about events that are always true when a condition is met
- First conditional to talk about possible future events if a condition is met
- Passive voice
- Conjunctions however, although, but to introduce contrast

#### Vocabulary

- Words related to science and technology
- Collocations
- Adverbs of certainty/uncertainty: perhaps, probably, definitely
- Extracting meaning from context

#### 21st Century skills

- Information Literacy: Skimming for information
- Study Skills: Transferring information to a table
- Communication Skills: Drawing conclusions
- Study Skills: Delivering a presentation
- Career Skills: Environmental scientists
- Communication Skills: Making inferences
- Study Skills: Paraphrasing information
- Study Skills: Classifying information
- Life Skills: Critical thinking

### Key words

access (n) - /'ækses/ aerospace engineer (n) -/'eərəʊspeɪs endʒɪnɪə(r)/ artificial (adj) - /ˌaː(r)tɪˈfɪʃl/ balanced diet - /bælənst 'daɪət/ complex (adj) - /'kpmpleks/ coral (n) - /'kprəl/ create (v) - /kri'eɪt/ damage (n, v) - /'dæmɪdʒ/ decrease (v) - /dɪ'kriɪs/ derrick (v) - /'derɪk/ destroy(v) - /di'stroi/disease (n) - /di'zizz/drill(v) - /dril/drilling(v) - /drilin/eastwards (adv) - /'rstwə(r)dz/ endangered (adj) - /ɪn'deɪndʒə(r)d/ entire (adj) - /ɪn'taɪə(r)/ environment (n) - /ɪnˈvaɪrənmənt/ equator (n) - /i'kweita(r)/

examine (v) - /ig'zæmin/ experience (v) - / ik'spiəriəns/ forester (n) - /'fpristə(r)/ generate (v) - /'dʒenəreɪt/ generation (n) - /,dzenə'reɪ[n/ geologist (n) - /dʒiˈplədʒɪst/ global (adj) - /'gləʊbl/ Global Positioning System (n) -/gləʊbl pəˈzɪʃnɪŋ sɪstəm/ hurricane (n) - /'harikən/ illegal (adj) - /ɪˈli:gl/ inform (v) - /in'for(r)m/launch (n) - /lo:ntʃ/ layer (n) - / leiə(r) /liquid (n) - /'lɪkwɪd/ marine biologist (n) -/məˈrɪːn baɪˈɒləʤɪst/ meteorologist (n) - / mixtrə'rələckrist/  $mud(n) - /m \wedge d /$ obtain (v) - /əb'teɪn/

orbit  $(v) - \frac{1}{2}(r)bit$ pipeline (n) - /'paɪplaɪn/ pollute (v) - /pəˈluɪt/ possibility (n) - / posə'biləti/ presentation (n) - / prezn'teɪ[n/ pressure (n) - / pre (a) /radar map (n) - /'reida:(r) mæp/ rocket (n) - /'rokit/ sailor  $(n) - \frac{1}{seile(r)}$ sample (n) - /'sarmpl/ sandstorm (n) - /'sændstɔɪ(r)m/ solar panel (n) - /səʊlə(r) 'pænl/ space shuttle (n) - /'speis [Atl/ sponge (n) - /sp\nd3/ stormy (adj) - /'stor(r)mi/ test tube (n) - /'test tju:b/ trade (v) - /treid/ typical (adj) - /'tipikl/

# **Unit 7** Lesson 1: Meet the Scientists

Objectives: Read short texts for

information.

Language: -

**Vocabulary:** marine biologist, forester,

aerospace engineer,
meteorologist, geologist,
oxygen, laboratory, test
tube, sample, radar map,
satellite technology,
disease, pollute, predict
Revision: weather forecast,
product, ocean, tool,
atmosphere, protect,
cure, source

21st Century skills: Information Literacy:

Skimming for information; Career Skills: Environmental

scientists

Reference: Course Book page 78,

Workbook pages 77

and 78

#### Warm up 8 mins

- Ask students to tell you what they think scientists in general do – try to revise the meaning of 'scientist' and then discuss what possible jobs different scientists might have and what they might study.
- A Match the texts and the pictures.
  Work out what the names of these
  jobs mean. Then do Exercise A on
  page 77 of the Workbook. 12 mins
- Workbooks closed. Tell the students to read and match the texts to the pictures.
- Elicit the answers.
- Then tell the students to do Exercise A in the Workbook.

#### **Answers**

1B; 2C; 3D; 4A; 5E

#### WB A Write the numbers to match the beginnings and endings of the sentences.

• Instruct students to match the sentence halves. When you check the answers, write the job names on the board.

#### **Answers**

1c; 2e; 3d; 4b; 5a

- B How do these scientists help us?
  Discuss this question in groups.
  Then read what the scientists say and find out.

  8 mins
- Books closed. Ask the question How do scientists help us? Point to the job names on the board and ask the students to discuss in groups how they think each one helps us in our everyday lives. Don't spend too long on this, but encourage them to think and offer suggestions.
- Tell the students to read the texts on page 78 of the Course Book quickly and find out if any of their ideas are mentioned and what other points are mentioned.
- C Now do Exercises B and C on pages 77 and 78 of the Workbook. 17 mins
- Instruct students to turn back to pages 77 and 78 in their Workbooks.

#### WB B Complete the definitions.

 Tell the students to think carefully about what each scientist does and how each scientist can help us. Students should write the job definitions and what they think is the most useful aspect of their work.

#### **Model** answers

- 1 A marine biologist studies the plants and creatures that live in the sea.
- 2 A forester works in a forest, taking care of the trees and planting new ones.

- 3 An aerospace engineer builds aircraft (e.g., rockets), vehicles and equipment to be sent into space.
- 4 A meteorologist studies the air around the Earth and how it changes, especially in order to predict the weather.
- 5 A geologist studies the Earth, including the beginning and history of the rocks and soil.

WB C Work with a partner. Find these words in the text on page 78 of the Course Book. How many do you know already? Discuss the meanings and check them in a dictionary. Write them in your vocabulary notebook.

 Elicit the meanings of any words students already know. Discuss the meanings of these words and check them in a dictionary. Then tell them to try to work out the meaning of the others with a partner. Instruct students to write the new words in their vocabulary notebooks.

#### Model answers

laboratory – a room or building used for scientific research, experiments, testing, etc. test tube - a small glass tube, closed at one end, that is used in scientific experiments pollute - to add dirty or harmful substances to land, air, water, etc. severe - extremely bad or serious atmosphere - the mixture of gases that surrounds the Earth radar map - a drawing or plan that uses radio waves to find the position of objects (e.g., planes and ships) satellite - a natural or man-made object that moves around a planet oxygen - a gas that is present in air and water and is necessary for living things

release - to let something out

### Unit 7 Lesson 2:

#### Winds

Objectives: Read an article for information.

Study and practise zero conditional.

Language: Zero conditional

Vocabulary: hurricane, generate,

damage (n, v), expand, contract (v), create, global, sink (v), equator, pressure, subtropics, sailor, decrease, sandstorm, trade (v) Revision: satellite

21st Century skills: Information Literacy:

Skimming for information; Life Skills: Critical thinking

Reference: Course Book page 79,

Workbook pages 78 and 79, Grammar and Functions page 104

#### Warm up 8 mins

Tell the students to look at the pictures in the Course Book. Elicit what each picture is. Encourage comment and discussion. The first picture illustrates wind causing a sandstorm, the second picture illustrates high pressure and the third picture shows a wind farm where wind is used to generate electricity.

