



State of Libya  
Ministry of Education  
Curricula and Educational Research Centre

21<sup>st</sup> CENTURY

# English for Libya

**Secondary 2** Teacher's Book

Literary Section  
(القسم الأدبي)



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Garnet

*Garnet*  
EDUCATION

English for Libya Secondary 2 Literary Section Teacher's Book  
State of Libya  
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**Published by**

Garnet Publishing Ltd.  
8 Southern Court, South Street,  
Reading RG1 4QS, UK

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إشراف: لجنة من مركز المناهج التعليمية والبحوث التربوية

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## Book Map

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Listening and speaking	[Content]	[Content]	[Content]	[Content]
Reading and writing	[Content]	[Content]	[Content]	[Content]
Structure and language	[Content]	[Content]	[Content]	[Content]
Vocabulary	[Content]	[Content]	[Content]	[Content]

# Introduction

## 1 Overview

*21<sup>st</sup> Century English for Libya* is a modern, engaging course, which integrates a general English syllabus with an element of 21<sup>st</sup> century skills, such as study skills, collaboration (pairwork and group work), critical thinking and problem-solving – the essential skills for students of English to thrive in the 21<sup>st</sup> century.

This course has been developed for the teaching of English to students in *Secondary 2*. As such, the course has been specifically designed to reflect the fact that the students are on their way to becoming 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 analyse 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 non-native 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

*21<sup>st</sup> Century English for Libya, Secondary 2* is a topic-based course that follows a clear grammatical

and functional syllabus. Within this framework there is a coherent strand of skills development. This is generally thought to be the most effective organizational principle for English-teaching material used within state school systems, where there are a variety of constraints on learning. The main constraint is time. Lack of time means that lessons can only provide a framework within which language can develop. Students will inevitably need to put in extra work, whether by studying independently, taking additional courses of study or travelling to English-speaking countries. An additional constraint is the importance of testing within the state system. This understandably leads to a certain emphasis being placed on knowledge of the language as one of the objectives of learning. *21<sup>st</sup> Century English for Libya, Secondary 2* applies a communicative approach to teaching and learning and takes the development of communicative competence as its principal aim. Within the overall principles of communicative methodology, a wide variety of strategies are used. One important strategy, which has been introduced in the 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. 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 consolidate 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 may 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, writing and language skills. Wherever possible, the tasks in the test are 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 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 the tests 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, grammar, vocabulary, writing). There is a total score for each section of the test paper, but within that the allocation of marks has been left to

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

### Website

A website hosting downloadable audio MP3 files and learning resources can be accessed at [englishforlibya.com](http://englishforlibya.com). The audio extracts are an essential part of the course. They comprise recorded discussions, dialogues, conversations and monologues.

### Teacher's Book

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

- A box showing the lesson objectives, the new language and vocabulary presented together with the 21<sup>st</sup> century skills included in the unit.
- Easy-to-follow lesson notes for each individual exercise. This has been done to help teachers manage their lesson timings.

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

### Icon key



Pairwork activity



Group work activity



Project work



Functional grammar



21<sup>st</sup> Century skills



Suggested timings

## 4 Organization

*21<sup>st</sup> Century English for Libya, Secondary 2* is organized into eight units. Units 1 to 3 and 5 to 7 are organized on a topic basis and present new language. Units 4 and 8 (Fun with English) recycle language from the previous three units, presenting the language in different contexts. The Book Map contains detailed unit-by-unit information on the objectives, activities and language items covered and highlights the 21<sup>st</sup> century skills in each unit.

## 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.

### Independent study

The workbook of *21<sup>st</sup> Century English for Libya, Secondary 2* contains a number of projects and extended writing activities. The teacher may decide to ask students to do these independently outside of the lesson, so as to encourage students to take responsibility for their own learning and allow them to explore areas that interest them personally.

### Vocabulary notebooks

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

The students are also shown phonemic script, as this is an essential aid to pronunciation.

## 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? Tell me more.*
- Phrases for asking for and expressing opinions: *What do you think? I think ... I agree ... I disagree. Maybe you're right. I'm not sure about that.*
- Describing location and giving directions: *Where's the new shopping centre? How do I get to the library from here?*
- Adjectives to describe experiences and places: *What was it like? How did you feel? Was it interesting? What was the best/worst thing about it?*
- Using a range of tenses: *What did you do? What happened next? What was your friend doing? Have you ever been to Egypt? Will you do that again?*
- 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 2* frequently require students to be organized into groups or pairs. It is important to ensure that this organization happens as smoothly and quickly as possible, so that it does not disrupt the flow of a lesson. Since the students' attention will be distracted once they are sitting in groups, it is a good idea to explain or demonstrate an activity before you split the class up. You can then be sure that everyone is able to see and hear you.

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

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

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

### 6.5 Continuous assessment

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

As well as using the speaking activities suggested in this book, the teacher may want to assess speaking by choosing four or five students to concentrate on

before a lesson begins. Particular attention can then be paid to their participation in open-class situations or in pairwork. It is possible to assess students regularly in this way, preferably while they are unaware that they are under assessment.

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

### 6.6 Homework

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

## 7 Teaching in 21<sup>st</sup> Century English for Libya, Secondary levels

### 7.1 Listening

Listening text types in *21<sup>st</sup> Century English for Libya, Secondary 2* fall into the following broad types:

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

#### 7.1.1 Activities to develop the skill of listening

The course contains texts specifically dedicated to the purpose of developing the listening skill and the 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 pictures should be used as much as possible to aid understanding, since in real-world listening tasks, listeners usually have visual clues to help them (e.g., setting, gestures and facial expression of the speaker).

A basic procedure for listening tasks is as follows:

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

**Note:** The main aim of the tasks is to develop 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 2*. For details of tasks in particular lessons, see the Book Map and Unit summaries. In *Secondary 2* the students will work towards the following competencies:

- understanding the differences between formal and informal situations
- giving and asking for personal information
- asking and responding to questions
- making and responding to requests for information
- making and responding to suggestions, stating preferences and giving reasons
- making and confirming arrangements
- asking for, giving and responding to advice
- expressing, asking for and responding to views and opinions
- expressing gratitude
- interrupting politely
- showing interest when someone is speaking

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

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

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

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

There will be a range of writing ability in the class, and teachers should not expect all the students to produce the same amount of writing or the same quality of handwriting. Writing tasks are sometimes open-ended (there is no word limit), so that stronger students have the opportunity to stretch themselves and write as much as they need to. It is important

to encourage the students to use their ideas and imagination so that they have the chance to show their creativity, even if they need to improve their grammar, spelling or mechanical writing skills. Some students make frequent errors in writing. They should not become too demotivated, but should be encouraged to edit and try to correct their own work.

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

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

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

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

- proofreading for coherence and accuracy of punctuation, spelling and grammar
- editing writing
- writing legibly

## 8 The Readers

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- The Arts syllabus in *English for Libya* includes two Readers, which are found at the back of the Course Book: *Robinson Crusoe* and *Treasure Island*. These retellings of classic texts of English literature have been graded by student level and are ideal for classroom use.
- The Readers are intended to broaden the range of text genres that Arts students are exposed to, to expand their cultural awareness, and to encourage them to read for enjoyment. A range of questions are interspersed in the text; these provide opportunities for students to develop the way they reflect, think critically and communicate their thoughts and feelings about a piece of literature. The questions incorporate a range of 21<sup>st</sup> century skills.
- There is a full rationale for the inclusion of the Readers, along with advice on how to use them in the classroom and answers to the questions, in the *Using the Readers* section at the back of this Teacher's Book.

## Reading and writing

- Identifying and recognizing the audience for a range of texts
- Scanning for information
- Understanding how a text is organized
- Writing an informal email
- Writing a descriptive essay (brainstorming, making notes, organizing content, writing introductions and conclusions)

## Listening and speaking

- Listening to infer information
- Listening to transfer information into tables and forms
- Detecting rhyme and rhythm in a poem
- Describing people's characters
- Maintaining a conversation (reacting to news, showing interest and checking information)
- Talking about recent events and lifetime experiences
- Describing a familiar festival or tradition

## Structure and language

- Revision of present simple and continuous
- Revision and extension of present perfect simple and continuous
- Question tags
- *For* and *since* with perfect tenses

## Vocabulary

- Adjectives to describe events
- Adjectives to describe people
- Adjective + preposition patterns

## 21<sup>st</sup> Century Skills

### Communication Skills:

- Describing yourself and others
- Drawing conclusions from conversations
- Inferring information from a text
- Writing emails

### Information Literacy:

- Inferring information from context

### Study Skills:

- Transferring information to a table

### Media Literacy:

- Associating images with relevant statements

## Key words

annoyed (adj) – /ə'noɪd/	ghost (n) – /ɡəʊst/	popular (adj) – /'pɒpjələ(r)/
artist (n) – /'ɑː(r)tɪst/	greetings card (n) – /'ɡriːtɪŋ kɑː(r)d/	pray (v) – /preɪ/
bad-tempered (adj) – /,bæd 'tempə(r)d/	holiday camp (n) – /'hɒlədeɪ kæmp/	prayers (n) – /preəz/
bossy (adj) – /'bɒsi/	honest (adj) – /'ɒnɪst/	procession (n) – /prə'seɪʃ(ə)n/
brilliant (n) – /'brɪljənt/	honestly (adv) – /'ɒnɪs(t)li/	professional (n) – /prə'feɪʃ(ə)nəl/
calm down (v) – /kɑː(r)m daʊn/	hurry up (v) – /'hʌrɪ ʌp/	programme (of events) (n) – /'prəʊgræm/
castle (n) – /'kɑː(r)s(ə)l/	jealous (n) – /'dʒeləs/	proud (adj) – /praʊd/
celebration (n) – /,selə'breɪʃən/	joke (v) – /dʒəʊk/	scooter (n) – /'skuːtə(r)/
courage (n) – /'kʌrɪdʒ/	kilt (n) – /kɪlt/	scorpion (n) – /'skɔː(r)pɪən/
crash (v) – /kræʃ/	lazy (adj) – /'leɪzi/	Scottish music (n) – /'skɒtɪʃ 'mjuːzɪk/
cultural (adj) – /'kʌltʃərəl/	loch (n) – /lɒk/	selfish (adj) – /'selfɪʃ/
culture (n) – /'kʌltʃə/	Mother's Day (n) – /'mʌðə(r)z deɪ/	serious (adj) – /'sɪəriəs/
disappointed (adj) – /,dɪsə'pɔɪntɪd/	musician (n) – /mjuː'zɪʃ(ə)n/	shy (adj) – /ʃaɪ/
discovery (n) – /dɪ'skʌv(ə)ri/	negative (adj) – /'negətɪv/	sociable (adj) – /'səʊfəb(ə)l/
easy-going (adj) – /'iːzi 'ɡəʊɪŋ/	nosy (adj) – /nəʊzi/	switch on/off (v) – /swɪtʃ ɒn/ɒf/
embarrassed (adj) – /ɪm'bærəst/	patient (adj) – /'peɪʃ(ə)nt/	traditional (adj) – /trə'dɪʃ(ə)nəl/
exhibition (n) – /,eksɪ'bɪʃ(ə)n/	performer (n) – /pə(r)'fɔː(r)mə(r)/	windsurfing (n) – /'wɪnd,sɜː(r)fɪŋ/
expect (v) – /ɪk'spekt/	poet (n) – /'pəʊɪt/	worried (adj) – /'wʌrɪd/
fast (n and v) – /fɑːst/	point (n) – /pɔɪnt/	
fortunate (n) – /'fɔː(r)tʃənət/		
generous (adj) – /'dʒenərəs/		

## Unit 1 Lesson 1:

# Mother's Day

**Objectives:** Listen to and read a conversation for gist and specific information. Extend vocabulary for holidays and customs. Identify and practise expressions for maintaining a conversation. Use present simple or continuous in sentences about the present.

**Language:** Revision: Present simple and continuous

**Vocabulary:** *Mother's Day, greetings card, joke (v)*

**21<sup>st</sup> Century Skills:** Communication Skills: Inferring information from a text

**Reference:** Course Book page 8, Workbook pages 4 and 5, 1 and 2, Grammar and Functions page 98

### Warm up

- Ask the students to describe the picture. Teach *greetings card*.
- Elicit names of holidays or other occasions when people send greetings cards.

### A 1 Listen and read.

- Tell the students to listen to and read the dialogue, and answer the question *Why is Alex writing to his mother?* (Because it's Mother's Day tomorrow.)
- After the students have listened, tell them that people in the UK also celebrate Father's Day. Ask the students if they think these special days are a good idea and why (or why not).

### Track 1

#### Listen and read.

- Fareed: Why are you writing to your mother? (PC) You live in the same house. (PS) And you see her every day.
- Alex: I know, but it's Mother's Day tomorrow.
- Fareed: Tell me more about it.
- Alex: Well, it's a day in the spring when you say thank you to your mother for everything. Most people give their mother a card and a present. (PS)
- Fareed: Really? What have you got for her?
- Alex: Flowers and chocolates.
- Fareed: Is there a poem in your Mother's Day card?
- Alex: Yes. Listen to this. 'On this special day, I'm writing to say, you're the best mother in every way.'
- Fareed: That's nice.
- Alex: Don't you send Mother's Day cards in Libya? (PS)
- Fareed: Not really. We send congratulations and birthday cards but we never send Mother's Day cards. (PC)
- Alex: Where are you going, Fareed? (PC)
- Fareed: To buy a Mother's Day card for my mum. She's also the best!

### B Do Exercises A and B on page 4 of the Workbook.

- Tell students to open their Workbooks at page 4.

### WB A 2 Listen and repeat.

- Tell the students that the expressions at the top of page 4 of the Workbook are useful for maintaining conversations.
- Clarify the meaning of *Are you joking?* and *That's nice*. Ask the students questions to help them understand how these expressions are used, for example, *Which expression can you use to*

*show you're interested in what the other person is saying? Which shows you are surprised by something someone has said?* Tell the students that some expressions are more appropriate in informal situations, such as between friends. Establish that *Are you joking?* is such an expression.

- Remind the students that intonation is important for sounding polite and interested in English. Play 🎧 2 and tell the students to repeat.

### 🎧 Track 2

#### Listen and repeat.

Voice: I know, but ...  
Listen to this.  
Are you joking?  
Really?  
That's nice.

### WB B Mark the sentences about Alex and Fareed true (T) or false (F).

- Tell the students to read the conversation again and mark the sentences in Exercise A about Alex and Fareed T or F (true or false).
- Elicit answers and get the students to correct the false sentences.

#### Answers

- True.
- False. (It's Mother's Day the next day.)
- False. (He has bought her flowers and chocolates.)
- True.
- False. (He sends cards for birthdays and for Eid.)
- True.

### C Read the Grammar Function box then write PS (present simple) or PC (present continuous) next to each bold sentence in Exercise A. Explain what type of information each sentence is giving.

- Tell the students to work in pairs to complete the rule for using the present simple and present continuous at the bottom of the page.

- Refer the students to the Grammar and Functions Reference on page 98 to check their answers. Note that there are no notes on forming present tenses at *Secondary 2* (it is assumed that the students are very familiar with the present simple and present continuous at this level). The notes in the Grammar and Functions Reference section point out the differences in usage between the two tenses.
- Tell the students to write *PS* for present simple or *PC* for present continuous next to the green sentences in the conversation as practice in recognizing the form.

#### Answers

We use the present *continuous* for something happening right now.

We use the present *simple* for permanent situations and things that happen regularly.

### D Now do Exercises C to E on pages 4 and 5 of the Workbook.

- Tell students to reopen their Workbooks at pages 4 and 5.

### WB C Circle the correct words to complete the sentences.

- Tell the students to circle the correct verb form in each sentence.

#### Answers

- is she speaking*
- Are you using*
- see*
- 's cooking*
- don't wear*
- are travelling*

### WB D Use the prompts to complete the sentences.

- Ask a student to read the example. Elicit why the present continuous is used here.
- Tell the students to rewrite the other sentences with the correct verb form in their notebooks.

**Answers**

- 1 I'm trying to do my Maths homework.
- 2 What time does he usually get home from work?
- 3 We don't usually go out in the middle of the day because it's too hot.
- 4 Huda can't see the board because she isn't wearing her glasses today.
- 5 Do children wear a school uniform in Libya?
- 6 Waleed and Yousef are studying in England at the moment.

**WB E Complete with short answers.**

- Revise short answers by asking the students questions with positive answers. Elicit short answers, for example, *Do you speak Arabic? (Yes, I do.) Are you listening to me? (Yes, I am.) Is he wearing trainers? (Yes, he is.)* Repeat with questions that generate negative responses, such as *Is it Friday today? (No, it isn't.) Do you speak Japanese? (No, I don't.) Is Amna watching television at the moment? (No, she isn't.)*
- Tell the students to read the questions and write short answers (as in the example).

**Answers**

- 1 Yes, *I am*.
- 2 No, *I don't*.
- 3 No, we *aren't*.
- 4 Yes, *it is*.
- 5 Yes, of course *I do*.
- 6 Yes, *they do*.
- 7 No, *it doesn't*, I'm afraid.

**Note:** Provide vocabulary notebooks for the next lesson or ask the students to bring along small notebooks to record new words.

## Unit 1 Lesson 2:


### Ramadan in Libya

**Objectives:** Identify features and audience of an email.  
Read and complete an email.  
Extend knowledge of adjectives to describe people.  
Start a vocabulary notebook.  
Practise using a bilingual dictionary.  
Write a description of a friend.

**Language:** Adjectives for describing people

**Vocabulary:** *fast (n and v), sunrise, sunset, pray (v), patient, generous, fortunate, prayers, traditional, bossy, lentil, stew, pastries, sociable, bad-tempered, easy-going, honest, jealous, lazy, nosy, popular, selfish, shy*

**21<sup>st</sup> Century Skills:** Communication Skills:  
Inferring information from a text

**Reference:** Course Book page 9,  
Workbook pages 6 and 7,  3

**Warm up**

- Tell the students to look at the opening of the email, as well as the photo. Ask the students what this tells them about the relationship between the writer and the receiver of the email. Establish that it is an email to a good friend.

### A Read Samira's email and match the missing phrases to the spaces (a-f).

- Tell the students to read the email and match the missing phrases to the spaces. Then deal with any new vocabulary. If you have time, write the key words *fast, sunrise, sunset, pray* on the board and ask the students to describe what happens in the month of Ramadan, using these words.

#### Answers

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

### B Now do Exercises A to D on pages 6 and 7 of the Workbook.

- Tell students to open their Workbooks at pages 6 and 7.

### WB A 3 Listen and repeat the adjectives from Samira's email. Do you think each word is positive (+) or negative (-)?

- Tell the students to listen to and repeat the adjectives. Play 3.
- Tell the students to use their dictionaries to find out the meaning of any of the words they don't know. Then have them decide if each one is generally positive or negative.
- For the positive adjectives, ask the students if they know any people who could be described with these adjectives (get them to explain why). Ask if any of the adjectives describe the students themselves.

#### Track 3

Listen and repeat the adjectives from Samira's email.

- Voice:
- 1 *patient*
  - 2 *kind*
  - 3 *generous*

- 4 *fortunate*
- 5 *traditional*
- 6 *bossy*
- 7 *sociable*
- 8 *bad-tempered*
- 9 *easy-going*
- 10 *calm*

#### Answers

- 1 +
- 2 +
- 3 +
- 4 +
- 5 +
- 6 -
- 7 +
- 8 -
- 9 +
- 10 +

### WB B Complete each sentence with a word from Exercise A.

- Tell the students to complete the sentences with adjectives from Exercise A.

#### Answers

- 1 He is very *generous*.
- 2 He is a very *sociable* person.
- 3 He is a *kind* boy.
- 4 Please be *calm* and don't run.
- 5 You are very *fortunate*.
- 6 Why is he so *bad-tempered* today?
- 7 He is usually very *easy-going*.

### WB C All these words can be used about people. Check their meaning. Then write a sentence with each one in your notebook.

- Tell the students to look up the words they don't know, add them to their vocabulary notebooks and write an example sentence for each one.

#### Sample answers

Jon is funny and he makes us laugh a lot.  
Stop asking me questions. You are very nosy!  
She is a serious girl and doesn't smile much.

Taher is jealous of his friend's bike and wants a new bike of his own.

The new boy doesn't say much. He's very quiet. Please tell the truth. It is important to be honest. Nadia has a lot of friends and is very popular. I am quite shy and find it hard to talk to people I don't know.

Ben hasn't tidied his room. He is very lazy! Don't be selfish with your sweets. Share them with your friends.

### WB D Write a paragraph describing a friend. Use five of the adjectives from this lesson.

- Ask the students for examples of how they can improve their writing. (For example: planning, proofreading for grammar mistakes, checking spelling.)
- Tell the students to read through the Checklist for writing on page 107 of the Course Book in pairs, checking with their partner any words they don't know or anything that is unclear.
- Monitor to see which areas are causing the most problems.
- Go over any problematic areas with the class.
- Tell the students to write a paragraph describing someone in their family using five adjectives from the lesson.
- Tell the students to write between 70 and 100 words.
- Ask them to attach a photograph of the person they are describing if they have one.
- Final drafts can be displayed on the wall.
- Tell the students to follow the order of the Checklist for Writing on page 107 of the Course Book.

#### Sample paragraph

My brother is a very sociable person. He has lots of friends, and always tells jokes. He's popular at school. He's also very kind to our grandma when we visit her. He's not very generous to me, though – he never gives me money for lunch when I forget mine. He's very calm, about most things. However, he can be very bad-tempered when we watch football together ... if our team is losing!

### C Work in pairs. Use the adjectives to talk about yourself, your family and your friends.

- Tell students to work in pairs to take turns describing themselves and others. They should use the adjectives they have learnt in this lesson and ones they already know. They can refer to their written paragraphs if they need help.
- This activity can be turned into a game. The students describe someone in the class, and their partner has to guess who they are describing.

## Unit 1 Lesson 3: Have you got a problem?

**Objectives:** Read and complete a conversation.

Read for specific information.

Identify and practise expressions for interacting appropriately with others. Complete sentences with present perfect or past simple.

**Language:** Revision: Present perfect and past simple

**Vocabulary:** *scooter, honestly, calm down, crash (v)*

**21<sup>st</sup> Century Skills:** –

**Reference:** Course Book page 10, Workbook pages 7 and 8, 4 and 5, Grammar and Functions pages 98 and 99

### Warm up

- Tell the students to look at the picture and guess what has happened. Teach *scooter* and *crash*.

### A Read and choose the correct words to complete the phone conversation.

- Tell the students to read and complete the conversation, and check their predictions.

### B 4 Listen and check your answers.

- Play 4 for the students to check their answers. For answers see transcript below.

#### Track 4

##### Listen and check your answers.

Hadi: Hello, Mum. I've got a problem.  
 Mum: What's the matter, Hadi?  
 Hadi: I've had a scooter accident.  
 Mum: Oh no! Are you OK?  
 Hadi: Yes, I'm OK, Mum. Honestly!  
 Mum: Have you hurt yourself?  
 Hadi: Not really. I haven't hurt myself badly. I've only broken my glasses and cut my hand.  
 Mum: Oh, Hadi, I really hate that scooter of yours.  
 Hadi: Mum, please calm down. It's not very serious.  
 Mum: How did it happen?  
 Hadi: A cat ran in front of the scooter. I tried to stop but the road was wet and I crashed into a tree.  
 Mum: I'm coming to help you now. Where exactly are you?

### C Now do Exercises A and B on page 7 of the Workbook.

- Tell students to turn to page 7 in their Workbooks.

### WB A Read the conversation on Course Book page 8 and mark the sentences True (T), False (F) or Don't Know (DK).

- Tell the students that they are going to complete an exercise that is similar to the True/False exercises they are familiar with, but which includes one extra category: *Don't know*.
- Tell the students to write *DK* next to sentences that cannot be determined true or false from the dialogue, for example, *Hadi plays tennis*. Ask the students to correct the false sentences when you elicit the answers.

#### Answers

- True.
- Don't know.
- False. (He has fallen off his scooter.)
- Don't know.
- False. (He has cut his hand.)
- True.
- Don't know.

### WB B 5 Listen and repeat.

- Tell the students that the expressions in the Workbook are common expressions that can be used in informal conversations.
- Ask the students questions to clarify how these expressions are used, for example: *What can you say to convince someone that what you are saying is true? What can you say to find out what is wrong with someone? What can you say to find out if someone is hurt?*
- Remind the students of the importance of intonation. Tell the students to listen and repeat the phrases before you play 5.

#### Track 5

##### Listen and repeat.

What's the matter?  
 Honestly!  
 Are you OK?  
 Not really.  
 Please calm down.

**D Read the Functional Grammar box then underline examples of the sentences that talk about something that happened in the past and still applies now (past perfect simple), and circle the sentences that happened and finished in the past (past simple).**

- Tell the students to underline the present perfect forms in the conversation, and circle the past simple forms. Direct them to Grammar and Functions pages 98 and 99 (*Past simple and past continuous* and *Present perfect simple*) and give them time to read the information there. Ask them to match the sentences to the statements (Ben visited Tripoli last summer. **a** Ben has been to Misrata before. **b**). Circulate to answer any questions they may have.
- Tell the students to use the sentences they have marked to complete the rules at the bottom of the page.

**Answers**

Present perfect:

I've had a scooter accident.

Have you hurt yourself?

I haven't hurt myself badly.

I've only broken my glasses and cut my hand.

Past simple:

How did it happen?

A cat ran in front of the scooter.

I tried to stop but the road was wet and I crashed into a tree.

**Completed rules**

We use the *past* simple to talk about an action that started and ended in the past.

We use the *present perfect* simple when an action started in the past and still has an effect now.

**E Now do Exercises C, D and E on page 8 of the Workbook.**

- Tell the students to reopen their Workbooks at page 8.

**WB C Complete the conversation using the words in brackets.**

- Tell the students to complete the conversation with the present perfect form of the verbs in brackets. Refer them to Grammar and Functions Reference pages 98 and 99.

**Answers**

- 1 *Have you seen* them anywhere?
- 2 No, I *haven't*.
- 3 *Have you told* the teacher?
- 4 Yes, I *have* ...
- 5 ... and I *have written* a notice.
- 6 I *haven't seen* your notice.
- 7 *Has the secretary put* it on the school noticeboard yet?
- 8 Yes, she *has* ...
- 9 ... but nobody *has found* my glasses.

**WB D Complete the sentences using the words in brackets.**

- Tell the students to complete the sentences with the present perfect or past simple form of the verbs in brackets, then write *PPS* next to the present perfect verbs, and *PS* next to the past simple verbs.

**Answers**

- 1 I *have made/ve made* a delicious cake.
- 2 *Did you make* it last night?
- 3 *Have you written* to Hasan yet?
- 4 Yes, I *wrote* to him last week.
- 5 I *have had/ve had* my supper.
- 6 What time *did you have* it?
- 7 Somebody *has eaten* it all.
- 8 I *ate* it for breakfast.

**WB E With your partner describe if the action started and ended in the past or if the action happened in the past but still has an effect now.**

- Put students into pairs. Tell them to look back at their complete sentences for Exercise D.
- Tell students to take turns describing if the action started and ended in the past, or if the action happened in the past but still has an effect now.

**Answers**

The actions of all past simple forms of the verbs started and ended in the past.

The actions of all present perfect simple forms of the verbs still have an effect in the present, despite happening in the past.

**Note:** You need to provide dictionaries for Lesson 4 or prepare definitions of the words in Exercise A on page 9 of the Workbook.

## Unit 1 Lesson 4:

### A Trip to Scotland

**Objectives:** Extend vocabulary for places and customs.  
Use present perfect and past simple to talk about life experiences.  
Listen to a conversation for specific information.

**Language:** Revision: present perfect simple, *been* and *gone*

**Vocabulary:** *host, castle, Scottish dancing, loch, kilt, scorpion, a waste of time*

**21<sup>st</sup> Century Skills:** Media Literacy: Associating images with relevant statements,  
Communication Skills: Drawing conclusions from conversations

**Reference:** Course Book page 11, Workbook page 9, 6 and 7

**Warm up**

- Tell the students to look at the images on the top of page 11 first.
- If you have a map of Britain available, ask the students where Scotland is and what they know about it. Then discuss the pictures. Ask the students what another word for *loch* might be (a loch is a Scottish word for a lake).