## A Match the paragraphs with the questions in Exercise A on page 78 of the Workbook. 12 mins

• Tell students to open their Workbooks at page 78.

# WB A Read these questions. How quickly can you find the paragraph which contains each answer? The words in bold are clues.

- Read the instruction in Exercise A of the Workbook. Explain that the bold words are clues because they can search a text for a single word quickly.
- Elicit the answers.

#### Answers

1C; 2D; 3E; 4B

### B Now do Exercise B on page 79 of the Workbook. 8 mins

• Tell students to return to their Workbooks at pages 78 and 79.

### WB B Read the article more carefully. Answer the questions in Exercise A.

- Tell the students to read and write the answers to Exercise A.
- The students will most probably use the words in the text in their answers. This will mean that they have to explain new words such as subtropics, equator and pressure.

#### Answers

- 1 Trade winds blow from the subtropics to the equator.
- 2 The Shamal is a wind that blows in the Arabian Gulf and can cause sandstorms.
- 3 They use satellites to predict hurricanes.
- 4 Wind happens when air moves from areas of high pressure to areas of low pressure.

# C Read the Functional Grammar box and find more examples. Then do Exercises C and D on page 79 of the Workbook. 17 mins

 Tell the students to read the Functional Grammar box and find other examples in the text. Draw attention to the comma separating the *If* clause from the main clause. Refer to page 104 of the Course Book for further information. Then instruct students to look at page 79 of the Workbook.

#### WB C Write the numbers to match the beginnings and endings of the sentence.

 Read the instruction with the students. Elicit the sentences orally to check them.

#### **Answers**

1b; 2c; 3e; 4d; 5a

## WB D Complete these zero conditional sentences with your own ideas.

- Tell students they are going to be completing the sentences using the zero conditional. Tell them to look back at the Functional Grammar box on page 79 of the Course Book if necessary.
- Elicit some sentences orally before the students write them individually.

#### **Model** answers

- 1 If it rains, the plants grow.
- 2 If the Shamal blows, sandstorms happen.
- 3 If it is extremely hot, forest fires start.
- 4 I like to go outside if it is not too windy.

# Unit 7 Lesson 3: A Weather Forecast

Objectives: Listen to a weather

forecast for information. Identify and practise the first conditional.

Write an email to a friend.

Language: First conditional with will,

may, might

Vocabulary: typical, entire, experience

(v), humidity, stormy,

eastwards

Revision: sandstorm,

hurricane, pressure

21st Century skills: Study Skills: Transferring

information to a table

Reference: Course Book page 80,

Workbook pages 79 to 81,

6 56 and 57, Grammar

and Functions page 104

#### Warm up 4 mins

 Ask the students whether they listen to the weather forecast. Discuss when it is helpful.

A Do Exercises A and B on pages 79 and 80 of the Workbook. Then read the forecast below and check your answers. 15 mins

• Tell students to open their Workbooks at page 79.

## WB A \$\infty\$ 56 Listen to a weather forecast. Which country will have dangerous weather?

 Tell the students to listen to a weather forecast and say which country will have dangerous weather conditions.

#### Track 56

### Listen to a weather forecast. Which country will have dangerous weather?

And now for our international weather forecast. Let's start with the Middle East. The weather will be typical for the season in the United Arab Emirates (UAE) and Saudi Arabia. In the UAE, the temperature will be 38 degrees, falling to 31 at night. In Saudi Arabia, there will be a high of 36 degrees and a low of 30. It will be sunny and clear in the entire area. If you live in the UAE, you may experience high winds on Wednesday, so watch out for sandstorms. In other parts of the region ...

Now on to Africa. If you are in Libya, you will be very hot on Wednesday. Temperatures might be as high as 40 degrees and the lowest temperature will be 30. The skies will be cloudy, but there is no chance of rain. Check with us again tomorrow for more information. Egypt will have partly cloudy skies and high humidity. Temperatures will be 28 during the day and 22 at night. In East Africa ...

In the United Kingdom, most of the country will be pleasantly cool, with highs of 23 degrees and lows of 13 degrees. Skies will be cloudy. As you can see from my map, it's very stormy over the Atlantic. If this weather continues to move eastwards, western parts of England will have rain and high winds tomorrow evening. The rest of Europe ...

Finally, there is a hurricane warning for the south east of the United States. As you know, September is the hurricane season because warm air over the ocean creates areas of very low pressure. If you live in the south east of the United States, you may want to check the forecast again this afternoon. We will be giving you new information as soon as we know more ...

Elicit the answer: The United States.

#### WB B 6 57 Listen again and complete the table. Then check your answers on page 80 of your Course Book.

Tell the students to listen again and complete the table in Exercise B.

#### Track 57

Listen again and complete the table.

[Track 57 is a repeat of Track 56.]

- Tell the students to check their answers by reading the forecast on page 80 of the Course Book.
- Elicit the answers and deal with new vocabulary as it arises.

#### Answers

	High	Low	Sun/clouds	Rain
	temp.	temp.		
UAE	38°	31°	Sunny	No
Saudi Arabia	36°	30°	Sunny	No
Libya	40°	30°	Cloudy	No
Egypt	28°	22°	Partly cloudy	No
United Kingdom	23°	13°	Cloudy	Yes
United States	_	_		Yes

#### **B** Read the Functional Grammar box and find examples in the text.

6 mins

- Tell the students to read the Functional Grammar box and find examples of first conditional sentences in the text.
- Read the relevant Grammar and Functions section on page 104 of the Course Book for further information.

#### C Now do Exercises C and D on pages 80 and 81 of the Workbook.

Tell students to turn to page 80 in their Workbooks.

#### WB C Complete the email with verbs from the box.

- Tell the students to complete the email using the verbs in the box.
- Elicit full sentences to check the answers. Ask about the type of sentence and the tenses.

#### Answers

- needs (first conditional: present, future)
- doesn't have
- 'll be (first conditional: present, future)
- 4 might be (first conditional)
- 5 prefer
- 6 is (zero conditional: present, present)

#### WB D Write an email to a friend. Tell him/her what you will do and what you might do tomorrow.

Tell students to write an email to a friend telling him/her what they will and might do tomorrow. Tell the students they can use the email in Exercise C as a model, but they should use their own ideas. It should be between 75 and 100 words.

#### Model answer

Dear Marco,

I hope you are well. If you're not busy tomorrow, let's meet at the café for lunch. I might have to help my mother in the afternoon. In the evening I will go running with my brother. We are practising for a long race at the end of the month. If we get faster at running, we might be able to win the race. After the run I think I will go to the park, so if you are free then you can meet me there, too? Let me know! Alberto

## Unit 7 Lesson 4: Aljabal Alakhdar

Objectives: Read a letter for

information.

Language: Adverbs perhaps (least

certain), definitely (very certain), probably (in the

middle)

Zero and first conditional

Vocabulary: wetland, migrating,

descendants, water buffaloes, arched, waterside, artificial, environment

21st Century skills: Communication Skills:

Making inferences; Information Literacy: Skimming for information

Reference: Course Book page 81,

Workbook pages 81 to 83, Grammar and Functions

page 105

#### Warm up 5 mins

- Tell students to read the title of this lesson. Ask students what they know about the place and if anyone has been there to tell you about it.
- A Look at the pictures. What kind of place do you think this is? Read the email quickly and find out. Then do Exercise A on pages 81 and 82 of the Workbook.
- Tell the students to look at the pictures in the Course Book. Ask them what kind of place they think this is. Write some of their ideas on the board.
- Tell the students to skim the email and check their ideas.

## WB A Answer the questions about the email on page 81 of the Course Book.

 Tell the students to read the email more carefully and answer the questions in Exercise A of the Workbook

#### **Answers**

- Aljabal Alakhdar
- 2 With a family in Almarj.
- 3 Possible answers include: The area is one of the few forested areas in Libya; it is one of the wettest areas of Libya; it is home to more than 200 thousand people; most people work in farming; etc.
- 4 In the large forest.
- 5 It can bloom through the winter.
- 6 It has many medical uses, including treating liver and digestive problems, and diabetes.
- 7 The Greeks.
- 8 It is an amazing place rich in history and resources.

#### B Now do Exercises B to D on pages 82 and 83 of the Workbook. 25 mins

- Tell the students to read the Functional Grammar box on page 81 of the Course Book first and answer the question in the box.

  (Definitely is very sure, perhaps is least sure and probably is in the middle.)
- Then tell students to find examples of these adverbs in the letter before turning to their Workbooks.

### WB B Complete the sentences with probably, perhaps or definitely.

• Tell the students to complete the sentences with *probably*, *perhaps* or *definitely*.

#### **Answers**

- I definitely/probably
- 2 definitely/probably
- 3 Perhaps
- 4 definitely/probably
- 5 probably
- 6 probably
- 7 Perhaps
- 8 probably

## **WB** C Choose the correct verb form to complete the sentences.

Elicit full sentences to check the answers.
 Ask the students if the sentence is zero or first conditional and why. Refer them to the Grammar and Functions Reference page 105 if they have forgotten the uses of these sentence patterns.

#### Answers

1a (first cond.); 2a (first cond.); 3b (zero cond.); 4a (first cond.); 5b (zero cond.); 6a (zero cond.)

### WB D Put the words in the correct order to make sentences.

- Tell the students to record the new vocabulary in their notebooks.
- Tell the students to unscramble the sentences with adverbs and write them with correct punctuation.

#### Answers

- 1 I'm definitely going to the game tonight.
- 2 Perhaps we can have lunch together tomorrow.
- 3 The library probably has the books you want.
- 4 That was definitely the best film I've ever seen.
- 5 The weather will probably be sunny at this time of year.

# Unit 7 Lesson 5: From the Earth to the Refinery

Objectives: Read for detail.

Use pictures to describe a process orally. Identify and write passive forms.

Language: Passive voice

Vocabulary: layer, mud, remains, image,

drilling, drill (v), derrick, gush, pipeline, liquid, complex, artificial Revision: pressure, satellite,

radar map, environment

21st Century skills: Study Skills: Paraphrasing

information

Reference: Course Book page 82,

Workbook page 84, Grammar and Functions

page 105

#### Warm up 10 mins

Ask students what they know about renewable and non-renewable energies, e.g., gas, water, oil, etc. You might need to explain these terms first. Create two columns on the board for each of these types of energy and get students to tell you which columns their suggestions should go into.

A Match the pictures and the words.
What are they for? Read the
text and check your ideas. Then
do Exercise A on page 84 of the
Workbook.

15 mins

- Tell the students to match the pictures to the words and try to work out what the new words mean.
- Elicit the answers.

#### Answers

- 1 rock samples
- 2 radar map
- 3 derrick
- 4 pipeline
- 5 refinery
- 6 petrol station
- Ask the students what they think each item in the pictures is used for. They will know what a petrol station is for, of course. Elicit answers about each of the other items. Ask Which paragraph is (refinery) in? (This will give them practice in scanning.) Don't confirm or correct the answers.
- Tell the students to read the text to check their answers.

#### **Answers**

The rock samples and the radar map help locate petroleum in the ground.

A derrick holds tools and pipes that are used in the well.

A pipeline carries the petroleum from one place to another.

Petroleum is separated into different products at a refinery.

A petrol station is where people can buy petrol, a petroleum product, to put in their cars.

## WB A Put the main stages of the process in order. Number them 1 to 5.

 Tell the students to read the text again and then turn to page 84 of their Workbooks. They should put the stages of the petroleum process in order.

#### **Answers**

1b; 2d; 3e; 4c; 5a

## B Read the Functional Grammar box. Then do Exercises B to D on page 84 of the Workbook. 20 mins

 Tell the students to read the rules and example in the Functional Grammar box. Look at the Grammar and Functions section on page 105 of the Course Book for further notes on using the passive.

- Clarify the uses of the passive. Tell the students that it is often used when describing a process. Highlight examples where the agent is known:

   cleaner products are being developed by petroleum companies.
   Animals and plants died and were covered by layers of mud and water.
- Tell the students to then turn to page 84 in their Workbooks.

# WB B Look back at the pictures on page 82 of the Course Book. Use them to describe the main stages of the process.

 Ask the students to look back at the pictures and describe the process. Start it off, if you think it is necessary: To find petroleum, geologists ... Then let volunteers continue.

## WB C Find examples of passive forms in the text on page 82 and write them below.

- Ask the students to look back at the text and find examples of passive forms listed.
- You may want to elicit these orally to make sure the students write the correct forms. If so, they can write the examples as homework.

#### Examples

- 1 Petroleum *is not found* everywhere. (Present simple)
- 2 Animals and plants died and were covered by layers of mud and water. (Past simple)
- 3 When petroleum *has been found* ... (Present perfect)
- 4 ... cleaner products *are being developed* by petroleum companies. (Present continuous)
- Deal with the other new vocabulary in the text.

#### WB D Write the numbers to match the two halves of each sentence.

• Tell the students to match the beginnings and endings of the sentences with passive verbs.

#### **Answers**

1c; 2e; 3d; 4b; 5a

# Unit 7 Lesson 6: Online Shopping

Objectives: Read a text to discover the

writer's point of view.
Learn to highlight
information in texts.
Write a summary.
Discuss shopping online.

Language: -

Vocabulary: disappointed

21st Century skills: Communication Skills:

Making inferences; Communication Skills: Drawing conclusions; Life Skills: Critical thinking

Reference: Course Book page 83,

Workbook page 85

#### Warm up

8 mins

Ask students where most of them go shopping.
Try to get the students to assess what percentage
of the class shop online versus shop in stores
and why.

# A Read about the advantages and disadvantages of online shopping. Is the author mostly for or against it? 12 mins

- Tell the students to read the text and answer the question.
- Elicit answers and encourage the students to express agreement and disagreement with reasons. (There is no definite answer, but the last paragraph indicates that the writer is mostly in favour of it.)