**A Match the sentences to the photos.**

- Tell the students to look at the photos again and match them with the sentences.

**Answers**

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

**B Now do Exercises A and B on page 9 of the Workbook.**

- Tell students to open their Workbooks at page 9.

**WB A Check the meaning of these words. 6 Then listen and tick (✓) the things Waleed and Josie talk about.**

- Tell the students to look up any words they don't know in Exercise A.
- Play 6 and tell the students to tick the things that Waleed and Josie talk about.

**Track 6****Listen and tick the things Waleed and Josie talk about.**

- Josie: How long have you been in Britain, Waleed?
- Waleed: Two weeks so far. Yes, I've got another week here before I go back to Libya.
- Josie: Have you had a good time?
- Waleed: Yes, it's been great, Josie. I had a brilliant time in Scotland.
- Josie: Really? Where did you stay?
- Waleed: Well, I stayed in a really old castle near Edinburgh. Look, I've got a photo of it.
- Josie: Wow! That's beautiful. I've never stayed in a castle!
- Waleed: This castle belongs to a man called Ian Maclaren. He's a friend of my father's. The castle is about 400 years old. Oh and people say there's a ghost in the kitchen.

- Josie: Ooooooh! A ghost! I've never seen a ghost. Did you see it?
- Waleed: Don't be silly, Josie. I don't believe in ghosts.
- Josie: So did you like Scotland?
- Waleed: I really liked it. The countryside's beautiful. I love all the lakes and the mountains. It's so green.
- Josie: That's because it's so wet. It rains a lot in Scotland, even in summer. Did it rain while you were there?
- Waleed: Yes. It was lovely and cool and it rained almost every day. It was a nice change after the heat in Tripoli.
- Josie: That's so funny. People in Britain love hot weather. We always complain about the rain.
- Waleed: Look. This is the lake near Ian Maclaren's castle. In Scotland it's called a loch.
- Josie: It looks beautiful there. Did you go swimming in the lake?
- Waleed: Are you joking? It wasn't warm enough. But we took a boat out and went fishing. Ian's son caught a huge fish.
- Josie: What else did you do in Scotland?
- Waleed: The best thing was Ian's party. He invited about fifty people and we all listened to nice Scottish music. It was fun. Look, I took this photo.
- Josie: It's a good photo. I see some of the men are wearing kilts.
- Waleed: Kilts?
- Josie: Yes, you know – er, they're like skirts. Scottish men sometimes wear them to parties.
- Waleed: Oh yes! I was quite surprised at first when I saw them wearing kilts.
- Josie: What do you think of Scottish music?
- Waleed: I like it. In fact, I bought a CD of Scottish music. Wait a minute, I'll put it on for you.

### Answers

- a castle ✓
- a ghost ✓
- Scottish food
- the countryside ✓
- the weather ✓
- politics
- the sea
- fishing ✓
- Scottish music ✓
- clothes ✓
- films

### WB B 7 Then listen again and mark the sentences true (T) or false (F).

- Give the students time to read the sentences in Exercise B and tell them to listen and tick T or F. Play 7. Get the students to correct the false sentences if you have time.

### Track 7

#### Listen and mark the sentences true or false.

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

### Answers

- 1 False.
- 2 True.
- 3 True.
- 4 False. (He doesn't believe in ghosts.)
- 5 False. (He thought it was beautiful.)
- 6 False. (Josie says it rains a lot, even in summer.)
- 7 True.
- 8 False. (It wasn't warm enough to swim.)
- 9 True.

### C Work in pairs to practise the conversations. Then use the prompts below and the words in the box to talk about things you have/haven't done.

- Tell the students to read the conversations in the Course Book in pairs.

- Tell the students they are going to follow the models to talk about things they have and haven't done. They should use the prompts at the bottom of the page. Explain that they can ask *What was it like?* and use the words in the box (*boring, expensive, etc.*) to help them describe their experiences.
- Elicit the past participles of the verbs in the prompts before the students start (e.g., *met, acted, sung, found, had*). Circulate to monitor the use of the present perfect simple and past simple.

### D Now do Exercise C on page 9 of the Workbook.

- Tell students to reopen their Workbooks at page 9.

### WB C Complete the sentences using the words in the brackets.

- Write some sentences with *been* and *gone* on the board, for example:  
*Mary has been to Libya.*  
*Hussein has gone to Libya.*
- Ask *Is Mary in Libya now?* (No, she isn't.)  
*Is Hussein in Libya now?* (Yes, he is.) Explain that *been* and *gone* are both past participles of *go*, but that they have different meanings.
- Refer the students to Grammar and Functions Reference pages 98 and 99 and give them time to read. Circulate to answer any questions they may have.
- Tell the students to complete the sentences with the present perfect simple using *been* or *gone*.

#### Answers

- 1 They *have gone/ve gone* to Dubai.
- 2 I *haven't been* there.
- 3 They *have gone/ve gone* on holiday.
- 4 Is Adam here or *has he left* for football practice?
- 5 I *have been/ve been* there twice.
- 6 *Have you been* to the museum?

## Unit 1 Lesson 5:

### You haven't met him, have you?

**Objectives:** Listen to a conversation for specific information. Study and practise expressions for interacting appropriately with others. Use question tags to check information.

**Language:** Question tags

**Vocabulary:** *check, affirmative, negative*

**21<sup>st</sup> Century Skills:** Communication Skills: Drawing conclusions from conversations

**Reference:** Course Book page 12, Workbook page 10, 8 and 9, Grammar and Functions pages 99 and 100

### Warm up

- Draw the student's attention to the title of the lesson, and ask about the function of the words *have you* at the end of the sentence. Elicit that they are to check or make sure of something that the speaker thinks is true, but isn't certain about. Elicit from the students occasions when they might need to check information with someone. (e.g., checking the spelling of someone's name or other personal details; checking the time of a TV show, trains, flights etc; checking directions; checking if someone likes a particular food, etc).

### A 8 Listen and mark the sentences true (T), false (F) or don't know (DK).

- Tell the students to look at the picture of the boys talking and tell them they are called Martin and Khalid. Give the students time to read the sentences. Tell them to listen to the conversation and write T, F, or DK (= don't know). Play 8.

## Track 8

**Listen and mark the sentences true, false or don't know.**

- Khalid: Would you like to come to supper with us tomorrow?
- Martin: I'd love to, Khalid. But it's Ramadan, isn't it?
- Khalid: So?
- Martin: Well, you're fasting, aren't you?
- Khalid: Yes, we are. But we break our fast in the evening.
- Martin: Oh, yes, I forgot about that. It's called *iftar*, isn't it?
- Khalid: That's right. How did you know?
- Martin: The receptionist at my hotel told me about it.
- Khalid: Well, why don't you come to our house and try my mother's delicious soup and cakes? You aren't busy, are you?
- Martin: Me, busy? Of course not. I'm on holiday.
- Khalid: Well then, please come. My brother Hasan is going to be there. You haven't met him, have you?
- Martin: No, I haven't.
- Khalid: His English is even better than mine.
- Martin: I don't believe it.
- Khalid: Really, it's true. He lived in London for a year.

## Answers

- 1 True.
- 2 Don't know.
- 3 False. (Martin is staying in a hotel.)
- 4 False. (She makes delicious soup and cakes.)
- 5 True.
- 6 Don't know.

### B Now do Exercise A on page 10 of the Workbook.

- Tell students to open their Workbooks at page 10.

## WB A 9 Listen and repeat.

- Tell the students that the expressions in the Workbook are common expressions that can be used in conversations.
- Ask the students questions to clarify how they are used, for example, *What can you say to accept an invitation?* (I'd love to.) *Which phrase can you use to say something is not true?* (Of course not.)
- Tell the students to listen to the audio and repeat the phrases.

## Track 9

**Listen and repeat.**

I'd love to.  
I forgot about that.  
That's right.  
Of course not.  
I don't believe it.

- Ask the students to match the sentences with track 8. You can either replay audio track 8 and ask students to put their hands up each time they hear a phrase, or ask them to complete the boxes in their Workbook by writing K for Khalid or M for Martin. (Khalid says *That's right*. Martin says all the other phrases.)

### C Look at the sentences from the conversation then read the Functional Grammar box and complete the rules.

- Tell the students to read the example sentences from the conversation and complete the rules about question tags. Make sure they understand the meaning of *negative* and *affirmative*.
- Direct the students to Grammar and Functions pages 99 and 100 and give them time to read the information on question tags. Circulate to answer any questions and resolve doubts.
- Demonstrate more question tags by asking the students simple questions (e.g., *Noor, you have two brothers, don't you? It's Thursday today, isn't it? You don't like Maths, Mohammed, do you?*).

**Answers**

We use question tags to check information.

If we expect the answer *Yes*, we use an affirmative statement and a *negative* tag.

If we expect the answer *No*, we use a negative statement and an *affirmative* tag.

**D Now do Exercises B to D on page 10 of the Workbook.**

- Tell students to reopen their Workbooks at page 10.

**WB B Complete the questions with the correct tags.**

- Tell the students to complete the questions with the correct tags.

**Answers**

- She lives in Benghazi, *doesn't she?*
- He has a flat in Beirut, *doesn't he?*
- You like Lebanese food, *don't you?*
- You haven't met Jameel, *have you?*
- They didn't expect to see us, *did they?*
- We aren't making too much noise, *are we?*

**WB C Work in pairs. Role-play Khalid checking information with Martin. Use question tags and short answers.**

- Tell the students to role-play Khalid and Martin in pairs. One student asks questions with question tags to check the information in Exercise C (see Answers for Workbook Exercise D), the other gives the appropriate responses (they can decide if the information is right or wrong).
- Circulate to listen to the conversations. Don't expect the students to produce perfect questions at this stage. Give them plenty of help and encouragement and note any common problems with question tags. When they have finished, ask the students to change roles.

**WB D Now write four more of Khalid's questions.**

- Elicit some of the questions from the role play orally around the class.
- Tell the students to choose four of the questions and write them in full with question tags.

**Answers**

- You're staying at the Sheraton Hotel, aren't you?
- You don't know many people in Khoms, do you?
- You haven't been to Libya before, have you?
- You speak a little Arabic, don't you?
- You can windsurf and scuba dive, can't you?
- You would like to go camping in the desert, wouldn't you?

## Unit 1 Lesson 6:

### What have they been doing?

**Objectives:** Listen to a radio programme and complete a table.  
Study and practise using present perfect continuous with *for* and *since*.  
Complete sentences with present perfect continuous.

**Language:** Present perfect continuous

**Vocabulary:** *holiday camp, windsurfing*

**21<sup>st</sup> Century Skills:** Study Skills: Transferring information to a table,  
Communication Skills: Writing emails

**Reference:** Course Book page 13, Workbook pages 11 and 12, 10, Grammar and Functions page 100

**Warm up**

- Talk briefly about holiday camps before the students open their books. See if any of the students know what holiday camps are or have been on them (they are a type of holiday for teenagers, where they have the opportunity to try new sports and activities). Elicit the names of some leisure activities and sports.
- Tell the students that the teenagers in the picture are at a holiday camp and they have all been doing different things.

**A What have they all been doing?****🔊 10 Listen and complete the table.**

- Tell the students they are going to hear a woman interviewing the teenagers. They should complete the table by writing notes about what each person has been doing.
- Elicit how this type of listening is different from listening to a dialogue between two people (for example, it may be harder to keep track of who is speaking, it may be faster). Tell the students it is particularly important to concentrate on listening for the information they need to complete the table (i.e., the characters' names and the names of activities).
- Tell the students to complete the table as you play 🔊 10. Pause the audio as necessary to give them time to write. Allow them to compare their notes in pairs, then play 🔊 10 again.

**🔊 Track 10****Listen and complete the table.**

Salwa: This is Cool Breeze, the programme for young people who like action. I'm Salwa Bashir and today I'm talking to young people at Lake View Holiday camp. ... Hello, Huda. Are you enjoying yourself here at Lake View?

Huda: Yes. This place is amazing. I've been taking photos all morning. I got up at six to get the early morning light on the lake and ... er ... I took lots of pictures of birds.

Salwa: And you're Adam, aren't you? What have you been doing this morning?

Adam: I've been playing tennis. I'm really hot now and I didn't win, which is a bit annoying.

Salwa: Never mind! Better luck next time.

Anne Marie: I'm Anne Marie. I've been shopping in town all morning. I've only just got back to the camp.

Salwa: What did you buy?

Anne Marie: Tennis shoes, er ... a skirt and er ... a magazine.

Rob: I'm Rob and this is my friend Mark.

Mark: Hi.

Salwa: Hi Rob, hi Mark. I think I can guess what you've been doing this morning! You've been swimming in the lake, haven't you?

Mark: Actually, we've been windsurfing. But it's not that easy.

Rob: Yes. Well, we're just beginners and it takes a lot of practice. You stand up for a minute then you fall in and get wet.

Salwa: What have you been doing, Issa? Have you cut your hand?

Issa: No, my hand's fine. That's just red paint.

Salwa: I was worried for a minute. What have you been painting?

Issa: I've been painting a picture of the boats on the lake. There's a fabulous art studio here.

Salwa: Can you show me round the art studio later?

Issa: Sure.

Salwa: Hello, Nadia. How's your morning been?

Nadia: Busy! I've been making lunch for all this lot. Anybody hungry?

Teenagers: Yeah! ... I'm starving.

**Answers**

NAME	ACTIVITY
Huda	She's been taking photos.
Adam	He's been playing tennis.
Anne Marie	She's been shopping.
Rob & Mark	They've been windsurfing.
Issa	He's been painting.
Nadia	She's been making lunch.

**B Match the names from the table to the people in the picture.**

- Tell students to match the names from the table to the people in the pictures.

**Answers**

- Issa
- Adam
- Nadia
- Anne Marie
- Rob & Mark
- Huda

**C Now do Exercises A to C on pages 11 and 12 of the Workbook.**

- Direct the students' attention to the Functional Grammar box at the bottom of page 13 of the Course Book.
- Write some more time phrases on the board, and ask the students whether they should be used with *for* or *since* (e.g., *three o'clock*, *five minutes*, *two weeks*, *2002*, *January*, *a year*, *six months*). Ask them to think about whether each one is a point in time or a period.
- Ask students to match the sentences and the statements (the first and fourth sentence match statement a, the second and third sentences match statement b).
- Direct the students to page 100 of the Grammar and Functions Reference and give them time to read the information about the present perfect continuous and *for/since*. Circulate and answer any questions the students may have.
- Tell students to turn to pages 11 and 12 in their Workbooks.

**WB A Complete the sentences using the words in the brackets.**

- Tell the students to complete the sentences by putting the verb in brackets in the present perfect continuous form.

**Answers**

- She's tired because she *hasn't been sleeping* well recently.
- Salwa's in the kitchen. She *has's been cooking* for three hours now.
- We're bored. We *have've been playing* computer games all afternoon.
- I can't find my glasses. I *have've been looking* for them all day.
- He's going to fail his exam. He *hasn't been working* very hard.

**WB B Write sentences using *for* or *since*.**

- Tell the students to combine the two sentences in each item into one sentence. They should put the verb in the present perfect continuous form, and decide whether to use *for* or *since*, as in the examples.
- Advise the students to refer to Grammar and Functions Reference page 100 (the present perfect continuous) and do sentences 1 and 2 together, writing the complete sentences on the board if necessary.

**Answers**

- I've been writing a poem since Tuesday.
- We've been waiting for a bus since ten o'clock.
- You've been watching TV for an hour.
- They've been making Eid cakes for two days.
- It's been raining for two hours.
- She's been crying for ten minutes.

**WB C** Imagine you are staying at Lake View Holiday Camp. Write an email to a friend saying what you have been doing and what your friends have been doing.

- Tell the students to imagine they are writing an email to a friend from the Lake View Holiday Camp. Ask them to say what they and a friend have been doing at the camp.
- Tell the students to use the phrases in the Workbook, and look at page 13 of the Course Book for ideas of what to write about.
- Tell the students to write between 80 and 120 words.

#### Sample email

Dear Simone,  
I am having a great time at Lake View Holiday Camp. I've been very busy! I've been getting up at 7 o'clock every morning so I can do lots of activities. For example, I've been horse riding every morning. It's my first time. The first time, I was really scared, but now I'm getting much more confident. The instructor says I'm a natural horse rider! We've also been swimming in the lake, canoeing, walking, bird-watching ... so much!

I've also been sleeping really well! From now on, I'm going to do as many activities as I can at weekends. I think it's really good for me to stay active.

Hope to hear from you soon,  
Fatima

## Unit 1 Lesson 7: Ghadames Festival

**Objectives:** Identify different types of text.  
Scan texts for specific information.  
Guess meaning of vocabulary from context.  
Distinguish between difficult pairs of consonant and vowel sounds.

**Language:** –

**Vocabulary:** *culture, cultural, programme (of events), play (n), exhibition, performers, discovery, ballet, artist, poet, musician, veil, footstep*

**21<sup>st</sup> Century Skills:** Information Literacy:  
Inferring information from context

**Reference:** Course Book pages 14 and 15, Workbook pages 12 to 14, 🎧 11 and 12

### Warm up

- Ask the students to look at the title of the lesson and the pictures. Teach the term *culture* by talking about the kinds of things that make up a country's culture, and the related adjective *cultural*.
- Elicit what the students know about the festival. Ask if any of them attended the festival the last time it was held.

### A Look at the two texts: Which one is an email and which one is an online article?

- Remind the students that different types of texts look different and have different purposes. Ask the students to identify which text is an email and which is an article. Tell them that they should not read everything at this point, but look at the whole texts and perhaps read a few lines of each.

- Ask the students to say what features of the texts helped them decide (photos, layout, font, i.e., style of writing).

**Answers**

- 1 = an online magazine article  
2 = an email

**B Read the texts and find answers to these questions.**

- Read the questions with the students and ask in which text they think they will find the answer to each question.
- Tell the students to read the texts and answer the questions.
- Allow the students to compare their answers in pairs before giving feedback.

**Answers**

- 1 A water spring  
2 Mid-October  
3 Tuareg culture  
4 Three days  
5 Dates  
6 Horse and camel races

**C Now do Exercises A to I on pages 12, 13 and 14 of the Workbook.**

- Tell students to turn to open their Workbooks at page 12.

**WB A Read the article on Course Book page 14 again. Then complete each sentence below with a word from the article.**

- Tell the students to read the magazine article again and find words in the article to complete the sentences in the Workbook.
- The students should compare their answers in pairs before you confirm the answers.
- Check that the meaning of each word is clear. Tell the students to note the words in their vocabulary notebooks.

**Answers**

- 1 fresh  
2 mid-October  
3 vibrant  
4 three  
5 market place  
6 outside  
7 celebration

**WB B 11 Listen and circle the word you hear.**

- Tell the students to listen to the audio and circle the word they hear. Play 11 twice.
- Give the students a chance to compare their answers before writing the correct words on the board.

**Track 11**

*Listen and circle the word you hear. These are the words that should be ticked:*

- 1 pull  
2 bet  
3 pour  
4 boring  
5 pair  
6 pin  
7 pack  
8 bought  
9 cab  
10 rope

**WB C With your partner, prepare a poster on one of the most popular events you know.**

- Put students into pairs. Tell them they are going to design a poster based on one of the most popular events they know.
- First, tell students to discuss and write down a number of events that they could make the poster about. Then ask them to choose their preferred topic.
- Discuss with the students what makes an effective poster; for example, lots of images, interesting fonts, not too crowded with information.

- Tell students that, when designing their poster, they need to include where and when the event takes place, types of activities at the event, how long it lasts and what it celebrates.
- When the posters are complete ask students to present them to the rest of the class.

## **WB D Write a list of festivals and celebrations in your country which you could write about.**

- Read the instructions with the students. Tell them that they can either use the festival they designed the poster on, or pick a different festival to write about.
- Working in pairs, tell students to pick a topic they both want to write about and ask them to write a list of all the things to describe in the essay. This list can be in any order and does not need to be too detailed yet.

## **WB E Decide on the order of topics in your essay. Use numbering.**

- Tell students to plan their essays more effectively by numbering the items in their list in the order they wish to talk about them.

## **WB F Write an introduction. This could give some background information, e.g., the origin or date of the festival/celebration you have chosen.**

- Tell students to begin their essay by writing an introduction to the event. Remind them that the introduction of an essay often gives general information about the topic.

## **WB G Write the other paragraphs of the essay.**

- Next, ask students to write the rest of the essay based on their ordered list. The essay should have fewer than 100 words at this point, as they still need to leave room for the conclusion. As they write, ensure that together, partners are checking spelling, grammar and punctuation.

## **WB H Write the full essay in 100–150 words.**

- In this section, to complete their essay, students need to add a conclusion, which could include their personal opinion about the festival, or an overview of what next year's festival might include. Tell students to attach relevant images to their essays if possible.
- Then ask students to read through their essays and edit any mistakes.

### **Sample essay**

#### **My Cousin's Wedding**

My cousin got married last summer and it was really good fun. It was special because everyone in our family was invited and there were more than 100 guests! We all stayed in a hotel near Tripoli, and it lasted three days.

On the first day, the bride wore henna and a white dress. Our family asked their friends to give gifts to the bride, and the men ate couscous.

On the second day, there was lots of food to eat and we all wore colourful clothes. We threw rice and sweets at the bride as she walked to her new home.

On the third day, the bride changed her dress four times and she ate a spoonful of sugar from her family members (this is an old tradition to show happiness). Then we all danced and the couple went on honeymoon. What a wonderful wedding!

## Unit 1 Lesson 8:

### Describing Yourself

**Objectives:** Study and practise adjective and preposition combinations.  
Practise keeping a conversation going.  
Study adjective and preposition patterns.

**Language:** Adjective + preposition:  
*good at, interested in, etc.*

**Vocabulary:** *worried, annoyed, disappointed, proud, jealous*

**21<sup>st</sup> Century Skills:** Communication Skills:  
Describing yourself and others

**Reference:** Course Book page 16,  
Workbook pages 14 and 15, Grammar and Functions pages 101 and 106

- Teach any new adjectives from the remaining questions before telling the students to read on.
- Tell the students to read the remaining questions and underline the other adjectives and prepositions.

#### Answers

The students should underline:

*angry about*  
*worried about*  
*excited about*  
*afraid of*  
*happy with*  
*jealous of*  
*bored/annoyed with*  
*proud of*

#### B Work in pairs. Take turns asking and answering the questions. Each time you answer a question, give one extra piece of information

- Read the speech bubbles under the quiz. Point out that the blue speech bubble has some extra information, not just a one-line answer to the question. This helps to keep a conversation going.
- Tell the students to take turns asking and answering the questions using the correct prepositions. They should give additional information with their answers, as in the example, respond to their partner and ask extra questions where they can.

#### Warm up

- Discuss the features of the text at the top of the page with the class. Ask the students where they think it comes from, who the audience is and what it's for.
- Ask the students if they've ever seen or done a quiz in a magazine.

#### A Read the quiz and underline all the words that describe people. What is each word followed by?

- Read the first two questions of the quiz with the class. Elicit that the describing words are adjectives and they are followed by prepositions.
- Tell the students that there is a list of common adjective + preposition combinations on page 106 of the Course Book and some information on the point on page 101. They can also quickly read the Functional Grammar box at this point.

#### C Study the Functional Grammar box then do Exercises A and B on pages 14 and 15 of the Workbook.

- Tell students to open their Workbooks at page 14.

#### WB A Complete the sentences with prepositions from the box.

- Tell the students to complete the sentences with prepositions from the box. They can refer to Grammar and Functions page 106 to help them.

**Answers**

- 1 Are you excited *about* the holidays?
- 2 I was really pleased *with* my presents.
- 3 I'm sorry *about* the mess in this room.
- 4 Layla looks ill. I'm worried *about* her.
- 5 We've been watching TV for an hour. I'm bored *with* it.
- 6 Are you afraid *of* snakes?
- 7 Was she angry *about* the letter?
- 8 You shouldn't be jealous *of* Ammar. He has problems, too.
- 9 I'm not interested *in* history but I like geography.
- 10 You're very different *from* your brother, aren't you?

**WB B List ten adjectives with the prepositions they go with. Then write a sentence with each adjective + preposition combination.**

- Students can use the adjective + preposition combinations on page 106 of the Course Book for help.
- Tell students to first list ten of these combinations, then tell them to write full sentences using these.

**Sample sentences**

*afraid of:* I don't like spiders, because I'm afraid of them.

*bad at:* I'm really bad at tennis, but I'm trying to get better.

*interested in:* I'm really interested in studying English at university.

*proud of:* My sister just won an award for her classwork. I'm really proud of her!

**D Write a paragraph about yourself, a relation or a friend. Use at least six adjectives with prepositions. Underline the adjectives with prepositions**

- Tell the students to write about themselves or a friend using at least six adjectives with prepositions, as in the example.
- Tell the students to write between 70 and 100 words.
- Tell the students to check each other's work in pairs when they have finished.

**Sample paragraph**

My best friend Ayesha is very different from me. She is fast at running and swimming, but I'm slow. She is really interested in celebrities, and loves pop music. I don't like pop music because I think it all sounds the same. I prefer classical music and jazz. Ayesha gets annoyed with me sometimes, because I don't listen when she tries to play me new music. I'm a bit jealous of Ayesha because she is friendly and always talks to lots of people, while I am shy. She has plans every weekend. She always invites me though, and I'm happy about that.

**E Now do Exercise B on page 15 of the Workbook.**

- Tell students to reopen their Workbooks at page 15.

**Round up**

- Tell students to 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.

Garnet

## Reading and writing

- Skimming and scanning a range of texts
- Interpreting abbreviations used in text messages
- Reading to follow instructions
- Interpreting pie charts, bar graphs and tables
- Inferring information from advertisements
- Writing instructions
- Writing informal emails to describe incidents
- Completing short reports
- Inferring information from charts, graphs and tables

## Listening and speaking

- Listening to identify speakers
- Listening to recorded messages and taking notes
- Listening to identify features of spoken English, such as word stress and linking
- Following a discussion involving four speakers and identifying opinions
- Speaking on the telephone and leaving messages on an answerphone
- Following and making contributions to a group discussion (using set phrases for turn-taking, asking for/giving opinions, checking information, agreeing and disagreeing)

## Structure and language

- Giving instructions (imperatives and zero conditionals)
- Using so and such with adjectives and noun phrases
- Deducting information about the past (*might*, *must* and *can't*)

## Vocabulary

- Compound nouns and phrasal verbs connected to communication and technology (e.g., laptop computer, text message, washing machine; plug in, turn on)
- Adjectives for describing machines and technology
- Words used in written instructions
- Linking words and phrases (e.g., some time later, eventually)
- Expressions over the phone
- Phrases for taking part in a discussion

## 21<sup>st</sup> Century Skills

### Study Skills:

- Identifying information in a text
- Inferring information about sequence from texts
- Researching and presenting information
- Taking notes

### Communication Skills:

- Contributing to a discussion
- Decoding text messages and pie charts
- Summarizing a story

### Media Literacy:

- Associating relevant information
- Identifying text types
- Understanding advertising

### Information Literacy:

- Completing texts

## Key words

adult (n) – /'ædʌlt/	fear (n) – /fiə(r)/	public (adj) – /'pʌblɪk/
advertisement (n) – /əd'vɜ:(r)tɪsmənt/	frequently (adv) – /'fri:kwəntli/	purse (n) – /pɜ:(r)s/
advertising (n) – /'ædvə(r),taɪzɪŋ/	hairdryer (n) – /'heə(r),draɪə(r)/	push (v) – /pʊʃ/
age group (n) – /eɪdʒ gru:p/	hold on (v) – /həʊld ɒn/	review (n) – /rɪ'vju:/
allow (v) – /ə'laʊ/	huge (adj) – /hju:dʒ/	rough (for the sea) (adj) – /rʌf/
by mistake (adj) – /baɪ mɪs'teɪk/	in trouble (n) – /ɪn 'trʌbəl/	search (v) – /sɜ:(r)tʃ/
camera phone (n) – /'kæm(ə)rə fəʊn/	increase (v) – /ɪn'kri:s/	select (v) – /sɪ'lekt/
chat (v) – /tʃæt/	invent (v) – /ɪn'vent/	setting (n) – /'setɪŋ/
clearly (adv) – /'klɪə(r)li/	laptop computer (n) – /'læp,tɒp kəm'pjʊ:tə(r)/	shade (in the ~) (n) – /ʃeɪd/
coastguard (n) – /'kəʊs(t),gɑ:(r)d/	overcome (v) – /,əʊvə(r)'kʌm/	shady (adj) – /'ʃeɪdi/
contain (v) – /kən'teɪn/	percentage (n) – /pə(r)'sentɪdʒ/	share (v) – /ʃeə/
discontented (adj) – /,dɪskən'tentɪd/	persuade (v) – /pə(r)'swerd/	surf the net (v) – /sɜ:(r)f ðə net/
download (v) – /,daʊn'ləʊd/	plug in (v) – /plʌg ɪn/	text message (n) – /tekst 'mesɪdʒ/
drinks stall (n) – /drɪŋks stɔ:l/	pocket money (n) – /'pɒkɪt 'mʌni/	turn on/off (v) – /tɜ:(r)n ɒn/ɒf/
drown (v) – /draʊn/	position (n) – /pə'zɪʃ(ə)n/	view (n) – /vju:/
e-card (n) – /i:-kɑ:(r)d/	press (v) – /pres/	waste (time) (v) – /weɪst/
	print (v) – /prɪnt/	wrong number (n) – /rɒŋ 'nʌmbə(r)/
	protection (n) – /prə'tekʃ(ə)n/	

## Unit 2 Lesson 1:

### Keeping in Touch

**Objectives:** Extend vocabulary and learn compound nouns related to communication. Practise reading text message abbreviations. Listen for gist.

Use past simple and compound nouns in a dialogue.

**Language:** Past simple, compound nouns

**Vocabulary:** *e-card, chat, laptop computer, text message, phone game, camera phone, pocket money*

**21<sup>st</sup> Century Skills:** Information Literacy: Decoding information in text messages

**Reference:** Course Book page 20, Workbook pages 16 and 17, 13 to 15

5a e-card

6c laptop computer

### B What do the letters and numbers in picture 2 mean?

- Tell the students to look at the text message in picture 2 and ask why it doesn't look like normal English.
- Explain that to save space and time, people use letters and numbers to represent words in text messages. Ask if they do the same thing when they send text messages. Tell them that the letters and numbers used in English text messages
- usually sound like words if you say them aloud.
- Tell the students to read the message aloud in pairs and work out what the letters and numbers mean.
- Ask the students what the writer of the text message wants to do.

#### Answers

The complete message is:

*Sorry I didn't see you at the shops today. What are you doing tomorrow morning? Do you want to play tennis with me? Give me a ring.*

### Warm up

- Elicit/explain that the lesson title *Keeping in touch* means 'stay in contact with friends and family'. Ask students to discuss the various ways they keep in touch with their friends and family.

### A Match each word or phrase from the box to each picture.

- Tell the students to look at the pictures and match each one with a word or phrase from the box.
- Ask the students how they usually keep in touch with friends and family.

#### Answers

- 1b chatting on a mobile phone  
2d text message  
3f camera phone  
4e phone game

### C 13 Listen and match each speaker to a picture.

- Tell the students to listen to the speakers and match each one with a picture – which gadget or way of communicating are they talking about? Tell the students to write the letters next to the names.

#### Track 13

#### Listen and match each speaker to a picture.

Simon: I got a mobile from my father when I started secondary school. I use it mostly to send text messages. I like sending texts and getting texts. I always try to find new ways of using letters and numbers in my texts. It's fun ... er ... like a new language.

Kamal: I bought my mobile with my own pocket money. I don't use it to chat

much but I play a lot of games on it. I like playing them when I go on long car trips with my parents. This is my favourite game. It's called 'Snake'.

Nadia: My parents gave me a mobile phone for my birthday. I use it all the time, but not at school, of course. I love chatting to my friends. My parents like me having a mobile because I can keep in touch with them wherever I am. Yesterday, for example, I went to my friend's house after school. I called my mother from the bus and told her I'd be late. ... I bet that's her now! Hello? ... Oh hi, Mum, I thought it would be you ...

Ameera: My parents bought me a laptop computer when I got a place at medical school. They thought it would be really useful. And they were right. I always write my essays on it. I also use it to do research on the Internet and to send and receive emails. The great thing about a laptop is that, well, you can use it anywhere – in cafés and libraries and on the train, as well as at home.

Aziz: It's my birthday today. Some of my friends sent me birthday cards in the post, but I also received a few e-cards. You know – electronic cards that come by e-mail. This one is from my sister Nadia. It's so funny. You hear a tune and the bird does a little dance!

Nisrin: My mobile has a camera which I use all the time. It's brilliant. You can take pictures or ... er ... make tiny films with it. Yesterday I took this really nice photo of my brother Ali. He didn't like it much. He said it was too close.

### Answers

Simon	2
Kamal	4
Nadia	1
Ameera	6
Aziz	5
Nisrin	3

### D Now do Exercises A to E on pages 16 and 17 of the Workbook.

- Tell students to open their Workbooks at pages 16 and 17.

### WB A Here are some of the things people said about communication. Use verbs from the box in the past simple to fill the gaps. 14 Listen and check your answers.

- Tell the students to complete the sentences with the past simple form of a verb from the box.
- Play 14 so the students can check their answers.

### 14 Track 14

#### Listen and check your answers.

- Nadia: My parents gave me a mobile phone for my birthday.  
1 Yesterday, for example, I went to my friend's house after school. I called my mother from the bus and told her I'd be late.
- Simon: 2 I got a mobile from my father when I started secondary school.
- Nisrin: 3 Yesterday I took this really nice photo of my brother Adel. He didn't like it much. He said it was too close.
- Kamal: 4 I bought my mobile with my own pocket money.
- Ameera: 5 They thought it would be really useful. And they were right.
- Aziz: 6 Some of my friends sent me birthday cards in the post, but I also received a few e-cards.

**Answers**

- 1 went
- 2 called
- 3 told
- 4 got
- 5 started
- 6 took
- 7 didn't like
- 8 said
- 9 bought
- 10 thought
- 11 were
- 12 sent
- 13 received

**WB B Match the words and write compound nouns.**

- Remind the students that some nouns are made up of more than one word. Elicit some examples that the students are very familiar with, for example, *post office, pencil case, bookshop*. Explain that these kinds of nouns can be called *compound nouns*.
- Tell the students to match a word from the left column with a word from the right column to make compound nouns from the lesson. Don't confirm the answers until the next stage.

**WB C 15 Listen and check your answers. Then listen and repeat.**

- Tell the students to listen and check their answers, then play 15 again for them to repeat the compound nouns. For answers see transcript.

**Track 15**

**Listen and check your answers. Then listen and repeat.**

- 1 gaming application
- 2 laptop computer
- 3 mobile phone
- 4 camera phone
- 5 text message
- 6 pocket money
- 7 birthday card
- 8 picture message

**WB D Work in pairs. Student A makes a true sentence using the past simple and a compound noun from Exercise B. Student B shows interest. Take turns.**

- Read the example dialogues with a student to demonstrate the activity. Model the proper intonation for conveying interest.
- Point out the compound nouns in the example dialogues (*text messages, mobile phone, video game*) and remind students to use other compound nouns from Exercise B.
- Tell the students to take it in turns to make past simple sentences with compound nouns. Remind them to respond to their partner with interest.
- Circulate and listen to the conversations. Ask some students to perform the best dialogues in front of the class if you have time.

**WB E What do these text messages mean? Write them in normal English.**

- Tell the students to write the text messages in normal English under each screen.

**Answers**

- 1 Do you want to see a film tonight?
- 2 Are you okay?
- 3 Why are you angry today?
- 4 Talk to you later!
- 5 See you later!
- 6 Wait for me after school.

## Unit 2 Lesson 2:

### Giving Instructions

**Objectives:** Listen to and read a conversation with imperatives and zero conditionals.  
Study and practise frequently used expressions.  
Extend vocabulary for giving instructions.  
Give instructions using the imperative and zero conditional.

Identify stress in compound nouns.

**Language:** Imperative and zero conditional for instructions

**Vocabulary:** *plug in, turn on/off, switch on/off, hurry up, waste (time), hairdryer, press, position, push, setting, select, click, enter, code, button*

**Reference:** Course Book page 21, Workbook pages 18 to 21, 16 and 17, Grammar and Functions page 101

#### Warm up

- Tell the students to describe the picture in the Course Book. Ask them to guess what the boys are doing. Teach hairdryer.
- Read the title of the lesson with the students. Elicit/teach the meaning of plug in and turn on.

#### A 16 Listen and read.

- Tell the students to listen to and read the dialogue, and check their guesses about what the boys are doing.

#### 16 Track 16

##### Listen and read.

Ammar: Hurry up! We're going to be late.

David: My hair's still wet.

Ammar: Here! Don't waste time with a towel. Use this hairdryer.

David: Is this thing yours?

Ammar: Of course not. It's my sister's

David: How does it work?

Ammar: It's simple. Plug it in and turn it on.

David: Turn it on?

Ammar: Yes. Press the black button to turn it on.

David: But what's this red button?

Ammar: The red button has got three positions. If you push it down, you get cool air. If you keep it in the middle, you get warm air. And you get hot air if you push it up.

David: OK. I suppose I want cool air, don't I?

Ammar: No. Don't use the cool setting. It's best to select hot if you want your hair to dry fast.

David: You really know a lot about it, don't you? Are you any good at fixing computers?

- Write the following questions on the board:
  - Has David ever used a hairdryer before?
  - What about Ammar?
  - Where do you think the boys are going?
- Elicit answers. Ask the students to give reasons for their answers.

#### Answers

- Probably not.
- Answers depend on the students – they may say that he hasn't used one but he knows how it works.
- Answers depend on the students. It looks as if the boys are going to a formal gathering such as a dinner.

#### B Look at the Functional Grammar box. Study the rule then find other examples in the conversation.

- Tell the students to read the rules on giving instructions in the Functional Grammar box.

Ask them which way of giving instructions they are familiar with, and if they see a difference between the two (the imperative is a direct instruction to another person, the zero conditional describes what happens in certain circumstances).

- Refer the students to the Grammar and Functions on page 101 for more information on imperatives and the 'zero' conditional.
- Tell the students to find other examples of the imperative and zero conditional in the dialogue.
- When the students have found the other examples, ask them to compare the zero conditional sentences. Elicit that the if clause can be at the beginning or the end of the sentence, and that if it is at the beginning, a comma must separate the two clauses.

#### Answers

Imperative:

*Hurry up!*

*Don't waste time with a towel.*

*Use this hairdryer.*

*Press the black button to turn it on.*

Zero conditional:

*If you keep it in the middle, you get warm air.*

*And you get hot air if you push it up.*

*It's best to select hot if you want your hair to dry fast.*

### C Now do Exercises A to H on pages 18 to 21 of the Workbook.

- Refer students to pages 18 to 21 in the Workbook.

### WB A 17 Listen and repeat.

- Tell the students to read the expressions in Exercise A. Ask them to look back at the Course Book and find out when these expressions can be used.
- Tell the students to listen and repeat the words. Play 17, pausing as necessary.
- Ask students to practise their own questions and answers using the words and phrases. If they find it hard, they can just practise the dialogue from page 21 of their Course Book.

### Track 17

#### Listen and repeat.

Voice: *Hurry up!*  
*Here!*  
*Of course not.*  
*How does it work?*  
*It's simple.*

### WB B Match the phrases to the pictures.

- Tell the students to match the phrases for giving instructions with the pictures. Note that for Picture 2 and Picture 3, either g or h could be considered correct.

#### Answers

- c
- g
- h
- b
- e
- d
- a
- f

### WB C Match a word from each list and write the compound nouns. Check you know the meaning of each one.

- Tell the students to match words from the left column with words from the right column to make compound words.
- Confirm the meaning of any new items (e.g., *remote control*, *cashpoint*, *photo booth*).

#### Answers

- hairdryer
- microwave oven
- washing machine
- smart phone
- touch screen
- remote control
- alarm clock
- cashpoint
- photo booth
- social media
- email
- notepad

**WB D Work in pairs. Student A: Say a phrase from Exercise B. Student B: Name an item that goes with the phrase. Change roles.**

- Tell the students to work in pairs. One student should give an instruction from Exercise B, the other should respond by saying the name of an item with which this instruction can be used, as in the example.
- Students should take it in turns to give the instruction and say the name of an item.

**WB E Write eight sentences of your own using compound nouns from Exercise C.**

- Tell the students to write eight sentences of their own using compound nouns from Exercise C.

**Possible answers**

*My hairdryer is broken.*

*I prefer using a touch screen.*

*Have you seen the TV remote control?*

*I slept through my alarm clock!*

*I need to go to the cashpoint to get some money.*

*Here are the pictures of us from the photo booth!*

*How much did your new smartphone cost?*

**WB F Match the phrases and complete the sentences. Add a comma (,) where necessary.**

- Tell the students to match the phrases to make conditional sentences, adding a comma if necessary.

**Answers**

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

**WB G Complete the instructions with the correct phrases. Then write the name of the object under each set of instructions.**

- Tell the students to complete the instructions in the boxes with phrases from the columns. They should then write the name of the item the instructions are for on the line under each box. You will need to revise *photo booth*.
- When the students have finished, ask them to find examples of the imperative and zero conditional in the instructions.

**Answers**

- 1 click on the left-hand button  
(computer mouse)
- 2 put soap powder in the drawer
- 3 Your clothes are clean when it stops.  
(washing machine)
- 4 If you don't like the programme
- 5 If you want to turn the volume up  
(remote control)
- 6 Enter your code carefully.
- 7 the machine sometimes keeps your card.
- 8 Take your money (cashpoint)
- 9 Turn the seat
- 10 Put your money
- 11 Wait outside for your pictures. (photo booth)

**WB H Student A: Write instructions for one of the following: Student B: Guess the object.**

- Tell the students to write instructions for one of the things listed in the Workbook.
- The students should read their instructions to a partner when they have finished and ask him/her to guess which machine their instructions are for.

**Sample answer**

Read the title of the project and make a list of the main points you want to include. Look on the internet for information on each of the main points. Go to the library to see if there are any books there with more information. Make notes on the information you have found and decide what information to use.  
(researching a project)

## Unit 2 Lesson 3:

### The Swimmer

**Objectives:** Identify different types of text.  
Read for gist and put texts in chronological order.  
Use linking words orally and in writing to summarize a story.  
Write a letter to a friend about an event in the past.

**Language:** Linking words, past simple and continuous

**Vocabulary:** *hero, coastguard, drown, rough (for the sea), allow, fear, in trouble, overcome*

**21<sup>st</sup> Century Skills:** Media Literacy: Identifying text types, Study Skills: Inferring information about sequence from texts

**Reference:** Course Book pages 22 and 23, Workbook pages 21 and 22

#### Warm up

- Write the word *hero* on the board and elicit its meaning – a person who is popular because they've done something very brave. Brainstorm a list of reasons that people get called heroes (for rescuing people or animals from dangerous situations; for standing up for their beliefs in difficult circumstances; for succeeding at sport against the odds, etc) Ask if the students have any heroes. Do other students agree? Discuss why each person is considered a hero.

#### A Look at the texts and find:

- Tell the students to skim the texts and find the types of text listed in Exercise A. Set a time limit of two minutes and stress that the students should only look at features such as style, pictures and layout rather than reading every word.

- Ask the students which features of the texts helped them make their decisions when you elicit the answers.

#### Answers

an online article B  
an email to a friend F  
an advertisement C  
posts to an online forum A and D  
a blog entry E

#### B Put the texts in the order they were written or are used in the story by numbering them 1 to 6.

- Tell the students to read the texts more carefully and put them in the order they were written or appear in the story by writing numbers in the tick boxes.
- Clarify the meaning of any new words (for example, *coastguard, drown, rough, allow*).

#### Answer

1 Omar's post to Marjory's problem page (an online forum); 2 Marjory's reply; 3 Online advertisement for swimming classes for teenagers; 4 Omar's blog entry saying I AM GOING TO LEARN TO SWIM; 5 Omar's email to Justin; 6 Online article describing Omar's heroism.

#### C Now do Exercises A to C on pages 21 and 22 of the Workbook.

- Refer students to pages 21 and 22 of the Workbook.

#### WB A Complete the summary of what happened to Omar with words from the box.

- Tell the students to complete the summary of the story with the linking words from the box.
- Teach *fear, in trouble, courage* and *overcome* before they start.

#### Answers

- When
- Because of

- 3 and
- 4 Eventually
- 5 First
- 6 then
- 7 that's how
- 8 Some time later
- 9 While
- 10 In my opinion

**WB B Cover the summary on page 21. Prepare to summarize the story in your own words. In pairs, take turns saying one sentence each. Use linking words like the ones in the box in Exercise A.**

- Tell the students to work in pairs to summarize the story orally. They should take it in turns to say a sentence each, using the linking words from Exercise A if they can.

**Sample answer**

Omar's twin sister drowned when he was seven. He was never allowed to go swimming because of that.

Omar decided to do something about his fear of water when he was 16, because he still couldn't swim.

He wrote to a magazine and eventually joined a swimming class.

That's how he learnt to swim.

When Omar was on holiday with his friend, there was a girl in trouble in the sea. Omar saved her life.

In my opinion, this story shows courage can help you do anything.

**WB C Imagine you are Justin. Write an email to a friend who doesn't know Omar. Tell him about Omar rescuing the child at the beach.**

- Tell the students to write a letter to a friend as though they are Justin.
- Tell the students to use the information from the text, and to add any details they want from their imagination.
- Tell the students to write about 150 words.

**Sample answer**

From: Justin

To: Alan

Subject: Omar the hero

Dear Alan,

Last summer I was camping in Cornwall with my friend Omar. One day we were walking on the beach when we saw a little girl playing on the sand. Suddenly, she was in the sea! Straight away, Omar jumped into the water and swam out to her. He grabbed her arm and pulled her back to the beach.

In my opinion, Omar was a real hero because his sister drowned in the sea when they were seven years old, so his mother never allowed him to go swimming. He was scared of the sea when he was younger, but he decided to learn to swim when he was 16. After that, he invited me to go camping and swimming with him.

A newspaper reporter found out about what happened and interviewed us for a newspaper article! I've kept a copy of the newspaper and I'll show it to you when I see you.

Bye for now,  
Justin

## Unit 2 Lesson 4: On the Phone

**Objectives:** Revise and extend language for telephoning. Listen to answerphone messages for detail. Practise telephoning and leaving messages.

**Language:** –

**Vocabulary:** *hold on, wrong number, clearly, contain*

**21<sup>st</sup> Century Skills:** Communication Skills: Contributing to a discussion, Study Skills: Taking notes

**Reference:** Course Book page 24, Workbook page 23, 18

### Warm up

- Brainstorm telephone expressions in English and write them on the board. Ask the students if each phrase is used by the person who makes the call or the person/machine that answers the phone.

### A Who usually uses these phrases, the caller (C) or the person (or machine) that answers the telephone (A)? Write C or A next to each phrase.

- Tell the students to read the phrases in the Course Book and write C next to the phrases a caller uses, and A next to the phrases from the person or machine that answers the phone.
- Clarify the meaning of any unfamiliar expressions.

#### Answers

- Hello. Is that Ian Murphy? C
- May I ask who's calling? A
- Could I speak to...? C
- I think you've got the wrong number. A
- I'm afraid he's out at the moment. A
- Could you tell her I called? C
- Do you know when he'll be back? C
- Can I take a message? A
- Just a moment, please. A
- I'll tell him you called. A
- Is that 0207681432? C
- I'd like to speak to Salwa Halabi, please. C
- Please leave a message and we'll call you back. A
- Hold on, please. A
- Please speak clearly after the tone. A
- Hello, Carol. Nice to hear from you. A

### B Now do Exercise A on page 23 of the Workbook.

- Tell students to turn to page 23 in the Workbook.

### WB A 18 Listen to three messages left on voicemail and answer the questions.

- Read the questions with the students and make sure they know what kind of information they are listening for.
- Play 18, pausing where appropriate for the students to note the information.
- Allow the students to compare their answers, then play 18 again.

#### Track 18

#### Listen to three messages left on answerphones and answer the questions.

##### Call 1

Recorded voice: Welcome to the Zmobile voicemail service. I'm sorry but the person you called is not available. Please leave your message after the tone.

Josie:

Hi, Nadia. Josie speaking. Isn't it great the exams are over? I feel so much better now. Holidays at last! Anyway, that's not what I rang to say, obviously. Um, I just wanted to invite you to come on a picnic on Saturday the 18th of May. It'll be me, my sister, my cousin Jade and you, hopefully. Um, we're going to meet at the bus stop by the cinema at eleven. Hope you can come. Well, anyway, give me a ring this evening around seven.

##### Call 2

Recorded voice: This is 0230-789-2213. I'm afraid Martin Atwood and Dave Gadsby are out. Please leave a message and we'll get back to you as soon as possible. Please speak after the tone.

David:

Hello. This is a message for Martin Atwood. My name's David Anderson. I saw your advertisement in the paper for the

... er ... motorbike you're selling. It was in the Western Gazette on Monday, I think. Anyway, I'm interested in buying it. Is it still for sale? If it is, I'd like to come and see it this evening or ... tomorrow. When would be the best time for you? Could you give me a ring on 0206- 434- 911? That's 0206 ... 434 ... 911. Thank you.

## Call 3

Recorded voice: Thank you for calling International College. The office is now closed. Our working hours are Monday to Saturday, 9 a.m. to 8 p.m. If you are calling to enquire about classes, please leave your name, number and a brief message after the tone and we will get back to you as soon as possible. Please speak clearly after the tone.

Salwa:

This is Salwa Halabi. Sorry to trouble you, but I'm not calling to enquire about classes. I've got a bit of a problem. I'm in the advanced English class on ... er ... Wednesdays and Fridays. My teacher is Mrs Howarth. I'm calling because I think I left my purse in ... er ... Room 45 after the lesson on Friday. It contains money and ... er ... a travel pass. If you find it, could you ring me as soon as possible? My phone number is 0787-050-527. I'll repeat that. 0787 ... 050 ... 527. Thank you.

## Answers

## Call 1

- 1 Josie.
- 2 Saturday the 18th of May.
- 3 At the bus stop by the cinema.
- 4 11.
- 5 That evening at around seven.

## Call 2

- 1 Martin Atwood.
- 2 A motorbike.
- 3 That evening or the next day (tomorrow).
- 4 0206-434-911.

## Call 3

- 1 At International College.
- 2 Because the office is closed.
- 3 She thinks she left her purse in Room 45 after her English lesson.
- 4 0787-050-527.

## Unit 2 Lesson 5:

### Time and Place

**Objectives:** Learn to use *so* and *such* in exclamations.

Practise using *so* and *such* in writing and orally.

Complete a conversation with phrases with *so* and *such*.

Study expressions for making and responding to suggestions.

Make and respond to suggestions in short dialogues.

**Language:** *so* + adjective, *such* (a/an) + adjective + noun

**Vocabulary:** *crowded, queue, shady, exaggerate, shade (in the ~), drinks stall, lazy, honestly*

**21<sup>st</sup> Century Skills:** Media Literacy: Associating relevant information

**Reference:** Course Book page 25, Workbook pages 24 to 26, 19, Grammar and Functions pages 101 and 102

### Warm up

- Briefly discuss the pictures. Go over any vocabulary the students don't know and write it on the board. Ask the students if they can work out what the pictures have in common. (The answer is that they all illustrate extreme situations, but do not confirm this yet.)

### A Match each sentence to a picture.

- Tell the students to match what the people said with the pictures.

#### Answers

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

### B Read the Functional Grammar box and complete the rule.

- Tell the students to read the first examples with *so* and *such* in the Functional Grammar box and write another example for each on the lines on the right.
- Ask the students to explain the difference between *It's crowded* and *It's so crowded*, and *It's a hot day* and *It's such a hot day*. Establish that *so* and *such* make the adjectives stronger (they *intensify* the adjectives).
- Tell the students that *so* and *such* can be used in sentences expressing cause and result. Read the next examples in the box with the class. Ask them to identify the cause clause and the result clause.
- Refer the students to Grammar and Functions page 101 and give them time to read. Answer any questions they have.
- Tell the students to complete the grammar rule in the box.

#### Answers

Examples for the Functional Grammar box depend on the students.

Rule: We can leave out *that* in the result clause.

### C Now do Exercises A to F on pages 24, 25 and 26 of the Workbook.

- Refer students to pages 24 to 26 in their Workbooks.

### WB A Match the phrases and write full sentences.

- Tell the students to match the beginnings and endings of the sentences, then write the complete sentences expressing cause and result in their notebooks. Do a couple of sentences on the board if you think the students need extra examples.

#### Answers

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

### WB B Study the examples and write five more sentences with phrases from the box.

- Read the examples with the class and ask the students to identify the cause and result clauses.
- Tell the students to write five more sentences with the phrases in the box. They need to think of a context and a result clause for each.

#### Possible answers

- 1 My little brother walked so slowly that we arrived late for the film.
- 2 He spoke so quietly that the teacher got angry.
- 3 I worked so hard that I passed the exam with 80%.
- 4 Our team played so badly that we lost the tournament.

**WB C Work in pairs. Student A:**  
Choose a word from the box and ask a question with *What was it like?* **Student B:** Answer using the phrase *so/such ... (that)*. Then change roles.

- Tell the students they are going to work in pairs. One student should ask the other about one of the items in the box using the phrase *What was ... like?* The other should respond using a phrase with *so* or *such*.
- Read the example dialogue with a student to model the activity. Elicit other possible responses to the question in the example before the students start to work in their pairs.
- Listen to pairs and note any common problems to go through before the end of the class.

**Sample answers**

- A: What was the hotel like?  
B: We had such a small room that we asked to be moved.
- A: What was your vacation like?  
B: It was so good that we didn't want to come home.
- A: What was your exam like?  
B: It was so difficult that I'm worried I won't get a good mark.
- A: What was the lesson like?  
B: It was so interesting that we didn't want it to end!
- A: What was the film like?  
B: It was such a boring film that I fell asleep.
- A: What was your trip like?  
B: It was such a long trip that I still feel exhausted.
- A: What was the house like?  
B: It was so lovely that I wish I lived in it.
- A: What was the weather like?  
B: It was such bad weather that it made me feel ill!
- A: What were the people like?  
B: They were so nice that I am going to stay in touch with them.

**WB D Complete the conversation with words and phrases from the box.**

- Tell the students to read and complete the conversation with words and phrases from the box, and find out what Katie and Noor decide to do.

**WB E 19 Listen and check your answers.**

- Tell the students to listen and check their answers. Play 19.

**Track 19**

**Listen and check your answers.**

- Noor: Would you like to go for a walk to the shops?  
Katie: Not really. I don't feel like it. It's so hot today.  
Noor: We can walk to Abu Nawas Park. It's nice and cool there.  
Katie: But that's such a long way to walk.  
Noor: Don't be so lazy! You'll like it when we get there. It's so lovely and shady under the trees.  
Katie: Oh, Noor, why don't we go tomorrow?  
Noor: No, tomorrow's Friday and it'll be really crowded.  
Katie: How do you know?  
Noor: I went there last Friday with Latifa and it was so crowded that we couldn't get a seat in the shade.  
Katie: You're exaggerating a bit, aren't you?  
Noor: No, really. There were such long queues at the drinks stalls that we nearly died of thirst.  
Katie: OK. Let's go. But let's go for a drink and an ice-cream first to give us energy.  
Noor: Honestly, Katie, it's just a walk to the park, not a trip across the Sahara!  
Katie: I know. But I really feel like an ice-cream.

- Noor: OK. We can have one at the Oasis Café.
- Katie: That's a really good idea. Let's go in ten minutes.