#### B Now do Exercises A to D on page 85 of the Workbook. 25 mins

 Instruct students to turn to page 85 of their Workbooks.

# WB A Read the text on page 83 of the Course Book. Highlight the important parts of the text. Then write a summary of the main points.

- Tell the students they are going to write a summary of the text. Remind them that a summary should include the most important information from the text, with only enough details to clarify each point where necessary.
- Tell the students that one way to identify and remember the important points in a text is to highlight them. They can do this by underlining the important sentences and phrases with a pen, or by going over them with a highlighter.
- Tell the students that they shouldn't just copy out sentences from the text. They should try to write a short version of it in their own words. Explain that, just like in any other piece of writing, the ideas in a summary have to be organized and linked.
- Tell the students to write summaries in no more than 90 words.

#### Sample summary

Shopping online is easy because you don't have to travel anywhere and you don't have to carry anything. It can also be cheaper because the people selling things online don't have the expense of running a shop and because you can easily compare prices online and find the cheapest.

There are two disadvantages. First, you may be disappointed when the things you buy arrive. For example, clothes may not fit you. Secondly, shopping can be unsafe, but not if you use a safe site online.

 When the students finish, tell them to read their summaries to a partner and discuss the ways in which they are different.

# WB B Work with two partners. Say what you think about shopping online. Think about what the text said and these questions.

- Tell the students to work in groups of three.
   Ask them to think about the points in the text and the questions in the exercise, and tell their partners what they think about shopping online.
- You could get one of the group to act as 'secretary' and make notes of the group's decisions, then present them to the class.

### WB C What does 'it' refer to in line 7 and in line 10?

 Ask students what 'it' refers to in the specified lines of the text on page 83 of the Course Book

#### Answer

online shopping

## **WB D** Give three pieces of advice if you want to do online shopping.

- Tell students to work in their threes to give advice about doing online shopping. They should use modals such as *should*, *ought* and *must* in their sentences.
- Check students' sentences and write them on the board.

#### Possible answers

goes wrong.

You ought to check your size by measuring yourself before ordering sizes online. You should pay by credit card because it is easier to get your money back if something

You should change your password often.

# Unit 7 Lesson 7: A Presentation

Objectives: Read a presentation for gist.

Write sentences.
Identify language for organizing information in a presentation.
Listen for consolidation.
Practise organizing and giving a presentation.

Language: -

Vocabulary: presentation, revolve,

launch, rocket, space shuttle, orbit, solar panel, fibreglass

Revision: forecast, meteorologist

21" Century skills: Study Skills: Delivering a

presentation; Information Literacy: Inferring meaning

from context

Reference: Course Book page 84,

Workbook pages 86 and 87, \$\infty\$ 58 to 61

#### Warm up 8 mins

- Explain or elicit presentation.
- Ask students what makes a good or a bad presentation, e.g., not talking too fast, having accompanying visuals, etc.
- Ask the students what Jaber's talk or presentation is about. (Tell them to look at the picture, if necessary.)

## A Read Jaber's presentation and put the paragraphs in order. \$\overline{6}\$ 58 Then listen and check your answers.

10 mins

- Tell the students to read quickly and number the paragraphs.
- Tell the students to listen to the presentation and check their answers.

#### Track 58

#### Listen and check your answers.

My presentation is about satellites. Satellites are a part of our everyday lives, but many people don't know what they are or what they're for. So, first I'll tell you what a satellite is. Then I'll talk about what is in a satellite. Finally, I'll talk about some of the different things that satellites are used for. If you have any questions, you can ask them at the end of my presentation.

A satellite is something that revolves around a planet. That means that the moon is a satellite, but there are also thousands of manmade satellites in the sky. These satellites are launched into the sky by a rocket or the space shuttle. The path of a satellite around the Earth is called an orbit. The distance of the orbit from the Earth varies. Some satellites orbit the Earth from 480 km away. Others are really far – over 35,000 km away.

Right. Now let me tell you what is in a satellite. Satellites carry different equipment, depending on the job they have to do. Satellites that we use for telephone communication have radios that can receive and send conversations. Many satellites have cameras, so they can send pictures back to Earth. All satellites need a source of power. Most satellites have solar panels which get energy from the sum. Take a look at this picture. The solar panels are the long parts that stick out of the body. The body of the satellite can be made of many things, such as metal or fibreglass. It has to be light and strong.

Now I'll talk about what satellites are used for. You may know that they help us receive television programmes and give meteorologists information they use in weather forecasts. But do you know that satellites can take pictures from the sky that are used to make maps? Some pictures can help scientists see environmental problems more clearly, for example, the destruction of rainforests. Without satellites, cars couldn't have a Global Positioning System, or 'GPS'. GPS is even better than a map. A map shows you where you want to go, but GPS also shows you where you are.

Next time you watch your favourite TV programme, or plan to go to the beach on a sunny day, remember, it may be thanks to a satellite! Now, do you have any questions?

#### Answers

1D; 2B; 3A; 4C; 5E

### B Now do Exercises A to F on pages 86 and 87 of the Workbook. 27 mins

 Refer students to pages 86 and 87 of the Workbook.

#### WB A Find these words in the text on page 84 of the Course Book. Try to work out their meaning and use them in sentences of your own.

• If the students have dictionaries, let them look up the words themselves. If not, let them try to work out the meanings for themselves, but confirm them before they write sentences.

#### Possible answers

solar panel – a piece of equipment on a roof that uses light and heat energy from the sun to produce electricity

fibreglass – a strong light material made from long and very thin pieces of glass and plastic, used for making boats, etc.

revolve – to go in a circle around a central point launch – to send something such as a spacecraft, weapon, etc. into space, into the sky orbit – a curved path followed by a planet or an object as it moves around another planet, star, moon, etc.

#### **Example sentences**

We have a solar panel on the roof of our house. My father has a boat made from fibreglass. The Earth revolves around the sun.

Last week, NASA launched a rocket into space.

Many satellites orbit the Earth.

## WB B Complete the expressions the boy uses with words from the box. Check your answers in the Course Book.

- Tell the students to complete the expressions the boy uses with words from the box.
- Then tell the students to check their answers in the Course Book on page 84.

#### Possible answers

- 1 First I'll tell you what a satellite is.
- 2 Then I'll talk about what is in a satellite.
- 3 *Finally*, I'll talk about some of the things that satellites are used for.
- 4 Right. Now let *me tell you* what is in a satellite.
- 5 Now I'll talk about what satellites are used for
- 6 Take a look at this picture.
- 7 Do you have any questions?

## WB C \$\infty\$ 59 Listen and repeat the expressions in Exercise B.

 Tell the students to listen and repeat the expressions in Exercise B.

### Track 59 Listen and repeat.

First I'll tell you what a satellire is.
Then I'll talk about what is in a satellire.
Finally, I'll talk about some of the things that satellites are used for.

Right. Now let me tell you what is in a satellite. Now I'll talk about what satellites are used for. Take a look at this picture.

Do you have any questions?

WB D You are going to write and give a presentation about a planet of your choice. Add any information you think might interest your class. If you can find a picture of the planet, bring it to class too.

 Explain to the students that they are going to write and give a presentation about a planet of their own choice.