**Answers (see transcript also)**

- 1 so hot
- 2 such a long way
- 3 so lazy
- 4 so crowded that
- 5 such
- 6 that

**WB F Work in pairs. Make suggestions and respond to them, using the phrases in bold in the conversation in Exercise D. Use your own ideas or the suggestions in the box below.**

- Ask two students to read the example dialogue in Exercise F (in the speech bubbles), and establish that it is customary to give a reason when responding negatively to a suggestion.
- Focus on the phrases in bold in the conversation between Noor and Katie. Ask the class which ones can be used to make a suggestion (*Would you like to, Why don't we, Let's, I really feel like, We can*), which can be used to respond negatively (*Not really. I don't feel like it.*), and which can be used to respond positively (*OK. That's a really good idea.*). Write them on the board and practise pronunciation.
- Give the students time to note these expressions in their notebooks or learning diaries.
- Tell the students to work in pairs to make and respond to suggestions using their own ideas and ideas from the box in Exercise F. Remind them to give a reason if they say no to a suggestion.

## Unit 2 Lesson 6:

### The Internet

**Objectives:** Skim and scan a text for information.  
 Extend vocabulary related to communication.  
 Match pie charts with their titles.  
 Discuss the Internet using language for agreeing, disagreeing and interrupting.  
 Create a presentation.

**Language:** –

**Vocabulary:** *surf (the Internet), instant messaging, download, go online, surf the net, huge, share, public, statistics, survey, frequently, print, search, review, invent, hurt*

**21<sup>st</sup> Century Skills:** Study Skills: Researching and presenting information, Decoding information in pie charts, Identifying information in a text

**Reference:** Course Book pages 26 and 27, Workbook pages 26 and 27

#### Warm up

- Before you look at the Course Book, ask the class to brainstorm uses of the internet. Write their ideas on the board.

**A Quickly skim the texts. Make a list of five different uses of the internet mentioned in the texts.**

- Tell the students they are going to skim the texts in the Course Book. Remind them that skimming is not the same as thorough reading, but consists of looking over a text very quickly and focusing on important words such as nouns and verbs.

- Tell the students to skim the texts and make a list of five uses of the internet that are mentioned. Are they the same as or different from their ideas?
- Encourage the students to look at the Vocabulary tip box at the bottom of page 26 to check the meaning of any terms they don't know.

#### Possible answers

sending and receiving email  
getting information (e.g., about cinema times or language schools)  
instant messaging  
downloading music  
doing research (e.g., for school work)  
buying and selling things

### B Scan the texts to find three negative aspects of the internet.

- Tell the students to scan the texts to find three negative aspects of the internet. Remind them that scanning, like skimming, is not the same as thorough reading, but consists of looking through a text very quickly for specific information.

#### Possible answers

The computer can make your eyes hurt if you look at the screen for a long time.  
You can waste time looking for information because there are so many sites.  
If you do business over the internet, it can be a bit lonely.

### C Now do Exercises A to D on pages 26 and 27 of the Workbook.

- Refer students to pages 26 and 27 of the Workbook.

### WB A Find words or phrases in the texts on Course Book pages 26 and 27 to match the definitions below.

- Tell the students to find words in the texts in the Course Book that mean the same thing as the words and phrases in Workbook Exercise A.

#### Answers

- 1 hit
- 2 huge
- 3 share
- 4 public
- 5 statistics
- 6 survey
- 7 frequently
- 8 search
- 9 print
- 10 reviews

### WB B Find the answers to these questions.

- Tell the students to read the first text again to find the answers to the questions.

#### Answers

- 1 Two computer scientists named Tim Berners-Lee and Robert Cailliau invented the Internet when they were working in Switzerland.
- 2 At first it was used by scientists to share information.
- 3 American teenagers use the Internet to send and receive e-mail, surf the net for information, do instant messaging and download music.

### WB C Match the pie charts to the titles.

- Tell the students that the information shown in the pie charts is also in the first text on page 26 of the Course Book. Tell them to scan the article and match the charts with the correct titles.

#### Answers

- 1 c
- 2 b
- 3 a

**WB D** What are the advantages and disadvantages of using the internet? Discuss in groups. Use some of the phrases below.

- Ask the students to think of more advantages and disadvantages of the internet.
- Direct the students' attention to the useful expressions in the Workbook. Tell them they can use these expressions to agree, disagree, interrupt and avoid interruption during a discussion. Practise pronunciation of the phrases.
- Put the students in groups of four or five to discuss the advantages and disadvantages of the internet.
- After the discussion, find out if the members of each group mainly agreed with each other or not.
- Ask them if they found there were more advantages or disadvantages to the internet.

**D** In groups research information to prepare a presentation on another invention that has changed the world we live in. Share your presentation with the class.

- Tell students to work in groups of 3-4. They should use books or the internet to research an invention that has changed the world significantly, for example, the light bulb, the telephone, rubber, radar, etc.
- Students should use PowerPoint, Prezi, or another IT presentation platform if available.
- Tell students to prepare a presentation of approximately 4 slides or sections, including the inventor and date of invention, how it was invented, how it changed technology at the time, how it is used or relevant today, etc.

## Unit 2 Lesson 7:

### They must have forgotten.

**Objectives:** Listen to and read a conversation.  
Study language for making deductions about the past.  
Complete sentences making deductions about the past.

**Language:** *must/can't/might have + past participle*

**Vocabulary:** –

**21<sup>st</sup> Century Skills:** –

**Reference:** Course Book page 28, Workbook pages 28 and 29, 20, Grammar and Functions pages 101 and 102

#### Warm up

- Talk about the picture and ask the students what is happening.

#### A 20 Listen and read.

- Tell the students to listen to and read the conversation. Play 20.

#### Track 20

##### Listen and read.

Mrs Crosby: Hello, Anna Crosby here. Who's speaking, please?

Ammar: Hello, Mrs Crosby. This is Ammar.

Mrs Crosby: Oh, hello, Ammar. How are you?

Ammar: I'm fine, thanks, Mrs Crosby. Is David there, please?

Mrs Crosby: I'm afraid he isn't, Ammar. He went out with Rob at about eight this morning.

Ammar: Did you say with Rob?

Mrs Crosby: Yes. I think they were going fishing. Rob's father was going to drive them to the lake.

- Ammar: Oh no! They must have forgotten about the match.
- Mrs Crosby: No, they knew about the match. I heard them saying they had a match at three.
- Ammar: But it's three fifteen now. And they still aren't here.
- Mrs Crosby: They might have had a problem with the traffic.
- Ammar: But why hasn't Dave phoned? He's got a mobile. He always has it with him.
- Mrs Crosby: He must have left it at home this time.
- Ammar: They can't all have forgotten to take their mobiles.
- Mrs Crosby: They must have. Typical! When those three go fishing, they forget about everything else.

### B Read the Functional Grammar box and find examples of deduction in the dialogue.

- Tell the students to read the rule and the examples in the Functional Grammar box.
- Discuss the difference between *might have*, *must have* and *can't have*. Establish that *can't have* is used when you think it's not possible that something has happened. Elicit that *might have* and *must have* are used when you think something has happened, but *must have* shows greater certainty, whereas *might have* suggests only possibility. Refer the students to Grammar and Functions pages 101 and 102 for a summary of this information.
- Tell the students to find more examples of deductions in the dialogue. Write the sentences on the board and point out that the past participle of the verb is used with a modal and *have*. Explain that Mrs Crosby uses the short form (*They must have*.) because both she and Ammar know what the rest of the sentence is (i.e., *forgotten to take their mobiles*).

#### Answers

They must have forgotten about the match.  
They might have had a problem with the traffic.

He must have left it at home this time.  
They can't all have forgotten to take their mobiles.  
They must have.

### C Now do Exercises A, B and C on pages 28 and 29 of the Workbook.

- Tell students to reopen their Workbooks at pages 28 and 29.

### WB A Read the conversation on Course Book page 28 again and answer the questions.

- Tell the students to read the dialogue again and answer the questions in Exercise A.
- When you elicit answers to question 5, you may find that the students need to make deductions about the past (e.g., *Ammar might have lost his mobile*), but that they are unsure about the form. Don't correct their English at this stage. This is the language they will be studying later in the lesson.

#### Answers

- 1 Because Rob is late for the football match./ He is trying to find Rob.
- 2 They've gone fishing.
- 3 They're fifteen minutes late.
- 4 He always has his mobile with him but he hasn't phoned Ammar.
- 5 Students' answers will vary. Possible answers: they might have had an accident; They might have got lost when they were fishing; They might have forgotten about the match; They might be stuck in traffic in an area with no mobile signal.

### WB B Complete the sentences using the correct form of the words in brackets.

- Tell the students to complete the sentences with the past participle of the underlined verbs to make deductions about the past.
- When correcting the exercise, elicit why *must have* and *might have* were chosen in each sentence.

## Answers

- 1 You must have *taken* days to write it.
- 2 He might have *lost* my number.
- 3 They can't have *gone* out.

**WB C Complete the sentences with *must have, might have or can't have* and the past participles of the verbs in brackets.**

- Tell the students to complete the sentences with *must/might/can't have* and the past participle of the verb in brackets.

## Answers

- 1 Someone phoned while you were out. I'm not sure, but it *might have been* someone from your office.
- 2 Somebody has stolen my pearls. The front door is still locked, so the thief *must have come* through the open window.
- 3 "I saw all the tourist attractions when I went to America." "You *can't have seen* everything. You were only there for a week."
- 4 "Where's my package from Janet?" "I'm not sure, but I *might have thrown* it away by mistake."

## Unit 2 Lesson 8:

### Advertising

**Objectives:** Match speakers with their opinions.  
Listen to a radio programme for detail.  
Discuss advertising, using phrases for giving, asking for and explaining opinions and checking what someone said.  
Give a talk about the positive influences of advertising.  
Prepare a poster advertisement on a chosen product.

**Language:** –

**Vocabulary:** *advertising, protection, advert, view, discontented, ad, persuade, ban, point, advertise, advertisement, advertise, government, health*

**21<sup>st</sup> Century Skills:** Media Literacy:  
Understanding advertising,  
Communication Skills:  
Contributing to a discussion

**Reference:** Course Book page 29,  
Workbook pages 29  
and 30, 21 and 22,  
Grammar and Functions  
page 102

### Warm up

- Show the class some examples of advertisements and discuss which are good/bad advertisements and why. Elicit *advertisement* and teach the verb *advertise*. Note that the stress is different in these two words (the verb has the stress on the first syllable, the noun has the stress on the second).

### A Complete the advertisements with the words and phrases in the box. Add capital letters where necessary.

- Have the students complete the advertisements using the words and phrases in the box.

#### Answers

- Say
- If you don't have
- Try
- If you don't think
- worry
- If you want
- Buy
- If you join
- Come

### B Now do Exercises A to E on pages 29 and 30 of the Workbook.

- Refer students to pages 29 and 30 of the Workbook.

### WB A Before you listen, name one good thing and one bad thing about advertising.

- Ask the students to think of one good and one bad thing about advertising.
- Write their ideas on the board. Ask the students if there is one particular television advert that they like at the moment and why they like it.

#### Sample answer

good: informative  
bad: misleading

### WB B 21 Listen and match two opinions to each speaker.

- Read the eight sentences in Exercise B with the students and clarify the meaning of any new words.
- Tell the students that they are going to listen to a discussion programme. The four people speaking are listed at the beginning of the

exercise, and there is also a presenter called Salma. They should match two opinions to each speaker as they listen by writing numbers in the boxes. Point out that the opinions may not be in numerical order and that the speakers have more than one speaking turn each.

- Remind the students that when listening to a programme where there are many speakers, it is particularly important not to try to listen to everything, but to listen for the information they want, such as the names of the speakers and the important (stressed) words in their opinions.
- Play 21 a second time so students can check their answers. Give them plenty of praise and encouragement, as this is the first time they have listened to a discussion with so many speakers.

#### Track 21

#### Listen and match two opinions to each speaker.

Salma: Welcome to 'Talk Time', the radio programme where you tell us what you think. I'm Salma Shafiq and with me in the studio are Faris, Jade, Omar and Liam. Liam, what are your views on advertising?

Liam: I think it makes people discontented.

Salma: Discontented?

Liam: Yes, discontented. People look at advertisements and they are not content with their own lives.

Salma: What do you mean exactly?

Liam: Well, people see beautiful people and perfect homes and ... er ... expensive things in the adverts. Then they think that their families, their homes and ... er ... they themselves aren't good enough.

Salma: What do you think about advertising, Jade?

Jade: I think the adverts at the cinema are often funny or clever, or even beautiful. And I enjoy watching them.

Salma: Omar, what's your opinion?

Omar: I think advertisements are a waste of time and money. They cost a lot to make. And ... er ... who

- pays the price in the end? We do, whenever we buy a product. If companies didn't spend millions on advertising a product, the product would be cheaper.
- Salma: What do you think, Faris?
- Faris: I agree with Jade that adverts can be really fun. And I also think they're useful for telling us about new products. I mean, without ads, we wouldn't know about new products, new restaurants or new cars.
- Salma: Do you think there's a bad side to advertising?
- Faris: Yes, I do. Er, I think they make people buy things they don't really need. I know someone who bought a new camera after seeing an advert. He didn't need a new camera. He never uses it.
- Salma: Omar, have you ever bought something you didn't need because of an advert?
- Omar: Yes, when I was a kid. I always bought the crisps and sweets and chocolates that were in adverts on TV. They were very bad for my teeth. They shouldn't make adverts that are especially for children. Children are easy to persuade. The government shouldn't allow advertising that is aimed at children.
- Salma: Do you want to add anything to that, Liam?
- Liam: Yes. I think all governments should ban cigarette advertising. In some countries, young people see cigarette adverts and ... er ... they think smoking is cool and attractive. Smoking is bad for your health. The cigarette adverts should show sick people in hospitals, not attractive people smiling at parties.
- Salma: Good point, Liam. Jade, have you got anything else to say?

- Jade: Yes. I don't like the way they give false information in adverts when selling products. Sometimes they say that a product will solve a problem you have, but when you order it, it is nothing like what they said. The size, material or shape is different, or it doesn't work!
- Salma: Well, that's all we have time for today. Do you want to take part in 'Talk Time?' If you want to tell us your views on something, give us a ring on 0874 ...

**Answers**

- Liam: 8, 6  
Jade: 1, 4  
Omar: 2, 3  
Faris: 5, 7

**WB C 22 Listen again and complete these sentences.**

- Tell the students to listen again and complete the sentences from the programme.

**Track 22****Listen again and complete these sentences.**

[Track 22 is a repeat of Track 21.]

**Answers**

- with their own lives
- exactly
- time and money
- new products, new restaurants or new cars
- to advertising
- persuade

**WB D Discuss in groups: Do you think there should be rules about advertising? What kind of rules? Use phrases from the box below.**

- Remind the students that in the discussion they listened to, Salma asked the young people for their opinions and she also asked them to clarify their opinions. Tell the students to find an example of each in the sentences in Exercise C

(Do you think there's a bad side to advertising? and What do you mean exactly?).

- Read the useful language in the boxes in Exercise D with the students. Answer any questions the students have and practise pronunciation.
- Tell the students they are going to have a discussion about whether there should be more rules about advertising, for example, to protect children. Give them a few minutes to think about the topic and make notes if they want.
- Put the students in groups of 4 or 5 to have the discussion. Encourage them to use the expressions in Exercise D as much as possible.
- Circulate to monitor the use of the phrases. Encourage any students who are not participating to express their opinions by asking them *How do you feel about it?*; *What's your view?* or *Do you agree?* Take the opportunity to monitor students whose progress you have not yet formally checked, and make notes.
- Ask the class what the general opinion of each group was on this topic. Give the students a few minutes to write useful expressions and vocabulary from the class in their vocabulary notebooks.

Now direct the students back to page 29 of the Course Book.

### C Work in pairs. Prepare a poster advertisement on a product you have chosen. Use phrases from Exercise A.

- Ask the students to work in pairs, and decide on a product that they would like to create an advertisement for. Remind them of the language points they learned in Exercise A, and of the Checklist for Written Work on page 107 of the Course Book.
- Circulate around the class, providing ideas for products where necessary, and encourage students to use their dictionaries to find any unknown vocabulary.
- Once the students have finished their adverts, have them volunteer to read theirs out to class. Have the students vote for the most persuasive advert.

### Sample advertisement

Do you want smooth, healthy hair? You should try a Shelley hair dryer! If you don't have much time to style your hair in the morning, Shelley hair dryers are perfect for you. They can dry your hair in one minute.

Everybody says that they are top quality. Studies show that they last for over ten years. Also, they look very stylish – and they come in pink, purple or black.

Try one for yourself! They are available at all good department stores. And don't worry ... if you don't think your Shelley hair dryer is fantastic, you can have your money back.

### Round up

- Tell students to 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.

## Reading and writing

- Improving exam reading techniques
- Identifying and locating relevant information
- Interpreting a flow chart
- Identifying points and opinions in formal letters
- Dealing with texts about unfamiliar topics (using scanning techniques, features like headlines and pictures and guessing the meaning of words from context)
- Creating a poster to convey messages
- Writing a description of a place
- Planning and writing descriptive essays (including brainstorming, planning and developing an argument)

## Listening and speaking

- Coping with difficult listening texts by focusing on gist
- Listening and taking notes or completing tables
- Describing pictures of animals, places and people
- Producing correct intonation in conditional sentences
- Taking part in discussions
- Describing a process using a flow chart
- Making and responding to offers and suggestions
- Checking information by asking questions, paraphrasing and asking for confirmation
- Pronouncing contracted forms in sentences

## Structure and language

- Adjective order (for two or more adjectives)
- First conditional
- Making predictions about the future
- Making offers with *shall* and *would you like me* (+ infinitive)

## Vocabulary

- Words to describe environmental problems, such as threats to endangered species, recycling, types of pollution and ways to reduce it (e.g., features to make cars 'green')
- *Look vs look like*
- Verbs with the prefix *re* (e.g., *reuse*, *recharge*, *replay*)
- Phrases for structuring a discursive essay and contrasting ideas
- Adverbs and verbs to express degrees of certainty (*certainly*, *definitely*, *expect*)

## 21<sup>st</sup> Century skills

### Study Skills:

- Brainstorming and note taking
- Describing information in a table
- Inferring information from a text
- Numbering graphic representations of events
- Transferring information from a text to a table
- Working with flow charts

**Communication Skills:**

- Contributing to a discussion
- Designing a poster
- Paraphrasing and rewriting

**Environmental Awareness:**

- Describing animals
- Matching animals and countries

**Life Skills:**

- Critical thinking

**Media Literacy:**

- Drawing conclusions from promotional material

## Key words

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afford (v) – /ə'fɔ:(r)d/  
against the law (adj) –

/ə'genst ðə lɔ:/

bamboo (n) – /bæm'bu:/

battery (n) – /'bæt(ə)ri/

break down (v) – /breɪk daʊn/

breed (v) – /bri:d/

carbon dioxide (n) –

/,kɑ:(r)bən daɪ'ɒksaɪd/

cardboard (n) – /'kɑ:(r)d,bɔ:(r)d/

certainly (adv) – /'sɜ:(r)t(ə)nli/

chemical (adj) – /'kemɪk(ə)/

definitely (adv) – /'defɪnətli/

destroy (v) – /dɪ'strɔɪ/

dump (n) – /dʌmp/

earth (n) – /ɜ:(r)θ/

economy (n) – /ɪ'kɒnəmi/

editor (n) – /'edɪtə(r)/

endangered (adj) –

/ɪn'deɪndʒə(r)d/

extinct (adj) – /ɪk'stɪŋkt/

fence (n) – /fens/

fin (n) – /fɪn/

fish farming (v) – /fɪʃ 'fa:(r)mɪŋ/

food chain (n) – /fu:d tʃeɪn/

fossil fuel (n) – /'fɒsəl fjuəl/

fur (n) – /fɜ:(r)/

global warming (n) –

/'gləʊbəl 'wɔ:(r)mɪŋ/

greenhouse gas (n) –

/'gri:nhaʊs gæs/

horn (n) – /hɔ:(r)n/

hunter (n) – /'hʌntə(r)/

hybrid (~ car) (adj) – /'haɪbrɪd/

illegal (adj) – /ɪ'li:g(ə)/

industrial (adj) – /ɪn'dʌstriəl/

industry (n) – /'ɪndəstri/

life cycle (n) – /laɪf 'saɪkl/

LNG (n) – /'el-en-dʒi:/

(= liquefied natural gas) –

(/lɪkwɪfaɪd 'nætʃrəl gæs/)

market (on the ~) (n) –

/'ma:(r)kɪt/

microwave (n) – /'maɪkrəweɪv/

motor (n) – /'məʊtə(r)/

Oryx (n) – /'ɒrɪks/

overfishing (n) – /,əʊvə(r)'fɪʃɪŋ/

ozone (n) – /'əʊzəʊn/

picnic table (n) – /'pɪknɪk 'teɪbəl/

pollution (n) – /pə'lju:ʃ(ə)n/

powerful (adj) – /'paʊə(r)fəl/

process (n) – /'prəʊses/

protect (v) – /prə'tekt/

rebuild (v) – /,ri:'bɪld/

recharge (v) – /ri:'tʃɑ:(r)dʒ/

recycle (v) – /ri:'saɪkl(ə)/

recycling bin (n) –

/,ri:'saɪklɪŋ bɪn/

recycling centre (n) –

/,ri:'saɪklɪŋ 'sentə(r)/

redo (v) – /,ri:'du:/

reheat (v) – /,ri:'hi:t/

reorganize (v) – /ri:'ɔ:(r)gənaɪz/

replay (v) – /'ri:,pleɪ/

reserve (game ~) (v) – /rɪ'zɜ:(r)v/

retake (v) – /,ri:'teɪk/

reuse (v) – /ri:'ju:z/

rewrite (v) – /,ri:'raɪt/

ringtone (n) – /'rɪŋg,təʊn/

rubbish (n) – /'rʌbɪʃ/

run out of (v) – /rʌn aʊt ɒv/

smog (n) – /smɒg/

smooth (adj) – /smu:ð/

stripe (n) – /straɪp/

technology (n) – /tek'nɒlədʒi/

toxic (adj) – /'tɒksɪk/

volunteer (n) – /vɒlən'tɪə(r)/

## Unit 3 Lesson 1:

### Endangered Animals

**Objectives:** Listen to factual texts for specific information.  
Extend vocabulary for talking about endangered species.  
Study and practise adjective order.

**Language:** Order of general and colour adjectives.

**Vocabulary:** *endangered, giant panda, mountain gorilla, dugong, right whale, black rhino, fur, fin, stripe, horn, smooth, flat (adj)*

**21<sup>st</sup> Century Skills:** Environmental Awareness: Matching animals and countries, Describing animals

**Reference:** Course Book page 34, Workbook page 31, 23, Grammar and Functions page 102

#### Warm up

- Read the title of the lesson and ask the students what they think *endangered* means. Encourage them to think about the meaning of *danger* and explain that *endangered* means *in danger*. Elicit reasons why the animals in the pictures might be in danger.

#### A Write letters to match the animal names to the photos. What do you know about these animals?

- Tell the students to match the names of the animals with the photos.

##### Answers

giant panda – a; tiger – e; mountain gorilla – b;  
dugong – d; right whale – f; black rhino – c

**B Where in the world do these animals live? Match each animal to one of the maps. 23 Then listen and check. The language in the audio is quite difficult – but listen carefully and you will hear the place names.**

- Ask the students to match the animals to the places where they think they live. Remind them of the word *habitat* – it refers to the area and type of country that an animal lives in.
- Tell the students to listen and check their answers. Read the instructions in the Course Book before you play 23 and stress that they should listen carefully for the place names.
- Remind the students that when they are listening for detail, they don't have to understand every word.

#### Track 23 Listen and check.

**A**  
Voice 1: The giant panda eats only bamboo. So it cannot survive if its special habitat is destroyed. The panda used to be widespread across China and neighbouring countries. But today it lives in just six small areas in the centre of China. A lot of conservation work is being done to save this wonderful animal.

**B**  
Voice 2: After years of persecution, there are now fewer than 700 mountain gorillas left in the wild. They live in just three small areas in Rwanda and Uganda, in the centre of Africa. The recent civil war in Rwanda had a damaging effect on the gorilla population.

**C**  
Voice 1: The black rhino used to live all over Southern Africa, except in the tropical forest of the Congo. But it has been persecuted by hunters for 150 years, and much of its habitat has been lost. As a result, it now lives only in a number of wildlife

parks in Africa. It still faces many threats.

### D

Voice 2: The dugong is a very quiet, gentle creature – which makes it vulnerable to all sorts of threats. It was thought to be close to extinction, though some new populations have recently been discovered. It lives along coasts around the Indian Ocean and the north of Australia. A very important area for the dugong is the Arabian Gulf, around Bahrain, Libya and the UAE. Sadly, it is difficult to see this charming animal, as it is very shy.

### E

Voice 1: The tiger often comes into conflict with man – and so has been hunted to near extinction. At one time it had an enormous distribution. But today it lives in parts of India, Thailand, Cambodia and Vietnam, China and Russia. There are also a small number in Malaysia and Indonesia.

### F

Voice 2: The right whale is a slow swimmer and it floats after it has been killed. So it was a target for hunters for hundreds of years. Very few now survive. They live in two parts of the North Atlantic: one along the coast of the USA and Canada, and the other along the coast from Norway to Spain. Unfortunately, their population is showing little sign of recovery.

## C Read the Functional Grammar box and complete the rule. Then do Exercises A and B on page 31 of the Workbook.

- Tell the students to read the examples in the Functional Grammar box. Elicit the words

that are adjectives and talk about what kind of adjective each one is (colour or general).

- Tell the students to complete the rule about adjective order then check against the information on Grammar and Functions page 102.

### Answer

When you have a general adjective and a colour adjective together, the *general* adjective comes first and the *colour* adjective comes second.

- Tell students to open their Workbooks at page 31.

## WB A Use words from each box to make six phrases. You can use two colours if you want.

- Tell the students to use one word from each box to make phrases and write them on lines 1–6. Elicit the difference between *a* and *an* before they begin.
- Remind students of the order of adjectives: opinion, size, shape, age, colour, nationality, material.

### Possible answers

a nice green shirt  
an old red carpet  
the pretty black shoes  
my funny grey and white cat  
your small yellow fish

## WB B Work in pairs. Look at the pictures on page 34 of the Course Book. Student A: Choose one of the animals. Don't tell your partner which one you've chosen. Describe the animal. Student B: Listen to your partner's description. Say the name of the animal.

- Read the instructions and the useful words. Practise pronunciation of the words and use the pictures in the Course Book to explain what they mean.
- Tell the students to work in pairs. Student A chooses an animal from the lesson and describes

it to his/her partner. Student B guesses which animal it is.

- The students should change roles so that they each describe at least one animal.
- Circulate to check their use of adjectives and note any common problems with word order.

#### Sample answers

It is a large animal with short black and white fur. It has small black circles around its eyes. (pandas)

It is a beautiful, large, dangerous animal. It has short orange fur with black stripes. (tiger)

## Unit 3 Lesson 2: Almost Extinct

**Objectives:** Scan factual texts for information.  
Write sentences with *must*.  
Complete descriptions with *look* and *look like*.  
Write descriptions of animals.

**Language:** *must* + infinitive  
*look* + adjective; *look like* + noun phrase

**Vocabulary:** *bamboo, factfile, pollution, extinct, illegal, increase, destroy, breed (v), against the law, hunter, protect, medicine, hunt, population, wild*

**21<sup>st</sup> Century Skills:** Study Skills: Transferring information to a table, Inferring information from a text

**Reference:** Course Book page 35, Workbook pages 32 to 34, 24 and 25, Grammar and Functions page 102

### Warm up

- Tell the students to look at the layout of the texts in the Course Book. Explain that some organizations try to help endangered species by informing the public about what needs to be done to protect them.

### A Read the questions and find the answers in the fact files as quickly as you can.

- Tell the students to read the questions and scan the texts to find the answers as quickly as possible. Check that the meaning of *bamboo* is clear, but do not cover any of the other new vocabulary yet.
- Tell the students not to worry about the new words; they just need to answer the questions at this stage.

#### Answers

- 1 C mountain gorilla.
- 2 B giant panda.
- 3 D tiger.
- 4 D tiger.