- Tell students to use books or the internet to help them answer the questions below in their Workbooks.
- Once students have collected their information, tell them to write their presentation. They can use the example on page 84 of the Course Book to help them.

#### A sample presentation

My presentation is about Jupiter. Jupiter is a huge planet and it is easy to see. Unlike some planets, which are only visible with a telescope, Jupiter has been known for thousands of years. First I'll tell you about Jupiter's position in the solar system. Then I'll tell you about Jupiter's surface. Finally, I'll talk about spacecraft that have observed Jupiter.

Jupiter is the fifth planet from the sun. It is 588 million km from Earth. Jupiter is 142,984 km wide and it is the largest of the planets. It has 63 satellites and was the first planet that was known to have moons. Its moons were discovered in 1610 by Galileo. This helped prove that the planets did not revolve around the Earth.

Jupiter is a gas planet. It does not have a solid surface, but is covered with clouds. It is made of 90% hydrogen and 10% helium. Take a look at this picture. Do you see the dark and light marks around the planet? These are areas where winds blow very fast. They blow in one direction in the light areas and in the opposite direction in the dark areas. You can also see a red spot on the surface of Jupiter. It is called the Great Red Spot. This is caused by an area of very high pressure on the planet that is like a hurricane.

The first spacecraft to fly by Jupiter was Pioneer 10. It flew by in 1973, and took close up pictures of the planet. Since then, Pioneer 11, Voyager 1, Voyager 2 and Ulysses have all studied Jupiter. The spacecraft Galileo orbited Jupiter for eight years until it was destroyed in 2003. It helped us learn a lot about Jupiter and its moons. For example, we now think there may be oceans under the surface of some of Jupiter's moons.

I hope my presentation made you want to learn more about Jupiter. If you would like to see

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Jupiter yourself, many websites can tell you when you can see it in the night sky.

## WB E 60 Listen and mark a slash (/) in the sentences in the places where the speaker pauses to breathe.

- Read the following to demonstrate the need to deliver language in chunks that make sense:

  Satellites carry (pause) different equipment depending (pause) on the job they have (pause) to do. (These chunks don't make sense!)

  You can use other sentences in the same way.

  Make sure the students understand that it is important to pause and take a breath at places where the words will make sense to the listener. Tell them they are going to practise this.
- Tell the students to listen to the audio and mark the places where the speaker pauses.

#### Track 60

Listen and mark a slash in the sentences in the places where the speaker pauses to breathe.

[pause for breath after highlighted words] Mercury is a rocky planet like the Earth. Mariner 10, a spacecraft, visited Mercury in 1974 and 1975. It took pictures of some parts of the planet. A new spacecraft was launched in 2004 and started orbiting Mercury in 2011. It takes pictures of the rest of the planet.

• Check the answers. Ask the following questions: Does the speaker pause after a comma or a full stop? (Yes.)

Does the speaker pause after an article or a preposition? (No.)

Does the speaker pause anywhere else? (Yes, after 2004. Explain that this is because the sentence is quite long – it has two clauses, so it is better to pause before the second clause.)

#### WB F 61 Now listen again and repeat.

 Tell the students to listen and repeat the sentences, making sure they try to pause where the speaker pauses.

#### Track 61

Now listen again and repeat.

[Track 61 is a repeat of Track 60.]

# Unit 7 Lesson 8: A Science Report

Objectives: Read a report

for information.

Identify and practise using contrastive link words.

Identify formal vocabulary.

Language: Contrastive link words:

although, however, but **Vocabulary:** endangered, belly, beak,

sponge, coral, lay eggs, illegal, access, examine,

obtain, inform

Revision: marine biologist

21 Century skills: Information Literacy:

Skimming for information; Life Skills: Critical thinking; Study Skills:

Delivering a presentation

Reference: Course Book pages 85 and 86, Workbook page 88, Grammar and Functions page 105

#### Warm up

5 mins

- Ask the students what they know about sea turtles.
- Elicit or explain that the text is a school assignment. Ask the students what kind of information they think it might include. Ask them if the writer will use formal or informal language.

## A Skim the report below. Match these sentences to the correct paragraph. Write letters a to c. [8 mins]

 Tell the students to skim the report and match the sentences with the correct paragraph in the Course Book.

#### **Answers**

1c; 2a; 3b

### B Now do Exercises A to C on page 88 of the Workbook. 14 mins

Refer students to page 88 of the Workbook.

# WB A Find words or phrases in the last paragraph of the report on page 85 of the Course Book that mean the same as those below.

 Explain that in written reports, formal language is more likely to be used than the informal language used in conversation. Tell the students to look in the last paragraph of the report for more formal words to match those in the exercise.

#### **Answers**

- 1 examining
- 2 observed
- 3 appears
- 4 obtain
- 5 informing

## WB B Look back at the report on page 85 of the Course Book. What are the topics of the paragraphs?

- Tell students to skim the report again and to identify the topic of each paragraph. You may want to elicit answers for each paragraph orally before the students write the topics in Exercise B.
- Elicit answers. There are different ways of expressing the topics. These are just suggestions:
  - 1 appearance / what they look like
  - 2 what they eat / habitat
  - 3 dangers

# WB C Write a report about a marine animal. Use your report to make a presentation and share it with your class.

- Tell the students that they will be writing a report on an animal that lives in the ocean.
   Students should use books or the internet to make notes on their chosen animal.
- Tell the students that they can use the same topics for their paragraphs as in the report on page 85 of the Course Book, or they can choose their own.
- Elicit some of the details in the report in the Course Book that support each of the topics.
- Tell the students to organize their ideas and write a draft of about 80–120 words.
- Remind students to follow the Checklist for written work on page 106 of the Course Book.
- Circulate and give help as required.
- Elicit ways in which we can improve our writing.
   Elicit all the ways that have been presented in the course:
  - thinking of the best words using adjectives and adverbs to 'paint a picture' linking ideas proofreading for grammar, punctuation and spelling.
  - Remind them about formal language in reports.
- Tell the students to go through their drafts in this way, then write a corrected and improved report.
- If any students finish before the end of the lesson, tell them to exchange papers with someone else who has finished. These students will read each other's reports and ask questions if anything is not clear.
- Students who need more time to finish should be allowed to do this at home.
- Collect the essays for assessment and tell students to turn their reports into a presentation to share with the class.

#### Model report

#### The Narwhal

Narwhals are medium-sized whales with long, pointy teeth on the front of their foreheads. They are most famous for their long tooth or 'tusk'. It can reach a length of about 3.1m on a male narwhal.

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Narwhals are found in the Arctic waters around Canada, Greenland and Russia. A narwhal's diet is limited because of the icy conditions. They eat Greenland halibut, polar and Arctic cod, cuttlefish and shrimp.

Narwhals can live for up to 50 years. However, there are many risks to a narwhal's life. Young narwhals are easy prey for polar bears and orcas. In addition, Inuits – people native to the area – are allowed to hunt narwhals. Mining for oil in the North Atlantic has also changed the Narwhals' habitat.

#### C Read the Functional Grammar box. How is however different from but and although? [5 mins]

- Go through the Functional Grammar box with students. Refer also to the Grammar and Functions section on page 105.
- Discuss what ideas are being contrasted in the examples.