### B Now read the texts carefully and do Exercises A to D on pages 32 and 33 of the Workbook.

- Tell the students to read the texts carefully to find out why the animals are in danger, and what can be done to save them. Revise *medicine, hunt, population* and *wild*. Teach *pollution* and the other new items *extinct, breed, illegal, increase, against the law, hunter, destroy* and *protect*.
- Tell students to complete Exercises A to D on pages 32 and 33 of the Workbook.

### WB A Read the factfiles again. Complete the table by ticking (✓) the correct columns.

- Tell the students to record their answers in Exercise A by putting ticks in the table.

- Make sure that they understand the layout of the table – they need to tick the columns to show what needs to be done to protect each animal. There is more than one answer for some of the animals.

**Answers**

	Stop hunting	Breed in zoos	Cut pollution	Protect habitat
Right whale			✓	
Giant panda		✓		✓
Mountain gorilla	✓	✓		✓
Tiger	✓	✓		✓

**WB B Look at the completed table and write four more sentences with must.**

- Tell the students to use the information in the table in Exercise A to write sentences as in the example.

**Possible answers**

If we want to save the mountain gorilla, we must stop hunting.

If we want to save the right whale, we must cut pollution.

If we want to save the tiger, we must breed it in zoos.

If we want to save the tiger, we must stop hunting it.

**WB C Read the fact file.**

- Tell the students to read the description of the rhino in the Workbook. Ask the students which parts of the description are facts and which are the writer's opinion. Ask them if they agree with the writer's opinion about the rhino's appearance.
- Remind the students that *look* and *look like* are two ways of giving our opinion about how something or someone appears.

**WB D Complete the sentences with words and phrases from the box. You can use each more than once.**

- Read the rule and the examples with the students and write some more examples on the board.

Leave spaces for the verbs and elicit *look(s)* or *look(s) like*. Remind the students to think about what kind of word comes after the verb (is it an adjective or a noun?). For example:

*You [look] sad. Are you OK?*

*Your little brother [looks like] your father.*

*That cloud [looks like] Africa.*

*This programme [looks] interesting. Shall we watch it?*

- Tell the students to complete the sentences with words from the box.

**Answers**

1 My cat *looks like* a tiger.

2 Fuad *looks* very tired today.

3 Your brother *looks like* a businessman.

4 That book *looks* interesting. Have you read it?

5 People say that I *look like* my father.

6 Those elephants *look* ill. Why are they lying down?

**WB E Choose two of the animals on Course Book page 35. Write descriptions. Give some facts and your own opinion. Present your description to the class.**

- Tell the students they are going to write descriptions of two different animals.
- Tell the students to choose two animals from the lesson.
- Tell the students to write descriptions for both of them, giving facts and opinions as in the example in Exercise D.
- Tell them to write between 70 and 100 words in total.

**Example answer****The Right Whale**

The Right Whale is very big – it can grow up to 60 feet long! It swims very slowly. Right Whales live in small groups, called 'pods'. They can live up to 100 years old. We don't know much about the Right Whale because there aren't many left to study. That's really sad.

**Tiger**

Tigers have black stripes and orange fur. Each stripe is different. People think they are very dangerous because they sometimes eat cows and sheep, and they can kill animals twice their size.

Tigers love to swim and they can run very fast. I think that they are dangerous, but they are also very powerful and beautiful.

### C Read the Functional Grammar box and complete the rule.

- Tell the students to read the examples in the Functional Grammar box.
- Write the first example sentence (*If you call Mariam, she will help you with the homework.*) on the board and show the students that it has two parts. Explain that each part is called a *clause* because it has a noun and a verb. Point out that the clause with 'if' is sometimes called an *if clause*, while the second part of the sentence is called a *result clause*. Explain that the action or situation in the main clause will happen only if the action in the 'if' clause happens.
- Elicit which tense is used in the first part of the example and tell the students to complete the rule (*present simple*).
- Direct the students' attention to the sentence in the last text: *Tigers will be extinct in twenty years if hunters go on killing them* and ask them to compare it to the example sentences. Elicit that a comma is necessary between the clauses when the *if* clause comes first in the sentence, but not if it is after the main clause.
- Refer the students to the relevant section of the Grammar and Functions Reference (page 102) and give them time to read. Answer any questions they may have.

### D Now do Exercises F to I on page 34 of the Workbook.

- Tell students to reopen their Workbooks at page 34.

### WB F Write the numbers to make first conditional sentences.

- Tell the students to write the numbers to match the beginnings and endings of the first conditional sentences. Let them compare their answers in pairs before you elicit answers.

### Answers

- 1 If everybody comes, there will be 38 people at the dinner.
- 2 If I fail the exam, I will be really disappointed.
- 3 If you don't take water with you, you will get very thirsty.
- 4 If I become captain, I'll give you a place in the team.
- 5 If the car breaks down, Waleed won't know how to fix it.
- 6 If the guests want more ice-cream, Nadia will go down to the shop and get it.
- 7 If you don't enjoy this book, bring it back, and I'll lend you another.
- 8 If we are late, Aziz won't wait for us.

### WB G 24 Read and listen to this sentence.

- Tell the students to read and listen to the sentence.
- Explain that the arrows show how the speaker's voice changes at the end of each clause.
- Play 24 again and ask the students to listen for the change in the speaker's voice.

### Track 24

#### Read and listen to this sentence.

If you call Mariam, she will help you with the homework.

### WB H 25 Listen and repeat the sentences.

- Play 25 for the students to listen to the two sentences and repeat.

### Track 25

#### Listen and repeat the sentences.

If the test isn't too difficult, we'll pass.

If I don't get a place on the team, I'll be very disappointed.

**WB I Work in pairs. You are going on a camping trip in the desert. One of you is worried about the trip. Ask and answer questions. Use the phrases in the boxes and your own ideas.**

- Tell the students to work in pairs. Tell them to imagine they are going on a camping trip in the desert. They should take it in turns to ask each other about problems that might arise on the trip, and respond with a first conditional sentence, as in the example.
- Tell the students to use the ideas in the box and their own ideas.
- Circulate and listen for any common problems with the first conditional. Correct the students' intonation if necessary.

**Sample answer**

What will happen if the car breaks down?

If the car breaks down, we will get someone to fix it for us.

What will happen if our mobile phones don't work in the desert?

If our phones don't work, we will use a radio to communicate.

What will happen if it is too hot in the desert?

If it is too hot, we will find some shade and drink lots of water.

What will happen if we run out of water?

If we run out of water, we will go home!

## Unit 3 Lesson 3: Recycling Mobile Phones

**Objectives:** Extend vocabulary  
– recycling and environmental issues.  
Read and order the life cycle of a product.  
Listen and take notes.  
Complete a flow chart.  
Talk about the life cycle of a mobile phone, using a flow chart.

**Language:** –

**Vocabulary:** *life cycle, battery, recycle, ringtone, lead, cadmium, mercury, toxic, earth, dump (n), rubbish, flow chart, recycling centre, mobile phone, throw away, drop, pleased, plastic, metal, lend*

**21<sup>st</sup> Century Skills:** Study Skills: Numbering graphic representations of events, Working with flowcharts

**Reference:** Course Book page 36, Workbook pages 35 and 36, 26

### Warm up

- Ask how many students have mobile phones, or how many of the students' parents have them. Ask the students if they have ever thrown away a mobile phone and what usually happens to old mobile phones (make sure they remember the meaning of *throw away*).

**A The boxes show the life cycle of a mobile phone. Put them in the correct order by numbering them 1 to 8.**

- Talk about the parts of a mobile phone and what they are made of. Revise *metal* and *plastic*. Teach *battery* and *ringtone*.
- Tell the students that the information in the boxes is about the *life cycle* of a mobile phone. Draw a diagram of boxes connected by arrows to form a simple cycle on the board to help explain the concept.
- Tell the students to look at the pictures and read the captions. Explain that they need to number the pictures to show the order of the stages in the life cycle of the phone. Encourage them to use the pictures to help with the meaning of new words.

**Answers**

a5; b4; c2; d1; e3; f8; g7; h6

**B Now do Exercises A to C on pages 35 and 36 of the Workbook.**

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

**WB A Can mobile phones be recycled?**  
**26 Discuss the question with a partner, then listen and check. As you listen, take notes. Then fill in the rest of the flow chart.**

- Ask a student to read the dictionary definition of *recycle* in the Workbook to the class. Remind the student to use the phonemic symbols to help him/her pronounce the word.
- Ask the students to name some things that they know can be recycled.
- Tell the students to discuss with a partner whether they think a mobile phone can be recycled. Have they heard of any schemes for recycling phones in Libya?
- Look at the incomplete flow chart with the students and talk about the way a flow chart works. It shows a process (whether natural or artificial), with arrows connecting each stage.

- Point out that when there are two possibilities, two arrows are shown leaving one stage of the flow chart.
- Tell the students to listen to find out if mobile phones *can* be recycled. Play 26 and elicit the answer.
- Play 26 again and tell the students to make notes in the flow chart as they listen. Pause the audio after each sentence or short paragraph to give them time to write.

**26 Track 26**

**Listen and check. As you listen, take notes.**

Can this phone be recycled?

At the factory, they make the mobile phone and its battery. They use plastic and a number of different metals. Some of these metals – for example, lead, cadmium and mercury – are toxic.

At the shop, a customer buys a lovely new mobile phone. He is **very pleased** with it. It has a camera, games and great ringtones!

The owner uses his mobile phone a lot. He also lends it to his sister Noura when she goes out. He lets his little brother Tariq play games on it.

Tariq drops it – twice. Noura drops it once. It still works, but it doesn't look very good.

After two years, the battery stops working. A new battery is expensive. So the owner takes the old phone back to the shop.

They send it to the recycling centre.

At the recycling centre, they break the phone into parts. They send the plastic to the rubbish dump.

They send the metal parts to be recycled.

At the factory, they use the recycled metal to make a new phone.

**WB B Copy the flow chart in your notebook. Write one phrase in each box.**

- Tell the students to copy the flow chart in their notebooks, but to write only one phrase in each box to describe each stage.

### WB C Work in groups. Take it in turns to describe the life cycle of the mobile phone, including recycling.

- Tell the students to work in groups. Ask them to take it in turns to describe the life cycle of a mobile phone. They should close their books and use the flow chart in their notebooks to help them.

## Unit 3 Lesson 4: Now you too can be green!

**Objectives:** Read a poster about recycling.  
Study the prefix *re* and learn verbs with *re*.  
Complete an article about recycling.  
Create a poster about recycling.

**Language:** Prefix *re*

**Vocabulary:** *caption, recycling bin, cardboard, aerosol, hairspray, process, cut down, mile, retake, rehear, replay, rewrite, reuse, recharge, rebuild, reorganize, redo, environment, energy, bin, bottle, can, tin, newspaper, magazine, dump (n), throw away*

**21<sup>st</sup> Century Skills:** Communication Skills:  
Describing a poster

**Reference:** Course Book page 37,  
Workbook pages 36 to 38,  
27

### Warm up

- Ask students to tell you what they do with their rubbish at home and at school. What do they think happens to the various things they throw away? Does anything get used again?

### A Match the captions to the bins on the poster.

- Tell the students to look at the poster in the Course Book.
- Ask them what the bins are for and if they have ever seen bins like these. Have they seen any posters about environmental schemes in Libya?

#### Answers

A – Glass bin (blue)

B – Metal bin (yellow)

C – Paper bin (red)

### B Now do Exercises A and B on page 36 of the Workbook.

- Tell students to turn to page 36 of the Workbook.

### WB A Complete the article with words from the box.

- Tell the students to look at the article in the Workbook. Establish that it's a newspaper or magazine article. Ask the students to find the title and the name of the author.
- Revise *dump* (*rubbish dump*) and teach *process*. Tell the students to complete the article with the words from the box.

### WB B 27 Listen and check your answers.

- Play 27 so they can check their answers.
- Discuss the article. Ask the students why Professor Al Jaber thinks people should recycle (*rubbish dumps are getting bigger and are dirty and dangerous, oil is wasted transporting new paper, recycling is cheap and easy*).

- Ask them if they can name any other reasons for recycling (for example, *waste products (e.g., toxic metals) pollute the environment and some resources are running out*).

### Track 27

#### Listen and check your answers.

Professor: People ask, 'Why should we recycle things?' They say that recycling makes a lot of extra work – we have to take our rubbish to different bins. And things like paper and glass are cheap, so what's the problem? Well, I say to those people: there are two good reasons why we should recycle paper, glass, metal – and perhaps other things, too. The first reason is this: the rubbish dumps near our towns and cities are getting bigger every year. These dumps are dirty and dangerous. We are destroying the beauty of our country.

The second is an economic reason: let's take paper as an example. To make paper, they cut down trees in Norway or Canada, a very long way away. They make the paper, and then they carry it thousands of miles to us – that uses a lot of oil. We use the paper once, and then we throw it away. Instead, we should use the old paper to make new paper; it is a cheap and easy process. If we do this, we will save money and protect the environment.

#### Answers (see also transcript)

- work
- cheap
- metal
- bigger
- destroying
- thousands
- throw
- process
- environment

### C Read the Functional Grammar box and study the examples. Can you think of any more examples of re- verbs?

- Give the students time to read the information in the Functional Grammar box and see if they can think of some more verbs that begin with *re-* (they may remember *reorder* from instructions in the Course Book).
- Discuss how the prefix *re-* affects the meaning of a verb. Prompt them if necessary with questions such as *If you read something but don't understand it, what should you do?*

### D Now do Exercises C to E on pages 37 and 38 of the Workbook.

- Tell students to reopen their Workbooks on pages 37 and 38.

### WB C Write the numbers to match the sentences.

- Tell the students to match the sentences on the left with the sentences containing a *re-* verb on the right.

#### Answers

- Each team got two goals in the semi-final. They had to *replay* the game.
- I can't read your handwriting. Can you *rewrite* the address more carefully?
- In hospitals, doctors throw their gloves away after doing something. They don't *reuse* them.
- My mobile phone is dead. You probably need to *recharge* the battery.
- The town was completely destroyed by the earthquake. They are starting to *rebuild* it now.
- Your office is a mess! You should *reorganize* it.
- $x = 4y^2 - 0.01$ ? That can't be right! Let's *redo* the question from the start.

**D Look at the poster on Course Book page 37. Design your own poster about recycling. Draw a picture and write something to persuade people to recycle one of the items in the list or something else.**

- Tell the students they are going to create their own poster about recycling.
- Tell the students to look at the poster in the Course Book again and think about what makes it effective. How does the punctuation make the poster more persuasive? How does the layout make it easy to understand?
- Tell the students to design their own poster about recycling with pictures and text. Their poster should aim to persuade people to recycle one of the items listed in the Workbook or another item of their choice.

**WB E Word building: What does the prefix *re-* mean? Take turns making sentences using one of the verbs below. Try to keep the conversation going each time.**

- Ask students to tell you what the prefix *re-* means. They should try to tell you without referring to the Functional Grammar box in the Course Book. Make sure they know the prefix means 'again'.
- Tell students to take turns making sentences using one of the verbs in the box. Students should use the conversation in the speech bubbles as an example.

**Sample answers**

We recycle lots of things at our school.  
Really? What things do you recycle?  
Paper, plastic and glass.

Have you been doing much revising this week?  
Yes, I have revised history and maths. How about you?  
I've revised geography.

## Unit 3 Lesson 5: Offering Help

**Objectives:** Listen to a conversation and take notes.  
Study ways of making offers.  
Make, accept and reject offers in a role play.  
Study and practise expressions for checking understanding.  
Practise using question tags to check information.

**Language:** Making, accepting and rejecting offers  
Revision of question tags

**Vocabulary:** *reserve (game ~), volunteer, Land Rover, fence, picnic table, diesel*

**21<sup>st</sup> Century Skills:** Life Skills: Critical thinking, Communication Skills: Paraphrasing and rewriting

**Reference:** Course Book page 38, Workbook pages 39 and 40, 🎧 28 to 31

### Warm up

- Tell students to read the title of the lesson. Ask students, *What are some of the things you can do to help the environment?* Try to elicit some of the discussions in previous lessons, for example, recycling mobile phones and other objects, helping to preserve animals in different ways, etc.

**A Look at the picture of Mr Obuya in the Serengeti National Reserve in Tanzania. What kind of work do you think he does?**

- Ask the students what they think the man in the first picture does for a living. Tell them he works

in a *reserve*. Discuss the purpose of a game reserve (it is a large area of land where wild animals can live safely, usually open to the public).

#### Suggested answers

Mr Obuya might protect the animals; look for poachers; make sure the animals are well; help animals who are sick; make sure everything in the reserve is in good condition.

### B These young people are volunteers. How do you think they help their boss Mr Obuya in the reserve?

- Tell the class to look at the pictures of the three volunteers. Explain that volunteers do work without pay because they think it's interesting or important. Ask the students what they think the volunteers do to help Mr Obuya in the reserve.

#### Suggested answers

The volunteers might tell Mr Obuya if the animals need help, walk round the reserve to check everything is OK, help with visitors to the reserve, make sure the reserve is clean.

### C 28 Listen to the volunteers talking to Mr Obuya. Who offers to do what? Does Mr Obuya accept their offers or not? Write notes for each person. Use phrases from the box.

- Tell the students to listen to the conversation and find out who offers to do what, and if Mr Obuya accepts their offers.
- First they need to write what each person offers to do under their name. Tell the students to use the notes in the box to help them. They will need to use some extra phrases that aren't in the box.
- The students should tick the offers that Mr Obuya accepts and put a cross next to the ones he refuses.

#### Track 28

#### Listen to the volunteers talking to Mr Obuya. Who offers to do what?

- Mr Obuya: Right, Victoria, what are you doing today?
- Victoria: Shall I feed the baby lion?
- Mr Obuya: I'm sorry, Victoria. I've done that already.
- Victoria: Oh, well. Would you like me to type the list of animals into the computer?
- Mr Obuya: Yes, please.
- Victoria: And then shall I work in the car park, showing people where to park?
- Mr Obuya: OK, that's fine. And what about you, David?
- David: Well, you know that table in the picnic area with the broken leg?
- Mr Obuya: Yes.
- David: Would you like me to fix it?
- Mr Obuya: Good idea. And after that?
- David: If you're going out, shall I drive the Land Rover for you?
- Mr Obuya: No way! I'll drive myself, thank you!
- David: OK. In that case, shall I clean the windows of the minibus?
- Mr Obuya: Yes, you do that, David. Now, Habib, what jobs shall I give you?
- Habib: Well, the 'no smoking' sign has disappeared. Would you like me to make a new one?
- Mr Obuya: No, thanks. I found that this morning, on the ground behind the office. Er ... What about the fence around the campsite?
- Habib: Oh, yes, Mr Obuya. Shall I check it?
- Mr Obuya: Yes. Check it very carefully. It's dangerous if it's broken and animals can get in.
- Habib: And then shall I clear up the picnic area?
- Mr Obuya: Very good idea, Habib. It's a terrible mess, isn't it?

**Answers****Victoria**

feed the baby lion ✗

type a list of animals ✓

show people where to park ✓

**David**

fix the broken picnic table ✓

drive the Land Rover ✗

clean the windows of the minibus ✓

**Habib**

make a new no-smoking sign ✗

check the fence around the camp ✓

clear up the picnic area ✓

**D Study these ways of making offers.**

- Tell the students to read the examples of ways to offer, accept and refuse help in the Functional Grammar box.
- Ask the students to point out which form of offer requires *to* before the verb (*Would you like me ...*).

**E Now do Exercises A to F on pages 39 and 40 of the Workbook.**

- Tell students to turn to pages 39 and 40 in their Workbooks.

**WB A 29 Listen and repeat.**

- Remind students that intonation is important if you want to sound polite.
- Tell the students to listen and repeat the offers and responses.
- Call on a few students to practise offering and responding in open pairs.

**Track 29****Listen and repeat.**

1

Voice 1: Shall I feed the baby lion?

Voice 2: I'll do it myself, thank you.

2

Voice 1: Shall I work in the car park?

Voice 2: Yes, please.

3

Voice 1: Would you like me to fix it?

Voice 2: Good idea.

4

Voice 1: Would you like me to help?

Voice 2: No, thanks.

**WB B Rewrite the following sentences to give the same meaning.**

- Ask students to rewrite the sentences using phrases from the Functional Grammar box but keeping the same meaning.

**Answers**

1 Shall I bring some paper?

Would you like me to bring some paper?

2 Shall we pick up the laundry on our way back?

Would they like us to pick up the laundry on our way back?

**WB C Respond to the questions in exercise B by accepting and refusing.**

- Put students into pairs.
- Student A begins by reading the first sentence from their answers to Exercise B (*Shall I bring some paper*). Student B should choose an appropriate response from the Functional Grammar box. They should accept or refuse the offer.
- Students should take turns asking, accepting and refusing. Remind them to use the phrases for accepting and refusing given on page 38 of their Course Book.

**WB D When someone is telling you something important, you listen carefully. But what else can you do to check that you understand?**

**30 Read and listen to four more conversations between Mr Obuya and Victoria.**

- Ask students how they would check that they have understood what someone has told them (they should remember question tags from Unit 1).
- Tell the students to read and listen to the conversations between Mr Obuya and Victoria and see how she checks that she has understood.
- After listening, tell the students to write *EQ* next to the sentences where Victoria asks an extra question to get more information and *DW* next to the sentences where Victoria repeats what Mr Obuya has said in different words. Elicit answers. You do not need to teach the new vocabulary – the point is that Victoria's rephrasing and extra questions help with the meaning.

### **Track 30**

**Read and listen to four more conversations between Mr Obuya and Victoria.**

#### **Conversation 1**

- Mr Obuya: It's not acceptable for members of the public to make noise around the birds' nests.
- Victoria: You mean tourists must keep quiet there.
- Mr Obuya: That's right.

#### **Conversation 2**

- Mr Obuya: Put all the rubbish from the car park in the bins, and take the bins away.
- Victoria: Where do I put the bins?
- Mr Obuya: Behind the café, OK?

#### **Conversation 3**

- Mr Obuya: We need to record the number of giraffe calves in the reserve this week.
- Victoria: Do you mean we need to count the baby giraffes?

Mr Obuya: Yes.

#### **Conversation 4**

- Mr Obuya: The satellite tracking program isn't working properly.
- Victoria: Is it switched on?
- Mr Obuya: I'll check.

#### **Answers**

- 1 DW
- 2 EQ
- 3 DW
- 4 EQ

**WB E 31 Listen to Mr Obuya's sentences (A to E) and match them to Victoria's answers (1 to 5) below.**

- Tell the students to listen and match Mr Obuya's sentences to Victoria's responses by writing the letter of the sentence (A–E) on the line next to each answer.
- Give them time to read the sentences in Exercise E before you play 31.
- Tell the students to reread Victoria's answers and mark them *EQ* or *DW* to show whether she is asking a question to get more information, or repeating what she's been told in different words to check she's understood.

### **Track 31**

**Listen to Mr Obuya's sentences (A to E), and match them to Victoria's answers (1 to 5) below.**

- Mr Obuya:
- A Take the minibus to the petrol station and fill it up.
  - B The gorilla should be treated with caution – it can react badly if it is disturbed.
  - C If you look after a baby lion, it becomes imprinted on humans. It prefers human society.
  - D I want you to lock the gates of the car park at closing time.
  - E This wildlife reserve would not be able to operate without the financial contributions made by the tourists.

**Answers**

- 1 Sentence E [DW]
- 2 Sentence C [DW]
- 3 Sentence A [EQ]
- 4 Sentence B [DW]
- 5 Sentence D [EQ]

**WB F Look at the Functional Grammar box on page 12 of the Course Book. You are not sure about the information below. Add question tags to check.**

- Remind the students that question tags are another way to check information.
- Read the example in Exercise F and briefly revise how to form them (Functional Grammar box on page 12 of the Course Book).
- Tell the students to complete the sentences with question tags.

**Answers**

- 2 The table in the picnic area is broken, *isn't it?*
- 3 The animals can't get into the car park, *can they?*
- 4 The tourists should stay in their cars, *shouldn't they?*
- 5 The new no-smoking sign will be OK, *won't it?*

## Unit 3 Lesson 6: The Best of Both Worlds

**Objectives:** Skim an interview for information.  
Read and listen to an interview and make notes.  
Role-play an interview.  
Write an essay presenting solutions to a problem.  
Make and give a presentation.

**Language:** –

**Vocabulary:** *hybrid (car), motor, market (on the ~), smog, expect, the open road, get the best of both worlds, afford, certainly, definitely, overfishing, fish farming*

**21<sup>st</sup> Century Skills:** Study Skills: Brainstorming and note taking, Describing information in a table

**Reference:** Course Book page 39, Workbook pages 41 and 42, 🎧 32 and 33

### Warm up

- Ask the students why cars might be bad for the environment. What types of transportation might better help the environment?

### A Read the advertisement. What do you know about hybrid cars?

- Tell the students to read the advertisement for a hybrid car. Teach *motor*, if it is new. Ask the students what they know about hybrid cars, and what they can work out about them from the advertisement. Do they know anyone who has a hybrid car?
- Ask the students what the purpose of the advertisement is. What arguments are used to persuade readers that they should buy hybrid cars?

### B Read the interview quickly. Can you find one bad thing about hybrid cars?

- Tell the students to read the interview quickly to find one bad thing about hybrid cars.

#### Answer

They're expensive.

### C Now do Exercise A on page 41 of the Workbook.

- Tell students to open their Workbooks at page 41.

### WB A 32 Read and listen to the interview in the Course Book. What are the advantages and disadvantages of different types of cars? Complete the table by making notes.

- Tell the students to read the interview more carefully as they listen. They should then make notes in the table about the advantages and disadvantages of different types of car.
- Teach *smog* and *on the open road* (= on a journey with little traffic, usually in the country) before the students begin reading the article again.

#### Track 32

#### Read and listen to the interview in the Course Book.

- WCTB: Terry, you've been looking at the new cars on the market. What do you think?
- Terry Garcia: Well, I like the new hybrid cars – especially Ford and Toyota.
- WCTB: They're pretty expensive, aren't they?
- TG: They're not cheap. But I expect I'll buy one anyway. I live in Los Angeles, and we have a big pollution problem there.
- WCTB: The smog?
- TG: Not just the smog. There are almost four million people in Los Angeles – and everyone drives a car.

- WCTB: Do you think hybrid cars will help?
- TG: Oh, yes. They will definitely make things better. In the city, you use the electric motor, so there's no pollution at all.
- WCTB: Why not get an all-electric car, then?
- TG: Well, the batteries are not good enough for long journeys, that's the problem. I often drive to my sister's place in San Francisco, for example. That's nearly 650 kilometres.
- WCTB: And the hybrid car uses its petrol engine on the open road?
- TG: Exactly. You get the best of both worlds.
- WCTB: And can you afford the higher price?
- TG: At the moment, yes. Unless I lose my job or something like that, I'll certainly buy a hybrid.
- WCTB: Thank you for sharing your ideas with us, Terry.

#### Possible answers

	Advantages	Disadvantages
Petrol engine only	Good on the open road Cheaper than hybrid	Creates pollution every time you use it
Electric motor only	Never contributes to pollution	Batteries aren't good enough for long journeys
Hybrid	Doesn't pollute in the city Has petrol engine for open road	More expensive than the other cars Pollutes when petrol engine is used

### D Now do Exercises B to F on pages 41 and 42 of the Workbook.

- Refer students to pages 41 and 42 in the Workbook.

### WB B 33 Listen and repeat.

- Tell the students to read, listen to and repeat the sentences in the Workbook.

- Tell the students these expressions are used by Terry to say what he thinks, or what he'll do. Ask the students which expression is less certain than the others (*I expect I'll buy one.*)
- Ask some of the students whether they have anything planned for the immediate future – elicit sentences with *I'll definitely...* or *I expect I'll...*

**Track 33****Listen and repeat.**

I expect I'll buy one.

Exactly.

They will definitely make things better.

I'll certainly buy a hybrid.

**WB C Work in pairs.**

- Tell the students to work in pairs. One student should play the role of the journalist for *Which car to buy*, and the other the role of a prospective car buyer.
- The students should role-play an interview. The journalist wants to find out what car his/her partner wants to buy, and the car buyer answers the journalist's questions.
- The students should make sure they know the meaning of the words in the boxes before they start and use them in their interview.

**Sample answer**

Are you planning to buy a family car?

No, I'm not. I like sports cars but I'm not buying one. I'm planning to buy a convertible.

Do you want a convertible because they're fast?

Not really, no. I want a convertible because I think they're stylish.

Are they safe?

Yes, they are. And modern, too.

**WB D Work in groups. Brainstorm this question: *How can we reduce pollution from cars in cities?* One student should make a list of the group's ideas.**

- Tell the students to work in groups. Ask them to brainstorm as many ideas as they can to answer

the question *How can we reduce pollution from cars in cities?*

- One student should make a list of the ideas the group comes up with. Circulate to help with vocabulary as required.
- When the students have finished, give them time to compare their list with the nearest group.
- Elicit some of the ideas and write them on the board.

**Suggested answers**

- ban cars from city centres
- encourage people to use bicycles more
- make people car share
- improve public transport (buses, trains, etc.)

**WB E You are going to write an essay with the title: *How can we reduce pollution from cars in cities?***

- Tell the students they are going to write an essay entitled *How can we reduce pollution from cars in cities?*
- Tell them that there is an example of the kind of essay they need to write in Exercise E.
- Tell the students to read the essay about overfishing (check that they know what this means) and look at the underlined words.
- Discuss how the underlined words in the essay help join the ideas in the essay. For example, ask the students what the effect is of ending the first paragraph with a question. What does it tell the reader about what is going to be discussed next? How are the different solutions introduced? How does the author introduce an advantage and a disadvantage of the solutions?

**F Plan and write the essay *How can we reduce pollution from cars in cities?* Use words and phrases from the essay above to organize your writing. Make a presentation from the essay you have written and present it to your class.**

- Tell the students they are going to write an essay entitled *How can we reduce pollution from cars in cities?*

- Tell the students to use ideas that they brainstormed in Exercise D.
- Tell the students to use the words in the essay in Exercise E.
- Tell the students to write between 70 and 100 words.
- When the students have completed their essays, they should make a presentation from their essay. If possible, students should use a computer program like PowerPoint or Prezi to make their presentations engaging. They should try to include relevant images.

#### Sample essay

#### How can we reduce pollution from cars in cities?

In cities, too many cars on the road create a lot of pollution. So, what is to be done? One possible solution is not using a car. You can walk, travel by bicycle or public transport like the bus. But, of course, in some cities, you need a car. We can use hybrid cars. This would reduce pollution, but they are expensive. There is another way forward: electric cars are better for the environment but the battery doesn't last very long. An easier solution might be to use lead-free petrol because it is cheaper than hybrid or electric cars.

## Unit 3 Lesson 7: The Arabian Oryx

**Objectives:** Skim an article for information.  
Read for detail.  
Discuss hunting.  
Practise listening for and pronouncing contracted forms in sentences.

**Language:** Contracted forms in spoken English

**Vocabulary:** *oryx, antelope, Bedouin*

**21<sup>st</sup> Century Skills:** Communication Skills:  
Contributing to a discussion

**Reference:** Course Book page 40,  
Workbook pages 42  
and 43, 34 and 35,  
Grammar and Functions  
page 102

#### Warm up

- Tell the students to look at the photo and say what they know about oryx.

#### A When did the oryx become extinct in the wild? Find the answer in the article as quickly as you can.

- Tell the students to skim the article to find the answer to the question at the top of the page.

#### Answer

In 1972.

#### B Now do Exercises A and B on pages 42 and 43 of the Workbook.

- Refer students to pages 42 and 43 in their Workbooks.

**WB A Read the article on Course Book page 40. Mark the sentences True (T) or False (F).**

- Tell the students to read the article more carefully and do the true/false exercise.
- Ask individual students to correct the false sentences when you elicit the answers.

**Answers**

- 1 True
- 2 False (They walk hundreds of kilometres.)
- 3 False (The population was very small.)
- 4 True
- 5 True
- 6 False (The last one died in 1972.)
- 7 False (Zoos had quite a good number.)
- 8 True

**WB B People used to hunt oryx for food or for sport. They don't hunt them any more. The law has changed, and people's attitudes have changed. In your community do people go hunting for other animals? How do you feel about hunting? Discuss in groups.**

- Briefly discuss the photograph, which shows tiger hunting. Remind the students that a person who hunts is called a hunter.
- Elicit phrases for agreeing and disagreeing (see Unit 2 Lesson 6).
- Put the students in groups of four or five to discuss the question, then have a short class discussion.

**Sample answer**

Where I live, people still go hunting for birds and some other animals.

I don't like hunting because I think it is unkind to the animals.

**C We use contractions when we speak more than when we write. Read the examples in the Functional Grammar box.**

- Tell the students to read the examples in the Functional Grammar box in the Course

Book. Elicit/explain that we use contractions more when we speak because spoken language is usually faster and less formal than written language.

**D Now do Exercises C to E on page 43 of the Workbook.**

- Now tell students to reopen their Workbooks on page 43.

**WB C Read the Functional Grammar box on page 40 of the Course Book.**

**34 Listen to sentences 1 to 8.**

**Write them out in full (without contractions).**

- Tell the students to listen to the eight sentences and write them out in full on the lines provided.
- Play 34 twice, pausing after each sentence for the students to write.

**Track 34**

**Listen to sentences 1 to 8. Write them out in full (without contractions).**

- 1 They don't work very hard.
- 2 He said he'd lost his mobile phone.
- 3 People shouldn't get near the animals.
- 4 The price won't be a problem.
- 5 The shop doesn't open on Fridays.
- 6 The teacher didn't say which exercise to do.
- 7 They'd probably like this kind of music.
- 8 You'll enjoy this book very much.

**Answers**

- 1 They do not work very hard.
- 2 He said he had lost his mobile phone.
- 3 People should not get near the animals.
- 4 The price will not be a problem.
- 5 The shop does not open on Fridays.
- 6 The teacher did not say which exercise to do.
- 7 They would probably like this kind of music.
- 8 You will enjoy this book very much.

**WB D Work in pairs. Take turns reading out these sentences with contractions.**

- Tell the class to read the sentences in Exercise D, using contractions where appropriate instead of reading all of the words out in full. For answers see transcript in Exercise E.

**WB E 35 Listen and check.**

- Tell the students to listen and check their answers.
- Play 35 twice so that the students can listen and repeat the second time.

**Track 35**  
**Listen and check.**

- Tigers don't normally attack people.
- I thought they'd finished their work.
- You mustn't think about my problems.
- The oryx don't need much water.
- The computers in the office aren't working.
- I'd like to take a trip to the rainforest.
- The football games weren't very exciting.

## Unit 3 Lesson 8: The Aswan Dam

**Objectives:** Read a newspaper article for gist and detail.  
Guess vocabulary from context and interpret dictionary entries.  
Complete a table showing advantages and disadvantages of the Aswan Dam.  
Describe a place orally and in writing.

**Language:** Adjectives

**Vocabulary:** *dam, triumph, tragedy, flow (v), ecology, fertilizer, hydroelectric, power station, flood*

**21<sup>st</sup> Century Skills:** Communication Skills: Describing pictures,  
Media Literacy: Drawing conclusions from promotional material

**Reference:** Course Book page 41, Workbook pages 44 and 45

### Warm up

- Tell students to look at the images on the right-hand side of the page. Elicit the meaning of *dam*. Ask students what dams are used for. Why might they be useful for the environment and why might they be harmful?

**A Look at the pictures and read the captions. What do you know about the Nile and the Aswan Dam? Do you understand the headline of the article?**

- Tell the students to look at the pictures and captions. Ask them what they know about the Aswan Dam.
- Ask the students to guess what the newspaper headline means. Don't confirm answers yet.

### B Now read the article. Can you guess the meaning of the headline?

- Tell the students to read the article and see if it helps them understand the meaning of the headline.
- Elicit some more guesses about the meaning of *triumph* and *tragedy*.

#### Suggested answers

(meaning of the headline)

There are good and bad things about the dam.

Was the dam a success or a failure?

(*triumph*)

something successful

something that did a good thing

(*tragedy*)

a bad or unhappy thing

something that caused serious problems

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

- Refer students to pages 44 and 45 of their Workbooks.

### WB A Study the dictionary definitions. Did you guess the meaning of these words correctly? Use each word in a sentence of your own.

- Tell the students to read the dictionary definitions of the words *triumph* and *tragedy*. Ask the students which of the two meanings of *tragedy* is the one that is intended in the newspaper headline (the second one).
- Tell the students to write translations of the words on the lines provided. Elicit and compare the students' translations.
- Tell students to write a sentence of their own using each word. Possible sentences include: *Our win was a huge triumph. A play that ends sadly is called a tragedy.*
- Point out the stress marks in the dictionary definitions (the short vertical lines that show the strongest syllable in each word). Practise pronunciation of the words. Explain that this

is another piece of useful information you can get from a dictionary and advise the students to mark words in their vocabulary notebooks that have two or more syllables in this way, so they remember how to pronounce them.

- Write some more three- or four-syllable words from the unit on the board (in normal script, see below). Ask the students where the stress is on each word and mark each one with a line just before the stressed syllable.

#### Words from the unit (with stress marked):

de'velopment

'energy

en'vironment

'habitat

poll'ution

re'cycle

'seawater

tech'nology

### WB B Read the article again.

According to Natasha Ward, what are the advantages and disadvantages of the Aswan Dam? Complete the table with notes.

- Tell the students to read the article again to find the advantages and disadvantages of the Aswan Dam and write them in note form in the table.
- Remind them that when they make notes, they don't have to write complete sentences or write all of the details.
- After checking their answers, ask the students what they think: Is the Aswan Dam a triumph or a tragedy in their opinion? Why?

#### Answers

Advantages	Disadvantages
The river is always the same (it doesn't flood any more).	<i>People lost their homes.</i>
Produces clean electricity for people and industry	Farmers have to use chemical fertilizers on the land now – expensive.
	Fewer fish because there is less food.

**WB C Mark the sentences about the article True (T) or False (F). Read again and check.**

- Ask the students to see what they remember about the article – they should mark the sentences true or false before they read the article again.
- Tell the students to look back at the article to check their answers.

**Answers**

- False. (It runs through the town.)
- False. (It is over 40 years old.)
- True.
- True.
- False. (It will continue to produce electricity for many years.)

**WB D Work in pairs. Student A: Choose one of the pictures below and describe it to your partner. Think about how it would feel to be there. Don't say which picture it is. Student B: Listen to your partner's description and say which of the pictures (1 to 6) he/she is describing.**

- Describe one of the places in the photographs in Exercise D. Use as many adjectives as you can and describe the sights, sounds and feel of the place as if you were there. Ask the students to choose which picture you described.
- Put the students in pairs to do the same thing. They should swap over so each gets a chance to describe a photograph.

**Sample answers**

(Picture 1) This picture shows the ocean and a lot of sea birds in flight. The birds might be trying to catch fish. There are marks on the water so the picture might have been taken from a boat. maybe the birds are following the boat, trying to get food.

(Picture 2)

This is a city scene. There are a lot of cars on a very wide road, with tall buildings on either side. I can't see many pedestrians. Maybe people are travelling to work in their cars. It looks like a sunny day.

(Picture 3)

In this picture there is a lot of sand and a few trees. I can also see a river on the right of the picture. It might be a desert, or an oasis. There are no people in the picture.

(Picture 4)

This is a street market. There are people selling things and there is some Chinese writing on the signs. People are out doing their shopping.

(Picture 5)

There are a lot of palm trees in this picture and a sandy beach. I can't see any people in the picture.

(Picture 6)

In this picture there are mountains in the background and I can also see some chalets. The chalets have snow on their roofs and here is snow on the trees, too.

**WB E Reread Natasha Ward's description of Aswan. Choose one of the pictures above and write your own description. Imagine you are there.**

- Tell the students to reread the description of Aswan in the first paragraph on page 41 of the Course Book.
- Tell them to find the adjectives that the author uses and think about which adjectives describe how the place looks, which describe how it feels and which describe how it sounds.
- Tell the students to write their own description of one of the pictures. They should make their description as colourful as possible, using as many adjectives as they can.
- Tell the students to write between 70 and 100 words.

**Sample description**

I am standing in the desert. It is very hot and there is no wind. There is a pool of water next to me, which I am very happy about. Next to the water, there are lots of palm trees that are moving slowly. I cannot see any buildings or people in the distance. I can only see the large desert, which looks like waves in the sea. The sky is very blue and there are no clouds. The sand is orange and feels warm under my feet. It is almost silent and I feel calm and peaceful.

## Round up

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- Tell students to 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.

Garnet

- Skills, grammar and vocabulary from Units 1 to 3

## 21<sup>st</sup> Century Skills

### Communication Skills:

- Associating pictures with information
- Describing a TV programme
- Discussing possibility

### Study Skills:

- Categorizing information
- Transferring information to a table

### Media Literacy:

- Predicting a conversation

## Key words

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blind (adj) – /blaɪnd/  
 episode (n) – /'epɪsəʊd/  
 hero (n) – /'hɪərəʊ/

misfortune (n) – /mɪs'fɔːtʃən/  
 ranger (n) – /'reɪndʒə(r)/  
 receptionist (n) – /rɪ'sepʃ(ə)nɪst/

sociable (adj) – /'səʊfəb(ə)l/  
 sympathy (n) – /'sɪmpəθi/  
 values (n) – /'væljuːz/

Garnet

## Unit 4 Lesson 1:

### Bakkar's Adventures

**Objectives:** Skim an article for information.  
Revise and extend understanding of adjective order.  
Write a description of a television show.

**Language:** Revision of order of adjectives

**Vocabulary:** *hero, sympathy*

**21<sup>st</sup> Century Skills:** Study Skills: Categorizing information,  
Communication Skills: Describing a TV programme

**Reference:** Course Book page 46,  
Workbook pages 46 to 48.

#### Warm up

- Tell the students to look at the photo and the pictures on page 46 of the Course Book. Ask them if they know who the woman is, and if they are familiar with the character Bakkar.
- Ask the students about the layout of the text. What kind of text is it? Elicit that it is an online magazine article.

#### A Read the article quickly and answer the questions in Exercise A on page 46 of the Workbook.

- Set a time limit for students to read the article and find the answers in Exercise A.
- Tell students to open their Workbooks at page 46 and do Exercise A.

#### WB A Read the article on Course Book page 46 quickly and answer the questions.

- Tell the students to read the questions in Exercise A. Answer any questions they may

have. Tell them not to worry about new words. They just need to answer the questions.

#### Answers

- During Ramadan.
- In the United Arab Emirates, Oman and Tunisia.
- She is a little blind girl in one of the episodes who saves her school friends from danger.
- Along the Red Sea.
- In 1990.
- Kani wi Mani.*
- Her uncle.

#### B Check you know the meanings of the adjectives in red.

- Tell the students to look at the red adjectives in the article. Ask them if they remember what they mean. Tell them to look up the words they don't remember and make sure they are written in their vocabulary notebooks.

#### Sample answers

popular: liked by a lot of people

serious: important

fortunate: lucky, having advantages

recent: not long ago

environmental: connected with the environment

cruel: unkind

protected: kept safe

successful: having become popular

similar: alike

bright: strong, full of light

#### C Now do Exercises B to F on pages 46 to 48 of the Workbook.

- Tell students to complete Exercises B to F on pages 46 to 48 of the Workbook.

#### WB B Write the number for the correct ending for each sentence. Do not look at the article.

- Tell the students to match the beginnings and endings of the sentences. Tell them not to look back at the Course Book, but to use the adjectives in the sentences to help them.

**Answers**

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

**WB C You learned about the order of adjectives in Unit 3. Look at this example from the text: *an unusual Arabic accent*.**

- Read the example in the instructions with the students.
- Tell the students to write the adjectives in the columns to make phrases, adding *a/an* where necessary. Circulate to monitor the students' use of articles and note any common problems with adjective order.

**Possible answers**

a peaceful Lebanese garden  
 traditional Indian clothes  
 an interesting Italian film  
 a kind Libyan woman  
 a boring Scottish poet  
 a strange Egyptian play  
 delicious Tunisian food

**WB D Work in groups. Play the *I've just bought* game.**

- Ask a student to read the instructions about how the game is played and clarify any misunderstandings. Make sure they understand that they must repeat everything that has been said already, then add their own item, using two adjectives to describe it. Also explain that students have 'four lives' means students can make four mistakes but then they are out of the game.
- Put the students in groups of seven or eight to play the game. Circulate to make sure students are using the adjectives in the right order.

**WB E Write a description of your favourite television show. Use these phrases.**

- Tell the students they are going to write a description of their favourite television show.
- Tell them to use the phrases from the lesson.
- Tell the students to write between 70 and 100 words.

**Sample description**

My favourite television show is called 'The Two Sisters'. It is about Safia and Fatima, who live with their parents and grandparents in a small house. I like it because it's very funny and I think I am very similar to Fatima. She is always late, like me! In my favourite episode, called 'The Lost Homework', Safia has completed some very important homework. But when she goes to school in the morning, she accidentally takes Fatima's homework instead! It is very silly. You can watch it on FOX channel on satellite TV every Wednesday at seven p.m.

**WB F Complete the article with words from the box.**

- Tell the students to complete the article with words from the box.
- After correcting the exercise, ask students what they think of using an animation to teach children about environmental issues. Do they know of other television shows that attempt to do the same thing?

**Answers**

- 1 environmental
- 2 rise
- 3 pollution
- 4 ecology
- 5 protect
- 6 endangered
- 7 survey
- 8 communicate
- 9 ideas
- 10 shows
- 11 opinion
- 12 during

## Unit 4 Lesson 2:

### Shall I help you?

**Objectives:** Complete and practise a dialogue.

Practise speculating and making deductions.


Use past tenses to tell a story.

Practise writing first conditional sentences.

**Language:** Revision of past tenses

**Vocabulary:** Revision

**21<sup>st</sup> Century Skills:** Media Literacy:  
Predicting a conversation,  
Communication Skills:  
Discussing possibility

**Reference:** Course Book page 47,  
Workbook pages 49 and 50,  36, Grammar and Functions pages 101 and 102

#### Track 36

**Listen and check your answers.**

- Zeina: Come on, Helen. I know you're joking. Don't waste time.
- Helen: I'm not wasting time. I've hurt my knee. It hurts so much that I can't stand up.
- Zeina: Shall I help you walk to that seat?
- Helen: Yes, please, Zeina.
- Zeina: If you put your arm around my shoulder, you'll be able to walk.
- Helen: Ow! It feels really terrible if I move it.
- Zeina: You look very white. Would you like me to get you a glass of water?
- Helen: No, I'd prefer you to stay here with me. I think I've broken my leg, Zeina. If it is broken, I won't be able to play in the tennis competition on Saturday.

#### **C Do Exercises A to F on pages 49 and 50 of the Workbook.**

- Tell students to do Exercises A to E on pages 49 and 50 in their Workbooks.


#### **Warm up**

- Ask the students if they play sports. Have they ever been injured or seen an injury? What happened? Who helped them? Did they have to go to hospital? Encourage students to give more details of the incidents.

#### **A Read and complete the captions with one word in each space.**

- Tell the students to look at the pictures and complete the dialogue with one word in each space. For answers see transcript below.

#### **B 36 Listen and check your answers. Then practise the dialogue.**

- Play  36 so the students can check their answers.
- Tell the students to practise the dialogue with a partner.

#### **WB A What do you think will happen next? Discuss your answers in pairs.**

- Tell the students to work in pairs. Ask them to discuss the questions about the story in the Workbook, as in the model. Remind them how to make deductions about the past (refer them to Grammar and Functions Reference pages 101 and 102).
- If necessary, run through another example with the students:  
I think the girls will get a taxi home from the tennis court. What do you think?  
Maybe they will get a taxi, but I think they might get a lift home from one of their parents. They will probably call one of their mothers.

### WB B Match the pictures on Course Book page 47 with these sentences.

- Tell the students to match the sentences about the story with the corresponding pictures in the Course Book.

#### Answers

- Zeina offers to help Helen walk to a seat. – 2
- Zeina helps Helen to stand up. – 3
- Helen thinks her leg is broken. – 5
- Zeina offer to get Helen a drink. – 4
- Zeina thinks Helen is joking. – 1

### WB C In pairs, write what you both think happened next.

- Tell the students to work in pairs. Ask them to write what they think happened after Helen said she thought her leg was broken. Encourage them to add as many details as they want to the story (as in the model).

#### Sample answer

... examined Helen's leg. She checked that Helen could move her toes and was able to walk. Helen playing tennis again very gently rested her leg for a day then started playing tennis again. After a day, Helen was fine and played in the tennis competition.

### WB D Do not look at the Course Book. In pairs, tell the story in your own words. You should also tell the part of the story that you wrote for Exercise C. Take turns saying a sentence each. Use the past continuous and the past simple.

- Course Books closed. The students retell the story in pairs. Tell them to use their own words as well as key words from the page. The students should include the ending they imagined in Exercise C in their retelling.
- Refer the students to the phrases in the Workbook and tell them to use both the past continuous and the past simple when they retell the story. Circulate to help with prompts and monitor the students' use of past tenses.

#### Sample answer

Helen and Zeina were playing tennis when Helen fell and hurt her knee. At first Zeina thought Helen was joking but then she helped her walk to a seat. Helen was white and Zeina stayed with her. Helen thought her leg was broken and she was upset because she thought she couldn't play in the tennis competition.

### WB E Complete the first conditional sentences from the story. Do not look at the Course Book.

- Tell the students to complete the first conditional sentences from the story without looking back at the Course Book. They can open their books to check their answers.

#### Answers

If you *put* your arm around my *shoulder*, you'll *be able* to walk.

If it is broken, I *won't be able* to play in the *tennis competition* on Saturday.

### WB F Match the sentence halves and write the sentences in full using the correct form of the verb.

- The students match the sentence halves and write the sentences in full with the verbs in the correct form.

**Note:** The answers given below have contracted forms (*won't*, *I'll*, etc.); the full forms (*will not*, *I will*) are also correct, but make the sentences sound formal.

#### Answers

- 1d I'll write to you if you give me your address.
- 2e You won't know for sure if you don't ask.
- 3f If you don't go to bed now, you'll feel very tired in the morning.
- 4a If your brother phones, I'll tell him you're out and I'll take a message.
- 5c I'll lend you my bike if you help me with my homework.
- 6b We won't be able to play tennis if it starts raining again.

## Unit 4 Lesson 3:

### On the Phone

**Objectives:** Listen to telephone conversations for gist and for detail.  
Role-play telephone conversations.

**Language:** Revision

**Vocabulary:** Revision

**21<sup>st</sup> Century Skills:** Communication Skills:  
Associating pictures with information, Study Skills:  
Transferring information to a table

**Reference:** Course Book page 48,  
Workbook page 51,  
🎧 37 to 40

#### Warm up

- Briefly talk about the items in the pictures. Elicit what they are.

#### A 🎧 37 Listen and match the phone calls to the pictures. Write the number of each phone call in the correct box. There are two extra pictures.

- Tell the students to listen to the conversations and match them to the pictures by writing the number of the conversation next to the correct picture. Make sure they know that there are only three conversations, so two of the pictures won't be matched.

#### 🎧 Track 37

**Listen and match the phone calls to the pictures.**

1

Suleiman: Hello?  
Youssef: Hello, Suleiman?  
Suleiman: Hi, Youssef. How are you doing?  
Youssef: I'm OK, thanks. Suleiman, could you do something for me?

Suleiman: It depends. What do you want me to do?

Youssef: I was wondering if you could pick my photos up from the photo shop.

Suleiman: Do you mean the one in the Centre Mall?

Youssef: Yes.

Suleiman: OK. When will they be ready?

Youssef: Well, I took them in yesterday and they said they'd be ready today.

Suleiman: Have you got the ticket for them?

Youssef: Yes. It's on the desk in my room. It's a long white slip of paper.

Suleiman: How much is it going to be?

Youssef: It's £5. But I've already paid.

Suleiman: Fine. I'll collect them for you this afternoon.

2

Welcome to the UGC Cinema Information line. If you want to book a ticket, press one on your phone now. If you want to hear information on films showing today, please hold on.  
... Here are details of today's screenings.

Screen 1: Alone in the Desert, Certificate 15, showing at 6.30 and 8.45.

Screen 2: Going Home, Certificate 12, showing at 1.30 and 3.30.

Screen 3: Dancing on Glass, Certificate 18, showing at 7.15 and 9.30.

Tickets for all shows are £6.50 for adults and £5 for children and students. Students must show a valid student card.

3

Mike: 1657 89732.

Faisal: Hello, is that Mike Holland?

Mike: Yes, it is. Who's speaking, please?

Faisal: My name's Faisal. I saw the advert in Music Monthly for an electric guitar. It's a blue Fender, isn't it?

Mike: That's right.

Faisal: And it's still for sale, isn't it?

- Mike: Yes, it is. Would you like to come and see it?
- Faisal: Well, er, how old is it? And how much are you asking for it?
- Mike: It's only ten months old. I want three hundred pounds.
- Faisal: Well, then, I'm definitely interested. Will it be OK if I come round this afternoon?
- Mike: Yes. That'll be fine. Er ... would four thirty be OK for you?
- Faisal: Yes, four thirty would be perfect.
- Mike: And your name's Faisal, is that right?
- Faisal: That's right. Faisal Al Dossari. That's Dossari with a double S and an I at the end.
- Mike: OK, so my address is ...

**Answers**

Call 1: D  
Call 2: A  
Call 3: B

**B Now do Exercises A to C on page 51 of the Workbook.**

- Tell students to open their Workbooks at page 51.

**WB A 38 Listen to Phone Call 1 again and answer the questions.**

- Play Call 1 again. Tell students to answer the questions.

**Track 38**

**Listen to Phone Call 1 again and answer the questions.**

[Track 38 is a repeat of Call 1 from Track 37.]

**Answers**

- To the photo shop.
- On the desk in Youssef's room.
- Nothing – Youssef has already paid.

**WB B 39 Listen to Phone Call 2 again and complete the table.**

- Play Call 2 again. Tell students to answer the questions.

**Track 39**

**Listen to Phone Call 2 again and answer the questions.**

[Track 39 is a repeat of Call 2 from Track 37.]

**Answers**

Film	Certificate	Times	Prices
<i>Alone in the Desert</i>	15	6.30 and 8.45	Adults: £6.50 Students: £5.00 Children: £5.00
<i>Going Home</i>	12	1.30 and 3.30	
<i>Dancing on Glass</i>	18	7.15 and 9.30	

**WB C 40 Listen to Phone Call 3 again and answer the questions.**

- Play Call 3 again. Tell students to answer the questions.

**Track 40**

**Listen to Phone Call 3 again and answer the questions.**

[Track 40 is a repeat of Call 3 from Track 37.]

**Answers**

- In *Music Monthly*.
- It's ten months old.
- £300.
- At 4.30.
- Al Dossari.

**C Work in pairs. Create and role-play conversations from these situations. Take turns being Student A and Student B.**

- Read the instructions for the role play. Students should take turns being Student A and Student B.

- Tell the students to do the role plays in the Course Book sitting back-to-back (if practical), so that each conversation is more like an authentic phone call.
- When students have done both role plays, ask for volunteers to do their role play for the class.

## Unit 4 Lesson 4:

### I've just won first prize!

**Objectives:** Practise a dialogue to revise various language points.  
Revise *so* and *such* orally and in writing.  
Write questions and answers with present perfect simple and continuous.

**Language:** *so* + adjective, *such* + adjective + noun  
Present perfect simple and continuous

**Vocabulary:** *careless*

**21<sup>st</sup> Century Skills:** –

**Reference:** Course Book page 49, Workbook pages 52 and 53, 41, Grammar and Functions, pages 99 to 101

#### Warm up

- Ask the students when the last time was that they were angry, or made someone else angry. What happened? How was the situation resolved? Encourage students to give more details of the incidents.

#### A 41 Work in pairs. Look at the pictures and discuss why one of the men is angry. Listen and check your answers. Then practise the dialogue.