## D Read the summary. Find five mistakes and rewrite the summary on the lines.

- Tell the students to read the report more carefully, then read the summary in Exercise B.
- Elicit the mistakes before the students write the corrected summary.

#### Answer

You can recognize the hawksbill turtle because of its pretty *shell* and its unusual mouth, which looks like a *beak*. It eats sea animals and *plants*. It comes out of the ocean only to *lay its eggs*. These sea turtles are protected, but they are endangered by *pollution*. We can all help protect them by being more careful with our rubbish.

Deal with the new vocabulary.

### E Read and match the beginnings and endings of the sentences. 5 mins

 Elicit or explain mammals before telling the students to do Exercise E in the Course Book.
 Elicit full sentences to check the answers.

#### Answers

1e; 2d; 3a; 4b; 5c

#### Round up

- Go over the Round up page quickly.
- Ask the students to work in pairs to check their understanding and recollection of the unit. For each language point listed, ask the students to take it in turns to make sentences or think of more examples. Their partner should correct them if necessary. When they have finished, ask them to write other things they remember in their learning diaries.



## **Unit 8**

## Fun with English 2

#### Listening and speaking

- Using a questionnaire
- Making invitations

#### Reading and writing

- Reading a newspaper story
- Reading an interview
- Writing about a job

#### Structure and language

• Grammar and vocabulary from Units 5 to 7

#### 21st Century skills

- Life Skills: Thinking critically
- Career Skills: Choosing a career
- Study Skills: Transferring information

### **Key words**

astronaut (n) - /'æstrənɔ:t/
dentist (n) - /'dentist/
gravity (n) - /'grævəti/

hiker (n) - /'haɪkə(r)/
nutritionist (n) - /nju'trɪʃənɪst/
receiver (n) - /rɪ'siːvə(r)/

satellite (n) – /'sætəlaɪt/



## Unit 8 Lesson 1: GPS Receivers

Objectives: Read a narrative

and a factual text for

information.

Revise sentences reporting

direct speech.

Revise writing in the

passive voice.

Revise sentences

giving advice.

Language: Review passive forms and

reported speech.

Review ought to, could,

should + infinitive

Vocabulary: rescuers, receiver,

experienced, hand-held,

unexpected, network

21st Century skills: Life Skills: Thinking

critically

Reference: Course Book pages 90 and

91, Workbook pages 89

to 91

#### Warm up 6 mins

- Revise purposes of a text. What do they think the purpose of each of the two texts on pages 90 and 91 of the Course Books are?
- A What do you know about GPS receivers? Which of these articles will give you information about them? [8 mins]
- Ask the students what they remember about GPS. Discuss the questions at the top of the page with the class. Ask the students what the article on page 90 of the Course Book is about. (They can use the headline and the picture to answer.) If they read the instruction at the top of page 91, they will know that this is a factual text which describes how GPS receivers work.

- Tell the students to skim the articles and check their ideas.
- Tell the students to read the text on page 90 of the Course Book and highlight any unfamiliar words. Elicit the ways they have practised dealing with unknown words:
  - Working out the meaning from the context.
     (For example, sometimes a word is explained in a text, or has a synonym in another sentence.)
  - Using their knowledge of prefixes and suffixes.
  - Ignoring words if they are not necessary to understand the text.
  - Looking up words in a dictionary.
- Use receiver and rescuer to show how one can sometimes work out a meaning by thinking about what word it resembles. It may be a noun that comes from a known verb or adjective.
- Elicit the words the students have highlighted. Try to get the class to explain the words.
- B Read this article and do Exercises A and B on page 89 of the Workbook. 10 mins
- Refer students to page 89 of the Workbook.

## WB A Answer these questions about the newspaper article on page 90 of the Course Book.

• Tell the students to read the text and answer the questions.

#### Answers

- 1 unexpected
- 2 Because it was autumn, not winter.
- 3 He was experienced.
- 4a lost his footing
- 4b gathering speed
- 4c came to a stop
- 5 (Answers will vary.)

# WB B The day after his accident, a reporter asked Paul about how he felt. Look at the reporter's notes. Write four sentences reporting what Paul said.

 Tell the students to imagine they are a reporter and have just interviewed Paul. Tell them to look at the notes in the reporter's notebook and write four sentences as if the reporter was now writing them in a newspaper article. Elicit the first reported sentence orally.

#### **Answers**

**Note:** 'said' can be replaced by 'told me' in answers 2 to 4.

- 1 Paul said his leg was in a plaster cast and he felt much better.
- 2 He said he thought the mountain-rescue ream was fantastic.
- 3 He said he couldn't wait to go home.
- 4 He said he might come back to Scotland, but in the spring.

# C Read this text and find out how a GPS receiver works. Then do Exercises C to E on pages 90 and 91 of the Workbook. 21 mins

- Tell the students to read the text on page 91 of the Course Book and tell you how a GPS receiver works.
- Then tell them to turn to pages 90 and 91 of their Workbooks.

## WB C Answer these questions about the article on page 91 of the Course Book.

• Tell students to write short answers to the questions.

#### Answers

- 1 Fishermen and people who do outdoor sports.
- 2 Satellites.
- 3 Maps.

### WB D Rewrite these active sentences in the passive.

• Tell the students to rewrite the sentences in the passive.

#### Answers

- 1 A lot of mobile phones are sold to teenagers.
- 2 This song was written in 2001.
- 3 The missing boy has been found by rescuers.
- 4 Satellites are being used to take pictures of the Earth.
- 5 The cup will be presented to the winner of the tennis final by the headmaster this evening.

**Note:** *by the headmaster* can be in these positions:

The cup will be presented by the headmaster to the winner of the tennis final this evening. The cup will be presented to the winner of the tennis final this evening by the headmaster.

# WB E Imagine your friend is going hiking. Use these notes to give him good advice. Use ought to, should and could.

• Tell the students to use the cues to write sentences giving advice to a hiker.

#### Suggested answers

**Note:** *should* can be used in all the sentences.

- 1 You ought to check the weather forecast.
- 2 You could buy a GPS receiver.
- 3 You shouldn't go without your mobile phone.
- 4 You should tell someone where you are going.
- 5 You should wear warm clothes.

## D Would you find a GPS receiver useful? Think of people other than those in the text who might use GPS receivers.

 Ask students the questions to elicit a discussion about who else might use a GPS receiver and when they might need to use one in life. Write their suggestions on the board.

### Unit 8 Lesson 2: Keeping Fit in Space

Objectives: Read an interview

for information.

Write a summary.

Language: From the units

Vocabulary: gravity, resistance, earplugs

21st Century skills: Life Skills: Thinking

critically; Study Skills:

Transferring information

Reference: Course Book pages 92

and 93, Workbook pages

91 to 93

#### Warm up

8 mins

- Ask students to remind you what they learnt in Unit 6 about 'keeping fit'. Ask students to tell you the various ways they can stay healthy.
- A What problems do you think astronauts have staying fit in space? How do they stay healthy? 8 mins
- Bearing in mind what was just discussed in the Warm up, elicit answers to the questions at the top of Course Book page 92.
- B Read the interview and check your ideas. Then do Exercises A to E on pages 91 to 93 of the Workbook.