- Tell the students to look at the pictures in the Course Book. Ask them to guess what has happened. What do they think the people are saying?
- Play 41 for the students to listen to and read the dialogue and check their ideas.
- Check the meaning of *careless* and tell the students to practise the dialogue with a partner.

#### Track 41

##### Listen and read.

Omar: You look angry.  
Maher: I am angry.  
Omar: Really? Why is that?  
Maher: Some careless person has just crashed into my car.  
Omar: That's so annoying!

##### Suggested answer

Students are likely to say that one of the men is angry because someone has crashed into his car, or he has hit something with his car.

#### B Work in pairs. Make similar dialogues for the phrases below.

- Tell the students to practise making similar dialogues, replacing the words in bold and the underlined phrases with the words and phrases in the speech bubbles 1 to 6.
- Do the first two dialogues with a student so that the class get the idea. ("You look sad." "I am sad ..." etc.).

##### Answers

1  
You look sad.  
I am sad.  
Really? Why is that?  
My grandfather has just died.  
I'm so sorry. He was such a wonderful man.

2

You look worried.

I am worried.

Really? Why is that?

My exam's tomorrow and I haven't revised for it.

You'll be OK. I know you will.

3

You look bored.

I am bored.

Really? Why is that?

I've been sitting at home all day surfing the net.

That's so bad for your eyes.

4

You look tired.

I am tired.

Really? Why is that?

I've been working in my uncle's shop all day.

He must have been really grateful.

5

You look happy.

I am happy.

Really? Why is that?

I've just won first prize in a painting competition.

Fantastic! You've always been so artistic.

4

You look hot.

I am hot.

Really? Why is that?

I've been playing tennis all morning.

You're such a sporty person. I feel a bit jealous.

### C Work in pairs. Make similar dialogues for the pictures below.

- Tell the students to look at pictures 1–4 at the bottom of page 49 of the Course Book. Ask them to imagine how the person in each picture is feeling and what has happened to him or her.
- Ask the students to make dialogues like those in Exercise B.

#### Suggested answers

- 1 You look tired. I am tired. Really? Why is that? I have been watching TV all day. That's not good! You should go out for a walk.
- 2 You look wet. I am wet. Really? Why is that? It's raining and I didn't have an umbrella with me. You must be cold now. Change your clothes!

- 3 You look excited. I am excited. Really? Why is that? I've just won an online competition. That's great news!
- 4 You look nervous. I am nervous. Really? Why is that? I've lost the mobile phone my brother lent me. You need to speak to your brother right away and tell him what's happened.

### D Now do Exercises A to C on pages 52 and 53 of the Workbook.

- Tell students to turn to pages 52 and 53 in their Workbooks.

### WB A Match the pairs of sentences and join them using *so* or *such* and a clause of result. Rewrite the full sentences below.

- Tell the students to join the sentence halves using *so* or *such* and a clause of result. Refer them to Grammar and Functions Reference page 101 for help.

#### Answers

- 1h *She's so worried that she can't sleep.*
- 2j *We're so hungry that we could eat a whole sheep.*
- 3a *He was so thirsty that he drank four glasses of water.*
- 4d *I had such a wonderful dream that I was disappointed when I woke up.*
- 5c *I've been so busy that I haven't had time for lunch.*
- 6i *They had such a nice time in Beirut that they're planning to go there again.*
- 7e *Those cars are so expensive that few people can afford them.*
- 8g *They made such a terrible noise that nobody could sleep.*
- 9b *I've eaten such a lot that I can't eat anything else.*
- 10f *He was so tired that he went to bed at 9 o'clock.*

**WB B Use the prompts to write questions and answers in the present perfect simple and continuous.**

---

- Tell the students to use the prompts to write questions and answers in the present perfect simple and continuous. They can look at Grammar and Functions Reference pages 99/100 to help them.

**Answers**

- 1 Q: How long have you been cooking?  
A: For two hours.  
Q: How many cakes have you made?  
A: I've made three.
- 2 Q: How long have they been painting?  
A: Since 10 o'clock.  
Q: How many walls have they painted?  
A: They've painted three.
- 3 Q: How long has he been reading?  
A: For 20 minutes.  
Q: How many pages has he read?  
A: He's read 30 pages.

**WB C Complete the answers with the correct form of the verbs in brackets.**

---

- Tell students to complete the sentences using the correct form of the verbs in brackets.

**Answers**

- 1 I've been studying.
- 2 They've been at school.
- 3 He's been washing the car.

Garnet

## Reading and writing

- Reading and completing an essay about eating habits
- Reading for gist to choose a headline, to match missing questions to an interview and to put main points in order
- Writing an essay about one's own eating habits
- Writing personal answers to questions about imagined situations
- Writing quiz questions, a dialogue and summaries
- Writing emails of thanks and of complaint

## Listening and speaking

- Listening for and writing advice
- Listening to label diagrams
- Listening for pronunciation
- Talking about food preferences
- Talking about things one has to/had to do
- Inferring information from a text to draw conclusions
- Asking for and giving advice and opinions
- Asking and answering questions about imagined situations
- Expressing past and present wishes and regrets

## Structure and language

- *Can't/mustn't/shouldn't* to express prohibition
- *Must/have to* to express obligation and necessity
- Second conditional to talk about imagined situations

- *I wish/If only* to express present and future wishes and regrets
- *Should/had better/If I were you, I'd ...* and imperative to express advice

## Vocabulary

- Words for food and drink, cooking utensils and ways food is cooked
- Container words and collocations relating to food
- Adjectives to describe food
- Words connected to health and fitness
- Compound nouns

## 21<sup>st</sup> Century Skills

### Communication Skills:

- Distinguishing between formal and informal language
- Giving advice
- Speculating about hypothetical situations
- Summarizing a sequence of events

### Study Skills:

- Classifying information
- Completing tables
- Inferring information from context
- Matching information to speakers
- Transferring numbers to a pie chart

### Life Skills:

- Creative thinking
- Problem solving

### Information Literacy:

- Transferring information from text to notes

## Key words

avoid (v) – /ə'vɔɪd/  
 bar (of chocolate) (n) – /bɑː(r)/  
 boil (v) – /bɔɪl/  
 carton (n) – /'kɑː(r)tən/  
 champion (n) – /'tʃæmpiən/  
 change (n) – /tʃeɪndʒ/  
 cheat (v) – /tʃiːt/  
 chew (v) – /tʃuː/  
 chilli (n) – /'tʃɪli/  
 chop (v) – /tʃɒp/  
 coach (n) – /kəʊtʃ/  
 complain (v) – /kəm'pleɪnt/  
 couscous (n) – /'kuzkuz/  
 crazy (adj) – /'kreɪzi/  
 electric guitar (n) –  
     /rɪ'lektrɪk ɡɪ'tɑː(r)/  
 energetic (adj) – /,enə(r)'dʒetɪk/  
 energy (n) – /'enə(r)dʒi/  
 exciting (adj) – /ɪk'saɪtɪŋ/  
 facilities (n) – /fə'sɪlətɪz/  
 flavour (n) – /'fleɪvə(r)/

furnished (adj) – /'fɜː(r)nɪʃt/  
 great (v) – /ɡreɪt/  
 grill (v) – /ɡrɪl/  
 gum (n) – /ɡʌm/  
 inconvenient (adj) –  
     /,ɪnkən'vɪniənt/  
 landlord (n) – /'lænd(ɪ)lɔː(r)d/  
 lay (a table ~) (v) – /leɪ/  
 mountain bike (n) –  
     /'maʊntɪn baɪk/  
 nursery school (n) –  
     /'nɜː(r)s(ə)rɪ skuːl/  
 packet (n) – /'pækɪt/  
 peel (v) – /piːl/  
 rented (adj) – /'rentɪd/  
 ridiculous (adj) – /rɪ'dɪkjʊləs/  
 romantic (adj) – /rəʊ'mæntɪk/  
 safari (n) – /sə'fɑːri/  
 salty (adj) – /'sɔːltɪ/  
 slice (n) – /slaɪs/  
 spicy (adj) – /'spaɪsi/

spinach (n) – /'spɪnɪdʒ/  
 sporty (adj) – /'spɔː(r)tɪ/  
 spot (n) – /spɒt/  
 starving (adj) – /'stɑː(r)vɪŋ/  
 suit (n) – /suːt/  
 supper (n) – /'sʌpə(r)/  
 tasteless (adj) – /'teɪs(t)ləs/  
 tasty (adj) – /'teɪsti/  
 tie (n) – /taɪ/  
 unattractive (adj) – /ʌnə'træktɪv/  
 unsatisfactory (adj) –  
     /,ʌnsætɪs'fækt(ə)rɪ/  
 uniform (n) – /'juːnɪfɔː(r)m/  
 wallet (n) – /'wɒlɪt/  
 weightlifter (n) – /'weɪt,lɪftə(r)/  
 weightlifting (n) – /'weɪt,lɪftɪŋ/  
 yoghurt (n) – /'jɒɡə(r)t/  
 Yours faithfully –  
     /ɔː(r)z 'ferθfʊli/  
 Yours sincerely –  
     /ɔː(r)z sɪn'sɪə(r)li/

## Unit 5 Lesson 1:

### Food Preferences

**Objectives:** Review vocabulary (food and drink, container words).  
Read and complete an essay about eating habits.  
Listen for specific information and pronunciation.  
Talk about food preferences.  
Write a parallel essay about own eating habits.

**Language:** –

**Vocabulary:** *stew (n), stewed, grilled, spicy, tasty, herbs, spice, flavour, chilli, cereal, olive oil, parsley, couscous, avoid, energy, carton, bar, slice (n), packet*

**21<sup>st</sup> Century Skills:** Study Skills: Matching information to speakers, Completing tables, Classifying information

**Reference:** Course Book page 52, Workbook pages 54 to 56, 42 and 43

#### Warm up

- Put students into pairs. Ask pairs to write down as many food items that they have learnt and can remember in English, but only give them one minute to do so. Ask pairs to share their answers in competition to see who has been able to name the most items. Write these on the board.

#### A Look at the pictures. How many items of food and drink can you name?

- Elicit names of food and drink in the pictures at the top of the page orally. Present any new words that arise.

#### Answers

(from left to right)

- melons, grapes, asparagus, peppers, cabbage, celery, tomatoes, apples and bananas
- fish, carrots, milk, cheese, yogurt
- cheeseburger and cola
- rice, naan bread, poppadums

#### B 42 What do these people think of fast food? Listen and write the correct letter next to each person's name.

- Go through the words to check that the students are familiar with all of them. Warn the students that they won't hear these actual words in the script. They must listen carefully to what each speaker says and find the word on the page that best matches the speaker's comments.

#### Track 42

**Listen to some young people talking to Rob Marsden from local radio. What do they think of fast food?**

- R Marsden: Hello and welcome to Speak Out. I'm Rob Marsden and our subject this week is fast food. We all know teenagers eat a lot of fast food. Sometimes it's burgers, sometimes it's pizzas, and sometimes it's fish and chips. Other favourites are kebabs, Mexican tacos and fried chicken. But do all teenagers like fast food? Let's find out what five teenagers, Latifa, Adam, Hanaa, Nasseem and Ross think. Latifa, what do you think of fast food?
- Latifa: You don't have to pay very much for it. That's the best thing about it.
- R Marsden: Adam?
- Adam: It's always the same. You never get anything different. For example, if you get a burger in one town, it tastes exactly the same as a burger in another town.
- R Marsden: Hanaa?

- Hanaa: It's great if you're in a hurry because you never have to wait very long for it. You go in, order it and five minutes later you're eating it.
- R Marsden: Nasseem?
- Nasseem: I love it. I eat it two or three times a week. My favourites are fish and chips and kebabs. My mother says I should eat lunch at home, but I prefer to go to a fast food restaurant.
- R Marsden: Ross?
- Ross: I think fast food is very bad for you. Doctors say most fast food contains too much oil and fat. If you only eat fast food, you aren't eating enough vegetables.

**Answers**

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

**C 43 Listen and repeat these exchanges.**

- Use 43 for pronunciation practice.

**Track 43****Listen and repeat these exchanges.**

- Boy 1: I really like chicken, especially stewed chicken with lemon and carrots.
- Boy 2: That sounds delicious.
- Boy 3: Do you like fish? I love it when it's really fresh.
- Boy 4: I don't like fish because of all the little bones.
- Boy 5: I prefer meat to fish.
- Boy 6: Have you ever tried Indian food? It's really hot and spicy.

**D Now work in groups. Talk about your favourite food and how you like it cooked. Say which food you don't like.**

- Tell the students to sit in groups and talk about what they like and don't like to eat. Monitor the activity.

**Sample answer**

I really like Indian food. I love the spices and the different flavours. I like meat cooked in a spicy sauce. My mum cooks it in the oven. I like to eat it with rice and naan bread. I don't like burgers because I don't think they taste nice and they aren't very healthy.

**E Now do Exercises A to F on pages 54, 55 and 56 of the Workbook.**

- Refer students to pages 54, 55 and 56 of the Workbook.

**WB A Complete the table as fast as you can.**

- Ask students to write as many more food items that belong in each group as they can as fast as possible. They should be adding to those they named in the Warm up exercise and Exercise A in the Course Book, rather than simply repeating these. Ask students to put their hand up when they have added three more items in each column.

**Suggested answers**

meat	fruit	vegetables	drinks	meal
chicken	oranges	carrots	tea	burger
turkey	lemons	potatoes	coffee	curry
beef	melons	tomatoes	milk	meat and potatoes
veal	bananas	cabbage	water	pizza
duck	pineapples	lettuce	cola	pasta
goose	grapes	onions	soda	fish and chips
lamb	cherries	celery	hot chocolate	salad
goat	strawberries	radishes	milkshake	soup
	raspberries	mushrooms		sandwiches
	limes	asparagus		baked potato
	blueberries			

**WB B Complete the phrases with words from the box. Then match the complete phrases to the pictures.**

- Check understanding of the container words before the students do the exercise.

**Answers**

- 1g – a bottle of lemonade  
 2b – a bowl of soup  
 3f – a slice of bread  
 4d – a tin of tomato paste  
 5e – a cup of coffee  
 6h – a packet of sweets  
 7a – a spoonful of sugar

**WB C Read and choose the correct words to complete the essay.**

- Write the remaining new words on the board. Tell the students to find each one. Elicit or explain the meaning.

**Answers**

- |             |               |
|-------------|---------------|
| 1 energy    | 11 onion      |
| 2 weight    | 12 flavour    |
| 3 meal      | 13 fruit      |
| 4 bowl      | 14 carton     |
| 5 glass     | 15 course     |
| 6 egg       | 16 vegetables |
| 7 slice     | 17 chilli     |
| 8 oil       | 18 salt       |
| 9 delicious | 19 grilled    |
| 10 cup      | 20 lemonade   |

**WB D Write an essay like the one above about one of your food preferences. Remember to use adjectives to describe your meal.**

- Take time to analyse the essay on page 55 of the Workbook. Ask the students to name the topic of each paragraph.
  - breakfast
  - lunch
  - supper
- Ask the students what tense the writer has used (Present simple). Ask why she has used this tense. (Because she is writing about her regular eating habits.)

- Tell the students that they can use the same plan for their essay, or they can choose a different plan – but they must have a plan. Elicit what they must do after writing a draft. (They must check it for mistakes in spelling, grammar and punctuation, and try to improve it, e.g., by linking ideas and using better words.) Their essay should be about 150 words.

**Sample essay**
**My Favourite Food**

I want to eat a healthy diet, but my favourite foods are not very healthy. There is always lots of healthy food in the house like vegetables and fruit because my family loves it. I like bananas, because they give me lots of energy in the morning before college. When I am at college, I can eat what I want. Sometimes my friends and I buy burgers for lunch. I like mine with cheese on top – so tasty! I also like to have a drink that has lots of sugar in it with my burger. I know it's unhealthy, but I only have sugary drinks once a week. When my sister cooks dinner at home, we eat grilled chicken and boiled potatoes. She always gets annoyed because I put lots of salt on it. I think it adds more flavour to the potatoes. Sometimes we end the meal with yoghurt and honey.

**WB E Write five words from the list in each category.**

- Tell students to write five words from the box in each category.

**Answers**

ways food is cooked  
 boiled  
 grilled  
 stewed  
 fried  
 heated

**adjectives to describe food**

salty  
 sweet  
 tasteless  
 delicious  
 spicy

things to eat or drink

lemonade

carrots

honey

chilli

chips

### WB F Which words go together? Match.

- Remind students about the use of collocations. Ask them to match nouns and noun phrases in the box to the correct verbs.

#### Answers

1 chop onions

2 light a fire

3 do the washing-up

4 mix butter, sugar and flour

5 beat eggs

6 grill meat

7 make a cake

8 lay the table

9 boil some water

## Unit 5 Lesson 2: Healthy Habits

**Objectives:** Read and complete a conversation; listen to check answers.  
Complete grammar rules.  
Write sentences.  
Complete a set of school rules.

**Language:** Modals: *can/can't, must/mustn't, should/shouldn't*

**Vocabulary:** *energetic, coach (n), ridiculous, chew, gum*

**21<sup>st</sup> Century Skills:** –

**Reference:** Course Book page 53,  
Workbook pages 56 to 58, 44, Grammar and Functions pages 102 and 103

### Warm up

- Check understanding of the title, *Healthy Habits*. Use the picture to explain that Layla is a nutritionist or dietitian; she is talking to Rashid, an athlete, about his diet.

### A Read and choose the correct words to complete the conversation.

- Ask the students what they think Layla will say to Rashid. Elicit ideas, but don't correct or confirm them.
- Check understanding of the words in the box. Then tell the students to do the exercise.

### B 44 Listen and check your answers.

- Tell the students to listen and check their answers.

#### Track 44

**Listen and check their answers.**

Layla: You don't have much energy at the moment, do you, Rashid?

Rashid: You're right, Layla. I never feel very energetic.

Layla: I think perhaps you're eating the wrong kind of food.

Rashid: Really?

Layla: Yes. Your coach and I have decided to give you a special diet. I've written a list of food that you can and can't eat. Have a look at it.

Rashid: This is ridiculous, Layla. I can't eat burgers. I mustn't eat chips. I must avoid fried food.

Layla: But there are lots of things you can eat. You can have grilled chicken, for example, with boiled potatoes and green vegetables.

Rashid: Can I drink lemonade?

Layla: No, you can't. You must drink lots of water. In fact, you should drink eight glasses of water a day. And another thing, Rashid, you

- Rashid: shouldn't go to bed late.  
How many hours' sleep should I get?
- Layla: You should have eight hours of sleep a night.

**Answers**

- 1 wrong
- 2 food
- 3 chips
- 4 grilled
- 5 boiled
- 6 vegetables
- 7 lemonade
- 8 glasses

- Ask the students what Rashid thinks of his diet, and what they think of it.

### C Read the Functional Grammar box. Complete the rules by crossing out the wrong words in the box below.

- Use the Functional Grammar box and elicit each completed rule orally. Make sure the students understand that *can*, *must* and *should* are modal verbs.
- Ask the students to study the examples. Ask which of the modal verbs is strongest in meaning, and elicit other examples of sentences with modal verbs. Discuss and correct any errors.
- Go through the other rules in the same way.

**Answer**

*Must* has the strongest meaning.

*Must/mustn't* is stronger than *should/shouldn't*.

- Ask the students what other meaning *can* has. Give them an example, e.g., *I can drive a car.* (Answer: *be able to* or *know how to*.)

### D Now do Exercises A to C on pages 56 to 58 of the Workbook.

- Refer students to pages 56 to 58 of the Workbook.

### WB A Use the prompts to write sentences with *can* and *must* or *mustn't*.

- Go through the examples before telling the students to do the exercise.

**Answers**

- 1 You can borrow my mobile, but you must pay for any calls you make.
- 2 You can phone me tonight, but you mustn't call me after 11 p.m.
- 3 You can use my camera today, but you mustn't take any photos of me.
- 4 They can play video games, but they must turn off the computer by 10 p.m.

### WB B Complete the school rules with *must*, *mustn't* or *can*.

- When you elicit the answers, ask what 'PE' means at the end of the text (Physical Education).

**Answers**

- 1 must
- 2 mustn't
- 3 can
- 4 mustn't
- 5 can
- 6 mustn't
- 7 mustn't
- 8 must
- 9 can
- 10 must

### WB C Match the sentence beginnings to the endings.

- Tell the students to look up the meanings of any words they don't know. Then they should match the sentence beginnings to the endings.

**Answers**

- 1b; 2l; 3d; 4k; 5a; 6h; 7g; 8f; 9c; 10i; 11j; 12e

## Unit 5 Lesson 3:

### Expressing Necessity

**Objectives:** Read sentences expressing necessity.  
Read and complete an email.  
Ask and answer questions.  
Tell someone what one has or had to do.  
Complete sentences.

**Language:** *(not) have to; must*

**Vocabulary:** *weightlifter, uniform, suit (n), tie (n), driving licence, peel (v), chop (v), grate (v), lay (a table)*

**21<sup>st</sup> Century Skills:** –

**Reference:** Course Book page 54,  
Workbook pages 59 to 61,  
Grammar and Functions  
page 103

#### Warm up

- Write the jobs *weightlifter, basketball player, hairdresser* and *flight attendant* on the board. Elicit the meaning of each job and check understanding. Ask students what qualities or personalities a person needs to have to do each of these jobs.

#### A Match two sentences to each picture.

- Tell the students to read the sentences and match them to the pictures.

##### Answers

- c and g (possibly e, h)
- e and h (possibly c)
- a and d (possibly c)
- b and f (possibly d)

#### B Who said what? Match the people above to their words below.

- Tell the students to read the sentences and match them to the people in the pictures.

##### Answers

- 1 – 4 (the flight attendant)
- 2 – 1 (the weightlifter)
- 3 – 2 (the basketball player)
- 4 – 3 (the teacher)

#### C Study the Functional Grammar box. Think of more examples.

- Go through the explanation of *have to* and the examples. Ask the questions below. The students can find the answers in the sentences on the page:  
What's the negative of *have to*? (*don't have to*)  
What's the negative of *has to*? (*doesn't have to*)  
What's the past tense of *have to*? (*had to*)  
What's the negative of *had to*? (*didn't have to*)
- Ask students to think of more examples using *have to* + infinitive

#### D Now do Exercises A to E on pages 59 to 61 of the Workbook.

- Tell students to complete Exercises A to E on pages 59 to 61 in their Workbooks.

#### WB A Fill in the blanks with *have to* or *don't have to*.

- Tell students to complete the letter.

##### Answers

- 1 have to
- 2 have to
- 3 have to
- 4 have to
- 5 don't have to
- 6 have to
- 7 have to
- 8 don't have to
- 9 have to
- 10 have to

**WB B Work in pairs. Ask and answer questions about what Ben has to do in his job.**

- Go through the examples to introduce the activity. If you think it necessary, write some prompts on the board, e.g., cook, prepare vegetables, washing-up, lay the tables, lock up the restaurant.

**Answers**

Students should ask about things like:

- get up early work late
- wear a uniform
- clean the pots and pans
- lay/clear the tables
- stay after work to wait for his aunt and uncle

**WB C Work in pairs. Tell your partner about three things you didn't want to do but had to do yesterday and three things you didn't have to do. Use the list below for ideas.**

- Introduce the activity. Get two students to read out the example. Then elicit one or two examples before telling the students to work in pairs.

**Possible answers**

*I had to do the washing-up because it was my turn.*

*I didn't have to empty the rubbish because it wasn't full.*

*I had to help my little sister with homework.*

*I had to do my English homework.*

*I didn't have to do my Maths homework because*

*I didn't have any.*

*I had to do the washing up to help my mother.*

*I didn't have to do the shopping because my dad did it at the weekend.*

**WB D Study the rule box and write two more examples for each verb.**

- Go through the explanations and examples. Ask the students if they need any more explanation. Then elicit some examples.

**Possible examples**

*You mustn't walk on the grass. It has just been planted.*

*You mustn't chew gum in Singapore. It is illegal.*

*You don't have to work all night.*

*I didn't have to cook dinner. I went out to eat instead.*

**WB E Complete the sentences with mustn't or not have to.**

- Tell students to complete the sentences.

**Answers**

- mustn't
- doesn't have to
- don't have to
- mustn't
- don't have to
- didn't have to
- mustn't
- don't have to

## Unit 5 Lesson 4:

### You'd better wash it first.

**Objectives:** Read and listen to a short dialogue; practise it.  
Match advice to problems, then practise the exchanges orally.  
Practise expressing problems and giving advice.  
Listen to problems and advice; write the advice.  
Recognize collocations.

**Language:** *had better* + infinitive

**Vocabulary:** *salty, boil (v), starving, yoghurt, tasteless, spinach, garlic, supper, microwave*

**21<sup>st</sup> Century Skills:** Life Skills: Problem solving; Study Skills: Inferring information from context

**Reference:** Course Book page 55, Workbook pages 62 to 64, 45 to 47, Grammar and Functions page 103

#### Warm up

- Read and explain the title: *had better* is a way of giving strong advice. Draw attention to the explanation of *had better* in the Grammar and Functions Reference on page 103.

#### A 45 Mariam and her brother Khaled are cooking. Listen and read. Then practise the dialogue.

- Tell the students to listen and read. Then students should practise the dialogue in pairs.

#### Track 45

**Mariam and her brother Khaled are cooking. Listen and read. Then practise the dialogue.**

- Mariam: Oh no! I've put too much salt in the stew. What shall I do?
- Khaled: You'd better add a tin of tomatoes. That'll make it less salty.
- Mariam: And perhaps I'd better add some potatoes too.
- Khaled: Good idea.
- Mariam: Shall I add some yoghurt as well?
- Khaled: You'd better not. It'll make the stew go very white.

- Elicit/present the new words.

#### B Match the problems with the responses.

- Tell the students to read and match.

#### Answers

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

#### C 46 Work in pairs. Listen and repeat. Then work in pairs and practise the exchanges above.

- Explain that they are going to hear two responses to the problem on the left of the page. Tell the students to listen and read first.

#### Track 46

**Listen and repeat.**

- Mariam: This soup is a bit tasteless.
- Khaled: You'd better add some parsley and lemon juice.
- Mariam: That's a good idea. Why didn't I think of that?
- Mariam: This soup is a bit tasteless.
- Khaled: You'd better add some parsley and lemon juice.
- Mariam: OK. And perhaps I'd better add some garlic too.

- Play 46 again with pauses for the class to repeat.

- Tell the students to use the problems and responses in the middle of the page to practise three-line exchanges like the ones they have just practised. You may prefer to do this as a whole-class activity. Here is an example:

A: The rice is cold.

B: I'd better heat it in the microwave.

A: Yes, please. I don't like cold rice.

or

A: That's a good idea.

### D Now do Exercises A and B on pages 62 and 63 of the Workbook.

- Tell students to complete Exercises A to C on pages 62 and 63 in their Workbooks.

### WB A Match the words to the pictures. Write the numbers 1 to 15 next to the correct words.

- Let the students do the matching before you check any of the meanings so that they can try to work them out from the pictures. Tell them to check their answers with a partner.

#### Answers

b3; c5; d4; e12; f8; g14; h15; i9; j2; k11; l10; m13; n1; o6

### WB B 47 Listen. Answer the questions and complete the advice.

- Tell the students to write notes first as they listen. They can write sentences at the end. If you don't want them to write the sentences, elicit them when you check the answers so that the students can practise using *had better (not)*.

#### Track 47

Listen. Answer the questions and complete the advice.

1  
Mariam: Ow! Look, Khaled! I've cut my finger. I was grating cheese for the spaghetti and I cut my finger on the cheese grater!  
Khaled: Is it bad?

Mariam: No it's not serious. But it's bleeding a little.

Khaled: You'd better wash it and put a plaster on it.

2

Boy: (loud sniffs)

Mother: Are you OK, Peter?

Peter: Yes. I think so.

Mother: What do you mean, you think so? Why are you crying? What's the matter?

Peter: It's because I'm chopping this onion. The smell of it makes me cry. I really hate chopping onions.

Mother: You'd better not chop them. I'll do it for you.

3

Woman: Shall we have lamb kebabs for supper?

Man: Good idea! We can grill them on the barbecue outside.

Woman: OK. I'd better look for some wood and charcoal.