29 mins

• Tell the students to read the interview quickly and find out if any of their answers are mentioned. Explain *gravity, resistance* and *earplugs*. Then tell students to open their Workbooks at page 91.

### WB A Complete the sentences with words from the box.

• Tell the students to complete the sentences with words from the box.

#### **Answers**

- 1 keep fit
- 2 diet
- 3 bones
- 4 muscles
- 5 calcium
- 6 vitamin

## WB B Read the interview on pages 92 and 93 of the Course Book. Tick the main points the astronaut makes.

 Remind the students about how we organize an essay or a presentation: we have a number of main points and we support or explain these with details and examples. Tell the students to tick the main points the astronaut makes.

#### **Answers**

The main points are: 1, 3, 4 and 7.

### WB C Now complete these details supporting each main point.

• Tell the students to complete the notes about the main points.

#### Suggested answers

- 1 No gravity in space, so it is easy to move and the muscles don't get any exercise.
- 2 Can lose up to 20% of their strength. Bones get weaker and can break.
- 3 Use special machines to exercise muscles. Eat food with calcium for bones and a balanced diet to give them necessary vitamins.
- 4 Because of the light and noise caused by other people. They use masks and earplugs.

#### WB D Use your notes to write a summary of the interview. Write about 60 more words. When you have finished, exchange books with a partner and check each other's work.

 Tell the students to use the main points and details to write a summary of the interview.
 Read the instructions with the class carefully.

#### Sample answer

Astronauts don't need to be very strong in space because it is easy to move around since there is no gravity. However, they need to stay fit for when they get back to Earth. This environment can be bad for the muscles and bones, so the astronauts have to exercise and have a healthy diet. They use special machines to exercise. They eat food with lots of calcium and vitamins. To help them sleep, they wear eye masks to keep out the light and earplugs to shut out the noise.

# WB E Find a new compound word in the text. Then complete these compound words from Units 5 to 7 and write a sentence with one of the words.

• Tell the students to find a compound word in the Course Book text (earplugs), then to complete the other compound words and write a sentence with one (or all) of them.

#### **Answers**

earplugs, headache, toothpaste, toothbrush, cough syrup/cough lozenge, seatbelt, mouth guard, knee pad, vitamin pill, radar map, test tube

## Unit 8 Lesson 3: Choosing the Right Job

Objectives: Read a magazine quiz

for information.

Listen to a conversation

and make notes.

Language: From the units

Vocabulary: From the units

21st Century skills: Career Skills: Choosing

a career

Reference: Course Book page 94,

Workbook pages 93 to 95,

62 and 63

#### Warm up

up 5 mins

 Ask the students where they would find this kind of text. Elicit or explain that it is from a teenage magazine to help teenagers decide what kind of job might be right for them.

## A Match a job from the box with the interests in the column on the left. Two jobs are extra. 8 mins

• Tell the students to read the interests on the left and match them with a job from the box. Make sure they understand that two jobs are extra. Write the jobs on the board so that you can use them in Exercise B.

#### **Answers**

marine biologist dentist aerospace engineer forester meteorologist chemist

## B Use this magazine test to find out what job would suit you. 10 mins

- Tell the students to read the descriptions again and decide which category describes them and therefore which job would suit them.
- Carry out a class survey to find out which jobs would suit which students, according to this article.
- Ask the students what they think of the results.
   Do you think this job would suit you? Would you like to do this job?

### C Now do Exercises A to H on pages 93 to 95 of the Workbook. 22 mins

• Tell students to open their Workbooks at page 93.

## WB A 62 Listen to a conversation and note which jobs the speakers mention.

 Tell the students to listen to a conversation and write the names of the jobs they hear.

#### Track 62

Listen to a conversation and note which jobs the speakers mention.

Mother: What are you reading?

Mona: It's a sort of test to help you

learn about jobs you might like

to do.

Mother: That's interesting, Mona. Have you

seen one you like?

Mona: Yes, I'd like to be a marine

biologist. I'd like a job where I can travel to different places and

be outdoors.

Sarah: I'm sure that's an interesting job,

but I don't think you can make a lot of money if you're a marine biologist. You should be a pilot;

they travel a lot.

Mona: Yes, but I like animals, Sarah. And

I love nature. I don't think I would

like being a pilot.

Mother: Money isn't everything. It's

important to do something that vou really enjoy. You'll spend a lot

of time at your job.

Sarah: Well, I'd like to be a dentist.

Mona: I'd hate it. You have to work in

the same place every day. It sounds

really boring.

Sarah: I think it's a good job because you

can make people feel better. It's terrible to have a toothache. I'd like to be a doctor, too. I want to

help people.

Mother: What about this job, Sarah -

a forester?

Sarah: I don't really know what they do.

Mother: Well, turn to page 147.

Sarah: It says they study forests to find out

how to protect them. That doesn't sound like much fun. They're

mona: probably alone a lot of the time.

I think it sounds interesting.

Foresters probably work outdoors

a lot. And they protect the

environment. It's an important job.

Mother: You have to be good at science

to do many of these jobs. If they interest you, you've got to work

hard in school.

Mona: You're right, Mum.

Mother: Where are you going, Mona?

Mona: I'm going to revise for my

science exam.

#### Answers

marine biologist, pilot, dentist, doctor, forester

 When they have finished, ask the students which of the jobs mentioned they think sounds most interesting and why.

#### WBB 63 Listen again and match the speakers and the sentences. Write the numbers.

• Tell the students to listen again and match the remarks with the speakers. Some of the remarks

summarize a speaker's opinion, so students will have to listen carefully.

#### Track 63

Listen again and match the speakers and the sentences. Write the numbers.

[Track 63 is a repeat of Track 62.]

#### Answers

Mother: 1 and 5 Sarah: 3 and 4 Mona: 2 and 6

#### WB C Work in groups. Look back at the speakers' ideas in Exercise B. Tell your partners which ideas you agree with and why.

- Tell the students to discuss the opinions of the speakers in Exercise B in small groups.
- Ask them to tell their partners which of the jobs mentioned they would like best and why.
- Ask one or two students If you don't want to be a (dentist), what do you want to be?

# WB D Write a paragraph of about 100 words about the job you would like to do when you finish studying. Share your paragraph with your class.

 Tell the students to write a paragraph about what job they want when they finish studying.
 Tell them to write about 100 words, describing the job, what kind of person you need to be to do it, and what attracts them to it.

## WB E Write the words in the box under the correct headings.

 Check understanding of the column headings first. They can be explained as time, reason and result, contrast.

#### Answers

Column 1	Column 2	Column 3
while	as a result	however
a little later	because	but
once		although
when		
after that		

## WB F Read and complete this paragraph with words from Exercise E.

 Tell the students to complete the paragraph with words from the table.

#### Answers

The first time I went rollerblading was with my cousin Mahmoud. Mahmoud was pretty good although he had never done it before. I tried my best, but I kept bumping into people because I didn't know how to stop. Finally, a nice man showed me how to do it. After that, I didn't fall quite as much, but I still fell.

#### WB G Put the writing steps in order.

• Tell the students to put the writing steps in order.

#### **Answers**

The steps are in this sequence: 5, 3, 6, 2, 4, 1

#### WB H Write a story about the first time you did something. Follow the steps in Exercise G. Use your notebook.

- Tell the students to write a story about the
  first time they did something. Elicit some ideas
  from the class for things they can write about,
  or suggest these: the first time they tried a new
  sport, used a new piece of equipment, or met
  someone special.
- Tell the students to write three paragraphs, following the steps in Exercise G.
- Tell them to write 80–120 words.
- Remind students to follow the Checklist on page 106 of the Course Book for written work.

## Unit 8 Lesson 4: Making Invitations

Objectives: Listen to a conversation for

information.

Write and act out a

conversation.

Language: From the units **Vocabulary:** From the units

21st Century skills: -

Reference: Course Book page 95,

Workbook pages 96 to 98,

64 and 65

#### Warm up

5 mins

 Read the page title and ask the students how you invite someone to do something. Elicit a few examples with Would you like to. Then ask how you make offers. Elicit examples with Shall I and I'll.

A Read these questions. Where is Yousif going ... with Adam? ... with Kama!? 64 Now close your books and listen to two conversations to answer the questions. Then do Exercise A on page 96 of the Workbook.

• Tell the students to read the questions at the top of the page. Then tell them to close their books and listen to answer the questions.

#### Track 64

Listen to two conversations and answer the questions.

#### Conversation 1

Yousif: Hi, Adam, how are you? I didn't

see you at the match last week.

Adam: I was studying for my

Physics exam.

Yousif: When was it?

Adam: Yesterday. I think I did really well. Yousif: Great. And what are you doing

today? Would you like to go to

the beach?

Adam: I'm afraid I can't. I have to go to

the dentist this afternoon.

Yousif: How about tomorrow? I'll pick

you up if you want.

Adam: Thanks, that'd be nice.
Yousif: I'll pick you up tomorro

I'll pick you up tomorrow morning then.

Adam: Great!

Conversation 2

Kamal: Hello, Kamal here.

Yousif: Hi, Kamal. Listen. I'm going to

the beach with Adam tomorrow.

Would you like to come?

Kamal: I'm afraid I can't. I'll be visiting

my grandparents all day. Let's

go today.

Yousif: I asked Adam if he could go today,

but he said he couldn't. He told me

he had to go to the dentist.

Kamal: Oh, right. Well, do you want to go

to the cinema tonight?

Yousif: I'd love to. What do you want

to see?

Kamal: There's a comedy showing at 6.00.

My brother saw it and said it was

incredibly funny.

Yousif: That sounds great.

Kamal: OK. Shall I pick you up?
Yousif: No, thanks. I'm not sure I'll

be home. I might go to the

library first.

Kamal: All right. I'll see you outside

the cinema.

Yousif: Fine. Bye.

#### Answers

Yousif is going to the beach tomorrow with Adam.

He is going to the cinema tonight with Kamal.

# B Work with two partners. Practise the conversations. Then do Exercises A to E on pages 96, 97 and 98 of the Workbook. 41 mins

- Tell the students to work in groups of three.
   Tell students to practise reading the conversations on page 95 of the Course Book.
- When students are finished, refer them to pages 96, 97 and 98 of the Workbook.

# WB A \$\infty\$ 65 Listen to the conversations again and answer the questions. Then check your answers on page 95 of the Course Book.

- Tell the students to read the questions quickly.
- Tell the students that they can write short notes while they listen, then write sentences.

#### Track 65

Listen to the conversations again and answer the questions.

[Track 65 is a repeat of Track 64.]

#### **Answers**

#### Conversation 1

- 1 Because he was studying for his Physics exam.
- 2 He has to go to the dentist.
- 3 Tomorrow morning.

#### Conversation 2

- 1 He will be visiting his grandparents all day,
- 2 A comedy.
- 3 He might go to the library first.

**Note:** Explain that Why can't Kamal go to the beach ... and Why can Kamal not go to the

beach ... have the same meaning.

### WB B Write a conversation about one of these pictures. Use your notebook.

- Ask the students what they can see in the pictures. Elicit two tickets for a football match in the second picture and a calendar showing a birthday party in the other.
- Tell the students to work in groups of three and choose one of these pictures to write two conversations similar to those on page 95 of the Course Book. Tell them they can use their own names, but they should decide who is taking the parts of each of the three people in the printed conversations. So, 'Yousif' is the one who gives the invitation in both conversations. All three students should participate in the writing, making suggestions and correcting as they go along. They all need to write.
- Circulate and monitor the writing.

#### Model unswers

#### Picture 1

Fatima: Hi Salwa, how are you?

Salwa: I am very busy at the moment because

I am writing a long essay.

Fatima: Poor you! When is your essay due in?

Salwa: On Friday.

Fatima: Good luck! It's my birthday at the

end of the month. Can you come to

my party?

Salwa: I'd love to, when is it?

Fatima: On the 31st of May.

Salwa: I'll be there!

Fatima: Thanks, see you soon. Good luck with

your essay!

Salwa: Bye!

#### Picture 2

Ben: Hi Peter, that was a fun

football match!

Peter: Hi Ben. Thanks for letting me join

your team. When's the next practice?

Ben: You're welcome! The next practice is

on Sunday. Can you come?

Peter: Oh no, I have two tickets to the cup

final on Sunday!

Ben: What time does it start?

Peter: It starts at 12:30.

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Ben: That's fine, because practice doesn't

start until 4:30 in the afternoon.

Peter: Good, so I can go to both. Would you

like to come to the cup final with me?

Ben: Yes please!

Peter: All right, I'll see you on Sunday.

## WB C Practise the conversation with your partners. Try reading it once, then act it out without reading it.

- Tell the students to practise reading the conversations, then try to act them out from memory.
- Ask volunteers to perform their conversation for the class.

### WB D Write these sentences again in the passive.

 Tell students to rewrite the sentences using the passive voice.

#### Answers

- 1 The newspaper is written in English and Arabic.
- 2 The package will be sent directly to your house.
- 3 My digital camera has been stolen.
- 4 The woman is being taken to hospital for X-rays by the ambulance.
- 5 The cakes were baked the day before the party.

### WB E Complete these exchanges. Use your own ideas to make offers, invitations and responses.

• Read the instructions with the students and ask them to complete the exchanges.

#### **Answers**

(The answers will vary. These are examples.)

- 1 Shall I get you a glass of water? *or* Shall I turn up the air-conditioning?
- 2 I'll help you./Shall I help you?

- 3 Would you like to come to the museum with us?
- 4 Would you like some tea?
- 5 Thanks, that would be nice. or No thanks. I don't have time.
- 6 I'll pick you up at six. *or* I'll send you a postcard from Lebanon.
- 7 Sorry, I'm afraid I can't. I have to look after my little sister.





#### Components of English for Libya, Secondary 1

- 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 Grammar and Functions section – giving detailed explanations and examples of the language points covered in the course – and 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, 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 detailed 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. Wherever possible, model answers are provided.

**The Audio** extracts comprise recordings of all the listening texts, exercises, and phonic work in the Course Book and Workbook.

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