Man: It's OK. There's plenty of wood and charcoal out here. But I can't find any matches to light the fire.

Woman: We haven't got any. You'd better use this lighter.

4

Mother: Can you do the washing-up, please, Majida?

Majida: OK.

Mother: There's an awful lot to do, I'm afraid.

Majida: Never mind. Where's the washing-up liquid?

Mother: Next to the sink. And, Majida ...

Majida: Yes?

Mother: You'd better wear gloves. The washing-up liquid is quite strong. It could give you skin problems.

Majida: Where are the gloves, Mum?

Mother: In the cupboard under the sink.

5

Little boy: What's that book?

Girl: It's a recipe book. I want to make a chocolate cake and this book has some very good recipes. First I have to mix the butter and sugar and flour. I'll use a fork for that.

Boy: Here, you'd better use the electric mixer. It's quicker and easier.  
 Girl: Good idea. It's much better than a fork.

6

Mother: Have you boiled the water, Nadia?  
 Nadia: Yes, mum. And I've made the tea.  
 Mother: Lovely. Pour me a cup of tea, please.  
 Nadia: Ow!  
 Mother: What's the matter?  
 Nadia: I've burnt my finger on the teapot.  
 Mother: You'd better put it in cold water for a few minutes.  
 Nadia: I'll bring you your tea first.  
 Mother: You'd better not. You might burn your finger again.

**Answers**

- 2a He is chopping onions.
- 2b You'd better not do it.
- 3a They want to have a barbecue.
- 3b He can't find any matches.
- 3c You'd better use a lighter.
- 4a She has to do the washing-up.
- 4b You'd better wear gloves.
- 5a She's making a chocolate cake.
- 5b She's using a fork.
- 5c You'd better use an electric mixer.
- 6a She has made some tea.
- 6b She's burnt herself on the teapot.
- 6c You'd better put it in cold water.
- 6d You'd better not. (You might burn your finger again.)

**Unit 5 Lesson 5:****If I were in your shoes ...**

**Objectives:** Read an interview and complete questions.  
 Write and talk about imagined situations.  
 Use prompts to write second conditional questions.  
 Ask a partner questions and report to the class.  
 Write own answers to the interview questions.  
 Use prompts to write quiz questions.  
 Ask and answer questions.  
 Role-play imagined situations.

**Language:** Second conditional

**Vocabulary:** *mountain bike, electric guitar, crazy, romantic, exciting, safari, nursery school, facilities, champion, bossy, honest, change (n), cheat, by mistake, wallet, purse*

**21<sup>st</sup> Century Skills:** Life Skills: Critical thinking, Communication Skills: Speculating about hypothetical situations

**Reference:** Course Book pages 56 and 57, Workbook pages 64 to 67, Grammar and Functions pages 103 and 104

**Warm up**

- Tell the students to look at the text on page 57. Ask them where they think it comes from (a teenage magazine).

### A Read the magazine article and complete the interviewer's questions with these phrases.

- Tell students to read the article and write the missing questions, which are on page 56.

#### Answers

The questions should be in this sequence: 2, 3, 1, 6, 5, 7, 4

### B Read the examples and complete the rule in the box below.

- Go through the explanation of the second conditional and the examples and elicit the rule: *If + past tense, would/could + infinitive.*

### C Write down five things which would make your life easier or better. Take turns telling the class why.

- Go through the examples on the page. Tell the students to think of five things that would make their lives easier or better. Remind them that they can ask you for help if necessary.
- Tell the students to work in groups and tell each other about the things that would make their lives easier or better. Monitor the activity.

#### Sample answers

If I had a new smartphone, I could take better pictures.

If I had more money, I could buy a bike.

If we had a garden at home, we could grow our own vegetables.

If we had a bigger house, I would have my own room to study in.

### D Now do Exercises A to F on pages 64 to 67 of the Workbook.

- Tell students to complete Exercises A to F on pages 64 to 67 in their Workbooks.

### WB A Study the Language box, then write sentences in the second conditional. Add a comma where necessary.

- Go through the Language box. Then tell the students to do the exercise.

#### Answers

- You would not/wouldn't be tired if you went to bed earlier.
- If he didn't smoke, he would be a lot healthier.
- If he had lost his wallet, he would be upset.
- What would you do if you found 3 million Libyan dinars in the street?
- If you had wings, where would you fly?
- Everybody would like him if he was not so bossy.
- I would/I'd tell you the answer if I knew it.

### WB B In pairs, ask and answer the questions from the interview on Course Book page 57. Then tell the class about your partner.

- Listen to as many pairs of students as possible while they are doing this task.

#### Sample answers

What would happen if people were not so careless?

The earth would be a much better place.

What would happen if people were more considerate towards the environment?

The Earth wouldn't be in danger.

What would happen if we started to buy items in recycled packaging?

The amount of waste would decrease.

### WB C Write your own answers to the interview questions on Course Book page 57.

- Tell students to complete their own answers to the interview questions, following the sentence structure in the example.
- When students have written their personal answers, ask them to share these with the class.

### WB D Use the prompts to write quiz questions in the second conditional.

- Use the example to introduce the exercise. If you think it is necessary, elicit some or all of the other questions orally.

#### Answers

- If the waiter forgot to give you your bill at a café, would you tell him?
- If you found 2 million Libyan dinars in the street, would you take it to the police station?
- If you saw your friend cheating in an exam, what would you do?
- If a very rich friend lent you 5,000 Libyan dinars and forgot about it, would you keep quiet or remind your friend?
- If you crashed your scooter into an expensive car and nobody saw you, what would you do?
- Would you read your sister's or brother's letters and diary if you found them in their cupboard?
- How would you feel if you lost your bag containing 5,000 Libyan dinars?

### WB E In groups, ask and answer the questions in Exercise D. Give reasons for your answers.

- Ask two students to read the example in Exercise E. Ask the class what they would do.
- Elicit some responses, then tell the students to work in groups, asking and answering all the questions in Exercise D.

#### Sample answers

- If the waiter forgot to give you your bill at a café, would you tell him?  
Yes, I would because he might have to pay the money back himself otherwise.
- If you found 2 million Libyan dinars in the street, would you take it to the police station?  
Yes, I would because the person who lost the money might be very upset.
- If you saw your friend cheating in an exam, what would you do?  
I would tell the teacher because it is wrong to cheat in an exam.

- If a very rich friend lent you 5,000 Libyan dinars and forgot about it, would you keep quiet or remind your friend?  
I would remind my friend because they might need the money and it was kind of them to lend it to me.
- If you crashed your scooter into an expensive car and nobody saw you, what would you do?  
I would leave a note on the car with my phone number because it is important to be honest.
- Would you read your sister's or brother's letters and diary if you found them in their cupboard?  
No, I wouldn't because if they wanted me to read their diary, they would have showed it to me.
- How would you feel if you lost your bag containing 5,000 Libyan dinars?  
I would feel very upset because it is a lot of money.

### WB F Role-play the following situation in pairs. You and a friend have just found a wallet in the street. Discuss the best thing to do with it.

- Set up the role play. Tell the students that they will have just four minutes to work out what they would do. Then they must report to the class what they decided.

#### Sample dialogue

- A: Look I've just found this wallet. It looks rather expensive.  
B: Have a look inside it. You might find the owner's name and address.  
A: No, there's no name in it. What do you think we should do with it?  
B: Maybe we should write a note saying we've found it and put it on that tree. We could put our phone number on the note.  
A: But what should we do with the wallet?  
B: We should take it home and wait for the person to phone us.  
A: But what if they never see the note?  
B: Maybe we could give the money to charity.

## Unit 5 Lesson 6:

### If I Were You, I Wouldn't Worry.

**Objectives:** Read, listen to and practise a short dialogue.  
Match advice to problems.  
Use prompts to ask for and give advice.

**Language:** Imperative, *If I were you, ..., should, Why don't you ...?* For advice

**Vocabulary:** *spot (n), weightlifting*

**21<sup>st</sup> Century Skills:** Life Skills: Creative thinking, Communication Skills: Giving advice

**Reference:** Course Book page 58, Workbook pages 68 and 69, 48, Grammar and Functions page 104

#### Warm up

- Read the page title and point out that it is a second conditional sentence. Explain that this structure, *If I were you, I would* is a way of giving advice and it is frequently used. Explain that *I were* is correct usage in this structure and is preferred to *I was*. (It is a form of subjunctive, which is not common in the English language.)

#### A 48 Listen and read. Then practise the dialogue.

- Tell the students to listen and read. Then replay 48 for repetition, before telling the students to practise the dialogue in pairs.

#### 48 Track 48

##### Listen and read.

- Layla: I get spots quite often. What do you think I should do?
- Suha: If I were you, I'd wash my face three times a day.

- Layla: OK. I'll try that.
- Suha: And you should stop eating sugar and sweets.
- Layla: I'm not sure about that. I tried it, but it didn't work.

#### B Match the problems to the advice. Then check your answers with a partner.

- Ask the students to look at the list of sentences in the Advice column and scan them. Ask *What kind of sentences are they?* Guide them towards saying that they are imperative sentences. Explain that this structure is another way of giving advice.
- Tell the students to do the exercise.

#### Answers

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

#### C Work in pairs. Make dialogues like the one above for each problem.

- Divide up the problems so that each pair of students has just one to work on. Tell them to prepare a dialogue, following the model at the top of page 58 of the Course Book. They can write it if they wish.
- Try to let each pair of students perform their dialogue.

#### D Read the Functional Grammar box. Then do Exercises A to C on pages 68 and 69 of the Workbook.

- Go through the different ways of giving advice:  
*If I were you, I'd/I wouldn't ...*  
*Why don't you ...?*  
*You should/shouldn't ...*  
Imperative sentences.
- Then tell students to open their Workbooks at pages 68 and 69.

**WB A Work in pairs and take turns being Student 1. Student 1 asks for advice in these situations. Student 2 gives advice, but asks for some more information first.**

- Choose two students to read the example. Then elicit a dialogue for the second situation with the class.  
*I have a bad headache and a sore throat.  
 Have you got flu?  
 Yes, I think I might have. What should I do?  
 If I were you, I'd go to the pharmacy and ask for advice on what medicine to take.*  
 That's a good idea. I'll do that now.
- Tell the students to use the other situations in the same way. Make sure they understand that they can reuse some of the phrases in the example and that they should make dialogues with five separate utterances, like the example on page 68 of their Workbook. They should work in pairs and take three of the problems each. Monitor the activity.

**WB B Write one of the dialogues you made up in Exercise A. Read the example first.**

- Go through the example. Tell the students to try to write five utterances as in the example.

**Sample answer**

I don't know where to go for my next holiday.  
 Do you know how much you want to spend?  
 Yes, I know how much money I can afford.  
 What should I do?  
 If I were you, I'd go to a travel agency and ask for some ideas. They can tell you what fits with your budget.  
 That's a great idea. I'll do that tomorrow.

**WB C Work with a partner. Take turns acting out one of your dialogues to the rest of the class.**

- Tell students to act out their dialogues in front of the rest of the class. First, ask students what they think make an effective performance. Try to elicit suggestions such as, good use of facial expressions, intonation, good volume, etc.

## Unit 5 Lesson 7: I wish I could fly.

**Objectives:** Express wishes for the present and the future orally and in writing.  
 Complete grammar rule and examples.  
 Listen for detail.  
 Listen for specific information to complete charts.

**Language:** *I wish ... If only ...*

**Vocabulary:** Revision

**21<sup>st</sup> Century Skills:** Information Literacy: Transferring information from text to notes, Study Skills: Transferring numbers to a pie chart, Communication Skills: Speculating about hypothetical situations  
**Reference:** Course Book page 59, Workbook pages 69 to 72, 49 to 51, Grammar and Functions page 104

### Warm up

- Read the page title and introduce the topic – expressing wishes. Ask the students if they have any wishes.

**A Complete what Huda says with the words below. 49 Then listen and check your answers.**

- Elicit what is happening in the pictures. Then tell the students to complete the sentences and listen to check.

## Track 49

## Listen and check your answers.

- Boy: Why don't you come with us, Huda?
- Huda: I can't go with you. I really wish I could. I have to do my Maths homework. If only I didn't have to do it.
- Huda: I wish I knew the answer to this Maths problem. I wish I didn't have to study Maths at school. If only I was good with numbers.

## Answers

I wish I knew the answer to this Maths problem.  
I wish I didn't have to study Maths at school. If only I was good with numbers.

- Write these expressions on the board:  
*I wish I could ...*  
*I wish I knew ...*  
*If only I was ...*
- Explain that *If only* means *I wish*. Ask the students what tense is used in each expression and elicit *past tense*.

### B Imagine you are the people in these pictures. For each picture, make as many sentences as you can using *I wish* or *If only*.

- Explain that the bubbles above the heads of the people in the pictures show their wishes. Go through each one and elicit what their wishes are, e.g.  
T: Number 1?  
P: The Eiffel Tower/France.  
T: Number 2?  
P: London/Big Ben.
- Ask the students to match the sentences to pictures 1 and 2. There are different possibilities, but the most likely answers are: 1 I wish I could go to France for my holidays. 2. If only I didn't live in London.
- Go through the other pictures in the same way and elicit sentences.

## Possible answers

- I wish/If only I could be a scientist.
- I wish/If only I drove a motorcycle. I wish/If only I didn't have to drive a bus.
- I wish/If only I had a (sports) car.
- I wish/If only I didn't have to do this homework. I wish/If only I could go riding.

### C Now do Exercises A to F on pages 69 to 72 of the Workbook.

- Tell students to do Exercises A to F on pages 69 to 72 of the Workbook.

### WB A Look at Course Book page 59 and complete the rule and the examples.

- Go through the two Functional Grammar boxes, eliciting the answers before the students write them so as to make sure they get them right.

## Answers

We use *I wish* or *If only* + the past simple tense.  
I wish I had a new laptop.  
If only I was/were better at sport.  
I wish I was/were good at maths.  
If only my parents would let me stay up late sometimes.  
I wish I could go horse-riding at the weekend.

### WB B 50 Listen and match two wishes to each picture.

- Elicit what is happening in each picture. Then, to make sure the students understand the task, read the first two lines of the script and ask them which picture number 1 matches (picture E). Tell them to write 1 in one of the boxes in Picture E and then listen and write the numbers in all the boxes.
- You may want to play 50 a second time to let the students check their answers.

## Track 50

Listen and match two wishes to each picture.

- 1  
Girl 1: I wish I didn't live in this noisy building.
- 2  
Man 1: I wish I could leave work early today.
- 3  
Man 2: I wish I had a torch.
- 4  
Girl 2: I wish I had an umbrella.
- 5  
Man 1: If only the room wasn't so hot.
- 6  
Man 3: I wish I knew how to fix this car.
- 7  
Girl 3: If only you could come here next month.
- 8  
Man 3: I wish somebody would come and help me.
- 9  
Girl 2: I wish the bus would come.
- 10  
Girl 1: If only I could get to sleep.
- 11  
Man 2: If only the moon would come out.
- 12  
Girl 3: I wish you would phone more often.

## Answers

- A: 2, 5      D: 6, 8  
B: 7, 12      E: 1, 10  
C: 4, 9      F: 3, 11

**WB C** Now match these wishes to the pictures above. Write the letters in the boxes.

- Tell the students to read the six wishes and match them to the pictures. When you have elicited the answers, do the next part of the exercise orally.

## Answers

- 1 Picture E – future
- 2 Picture F – present
- 3 Picture D – present
- 4 Picture A – future
- 5 Picture B – present
- 6 Picture C – future

**WB D** What are these people thinking or saying? Write sentences with *If only* or *I wish* + the past perfect.

- Ask a student to read the first sentence aloud.
- Elicit the next sentence orally, then tell the students to write the sentences.

## Answers

- 2 If only we had walked instead of coming by car.
- 3 I wish I hadn't left my mobile phone at home.
- 4 If only I had played more carefully.
- 5 If only I had worked harder for this exam.
- 6 I wish I hadn't eaten so much chocolate.

**WB E** 51 Listen to a talk about regrets. Write the correct percentages next to the headings.

- Introduce the activity and pre-teach *statistics*. Then tell the students to listen and write the percentages.

## Track 51

Listen to a talk about regrets. Write the correct percentages next to the headings.

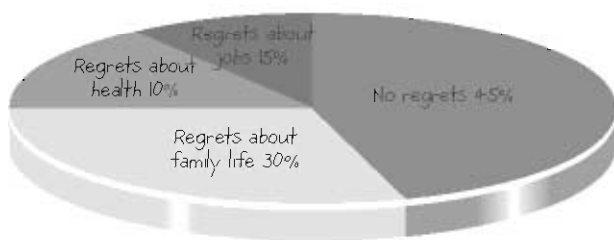
Narrator: A recent survey of a hundred people's greatest regret has revealed some interesting statistics. The survey was of British men and women aged fifty. They were only allowed to name one regret. Thirty per cent had regrets about their family life, fifteen per cent had regrets about their careers or working life and ten per cent had regrets about their health. The good news, however, is that forty-five per cent of those interviewed had no regrets at all.

## Answers

No regrets – 45%  
 Regrets about family life – 30%  
 Regrets about jobs – 15%  
 Regrets about health – 10%

### WB F Now match the headings in Exercise E to the percentages shown on the chart.

- Draw a pie chart on the board with segments as in the one in the Workbook. Elicit or present *pie chart*. Point to one of the segments and ask what they must write there. When you elicit the correct answer, tell the students to write the headings.
- Invite a student to write his/her answers on the pie chart on the board so that the class can check their answers.



## Unit 5 Lesson 8:

### If only I'd listened.

**Objectives:** Read a story for gist and detail.  
 Write a summary.  
 Read and complete an email of complaint.  
 Study the conventions of a formal letter/email.

**Language:** *I wish/If only* + past perfect  
 Formal letter/email conventions

**Vocabulary:** *complain, complaint, unsatisfactory, inconvenient, Yours faithfully, Yours sincerely, furnished, rented, landlord, cockroach, central heating, power cut, leak (v)*

**21<sup>st</sup> Century Skills:** Study Skills: Inferring information from context, Communication Skills: Distinguishing between formal and informal language, Summarizing a sequence of events

**Reference:** Course Book pages 60 and 61, Workbook pages 73 to 77, Grammar and Functions page 104

### Warm up

- Read the page title and ask the students what they think the story will be about. Tell them to look at the picture. Elicit a few predictions, but don't correct or comment on them at this stage.

### A Read the article and choose the best answers.

- Tell the students to read the questions, then read the story quickly to find the answers.

## Answers

1c; 2b

### B Complete the rule and the examples with these words: *been, taken, listened, past.*

- Go through the Functional Grammar box with the students and tell them to complete the rule and examples.

#### Answers

To express regret, use *I wish* or *If only* + the past perfect tense.

I wish I had listened to my mother.

I wish I hadn't been so selfish.

If only I had taken my brother with me.

### C Now do Exercises A to G on pages 73 to 77 of the Workbook.

- Tell students to do Exercises A to G on pages 73 to 77 of the Workbook.

### WB A Read the article on Course Book pages 60 and 61 again and match the words and phrases to their meanings.

- Tell the students to scan the story for the words in Exercise A, then read more carefully to check their meaning.

#### Answers

1e; 2b; 3i; 4d; 5c; 6a; 7j; 8f; 9g; 10h

### WB B Answer these questions.

- Tell the students to use their own words in their answers as far as possible. The answers will vary, but these below are a guide.

#### Possible answers

- He pulls Layla's long hair and he wants the girls to play football with him when they want to talk to each other.
- Dana told her mother that there wouldn't be space in the car for Faisal, but she didn't know if this was true.
- Dana's mother phoned her.
- He had gone out on his bike and a car had hit him.

- She felt extremely sorry.
- She wished she hadn't been so selfish and had taken Faisal to the park.
- It* in line 4 refers to the picnic with Layla's family. *Him* in line 29 refers to Faisal, Dana's little brother.

### WB C Write a summary of the story in your own words. Start like this and complete the sentence beginnings.

- Tell the students that it will be very easy for them to write this summary because they just have to complete sentences. Tell them to do this now.
- When the students finish writing, tell them that a summary should be written in one or more paragraphs, not in separate sentences. Tell them to check their sentences for mistakes in spelling, grammar and punctuation, and then rewrite the summary in one paragraph. Tell them to try to improve it by linking sentences.

#### Sample answer

Dana was invited to the park for a picnic by Layla and her family. Her brother Faisal wanted to go too, but Dana didn't want him to. She told her mother that there wouldn't be room in Layla's car for Faisal, but she didn't know if this was true. At the park, Dana had lots of fun with Layla. Then she got a call from her mother. Faisal had had an accident and was in hospital. Layla's family drove Dana to the hospital. Faisal was unconscious. Dana felt terrible. She wished she hadn't been so selfish. In the end, Faisal woke up on the fourth day and came home a few days later. He was fine.

### WB D Read the email of complaint below and write the following phrases and sentences in the correct places.

- Tell the students to read the email and write the phrases and sentences in the correct places.

#### Answers

- but we left after one week.*
- and had a view of a car park.*
- and there was no hot water in the mornings.*

- 4 and we could not keep our food fresh.
- 5 and we were unable to relax.
- 6 and the unbearable noise.
- 7 photos which show
- 8 I look forward to hearing from you.

**WB E Put Mike's five complaints in the order he mentions them. Write the numbers 1 to 5 in the boxes.**

- The students should be able to do this without preparation.

**Answers**

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

**WB F Tick the correct item for a formal email from each list below.**

- Explain that the greetings, and the opening and closing sentences in this exercise are in addition to those used in the email on page 75.
- These greetings used when we know the name of the person we are writing to.

**Answers**

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

**WB G Write a formal email of complaint.**

- Go through the instructions in Exercise G. Elicit or explain the new vocabulary. Remind the students about checking their first drafts to correct and improve their writing. Also remind students to include the appropriate formal email greetings.

**Sample email**

23, Cardiff Road  
Southampton  
SO14 2HB

Thursday 18th September, 2018

Dear Mr Mathews,

I'm writing to complain about some problems with the flat (23 Cardiff Road). I should have written sooner, but I have been very busy.

Firstly, the central heating isn't working. Luckily, the weather hasn't been too cold recently, but winter is coming! The weather forecast says it could snow next week. So this problem is very urgent.

Secondly, the bathroom window has a crack in it. I reported this in May but nothing was done. Now, the crack is getting bigger and I'm worried the glass will shatter.

Finally, the lift regularly breaks down. Since the start of the year, it has been out of order five or six times. This is a big problem when my grandparents come to visit, because they can't climb the stairs without a lot of help.

Please could you come around as soon as possible and see these problems for yourself. I am available every evening this week (after 6.30 p.m.) to show you.

I look forward to hearing from you.

Yours sincerely,  
Thomas Eggers

**D Retell the story in your own words. Take turns saying one sentence each.**

---

- Tell students that this activity is slightly more detailed than the summary they have written in Workbook Exercise C.
- Students should take turns retelling the story in their own words, sentence by sentence. This is a whole class activity.

**Round up**

---

- Tell students to 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.

Garnet

## Reading and writing

- Choosing the best headlines for newspaper articles
- Comparing the opinions of a film in a review and a recorded trailer
- Reading an interview for detail and adding further questions
- Reading and discussing information on how to start a class magazine
- Studying some features of formal and informal language
- Reporting interview results in writing
- Writing headlines and a newspaper article
- Writing articles for a class magazine
- Punctuation

## Listening and speaking

- Identifying different types of programme
- Listening to a variety of texts for gist and detail and taking notes
- Listening for polite and impolite ways of interrupting
- Listening for and practising intonation in *Yes/No* and *Wh-* questions
- Discussing TV preferences
- Interviewing two people about the same event and reporting findings
- Planning a class
- Drawing conclusions based on information in a text

## Structure and language

- Reporting dialogue
- Revision of *Wh-* and *Yes/No* questions

- Revision of countable and non-countable nouns
- Adverbs/adverbial phrases expressing result and reason

## Vocabulary

- Types of TV programme and film
- Words connected with media
- Formal and informal expressions
- Language for expressing different functions

## 21<sup>st</sup> Century Skills

### Communication Skills:

- Inferring information to draw conclusions
- Inferring information from interviews or conversations
- Listening to complete information

### Study Skills:

- Conducting surveys
- Transferring information to a table

### Media Literacy:

- Classifying genre
- Identifying suitable headlines
- Planning a school magazine

### Life Skills:

- Collaborating
- Creative thinking

## Key words

adventure (n) – /əd'ventʃə(r)/  
 animation (n) – /æ'nɪmeɪʃn/  
 award (n) – /ə'wɔː(r)d/  
 bring under control (v) –  
 /brɪŋ 'ʌndə(r) kən'trəʊl/  
 chat show (n) – /tʃæt ʃəʊ/  
 collapse (v) – /kə'læps/  
 committee (n) – /kə'mɪti/  
 condition (n) – /kən'dɪʃ(ə)n/  
 consequently (adv) –  
 /'kɒnsɪkwəntli/  
 contribute (v) – /kən'trɪbjʊt/  
 decoration (n) – /dekə'reɪʃ(ə)n/  
 designer (n) – /dɪ'zaɪnə(r)/  
 directed (by) (v) – /dɪ'rektɪd/  
 disaster (n) – /dɪ'zɑːstə(r)/  
 drama (n) – /'drɑː(r)mə/  
 driving licence (n) –  
 /'draɪvɪŋ 'laɪsəns/  
 evacuate (v) – /ɪ'vækjuːt/  
 experiment (n) – /ɪk'sperɪmənt/

explosion (n) – /ɪk'spləʊʒ(ə)n/  
 fire brigade (n) –  
 /'faɪə(r) brɪ'geɪd/  
 font (n) – /fɒnt/  
 golf (n) – /gɒlf/  
 historical (adj) – /hɪ'stɒrɪkəl/  
 horror (n) – /'hɒrə(r)/  
 instruct (v) – /ɪn'strʌkt/  
 interior (n) – /ɪn'tɪəriə(r)/  
 keen (adj) – /kiːn/  
 lifeguard (n) – /'laɪf,gɑː(r)d/  
 lifestyle (n) – /'laɪf,staɪl/  
 miracle (n) – /'mɪrəkl(ə)l/  
 Nobel Prize (n) – /nəʊ,bel 'praɪz/  
 novel (n) – /'nɒvəl/  
 poisonous (adj) – /'pɔɪz(ə)nəs/  
 presenter (n) – /prɪ'zentə(r)/  
 prevent (v) – /prɪ'vent/  
 promote (v) – /prə'məʊt/  
 psychological (adj) –  
 /saɪkə'lɒdʒɪk(ə)l/

publish (v) – /'pʌblɪʃ/  
 receptionist (n) – /rɪ'sepʃənɪst/  
 remind (v) – /rɪ'maɪnd/  
 reminder (n) – /rɪ'maɪndə(r)/  
 science fiction – /'saɪəns 'fɪkʃən/  
 seriously (adv) – /'sɪəriəsli/  
 soap opera (n) – /səʊp 'ɒp(ə)rə/  
 special effects (n) –  
 /'speʃəl rɪ'fekts/  
 still life (n) – /stɪl laɪf/  
 stunned (adj) – /stʌnd/  
 sub-editor (n) – /sʌb 'edɪtə/  
 take (~ a photo) (v) – /teɪk/  
 thriller (n) – /'θrɪlə(r)/  
 unforgettable (adj) –  
 /ʌnfə(r)'getəb(ə)l/  
 vehicle (n) – /'vɪɪk(ə)l/  
 terrified (adj) – /'terəfaɪd/

## Unit 6 Lesson 1:

### What's on?

**Objectives:** Develop vocabulary and describe TV programmes. Listen and identify TV programmes.

Ask and answer questions about TV preferences.

**Language:** *Wh-* questions; frequency adverbs; expressions of quantity

**Vocabulary:** *animation, chat show, lifestyle, soap opera, drama, decorate (a house)*

**21<sup>st</sup> Century Skills:** Media Literacy: Classifying genre, Study Skills: Conducting surveys

**Reference:** Course Book page 66, Workbook page 78, 52

#### Warm up

- Ask students to put their hands up if they think they watch more than 10 hours of TV per week. Ask students what some of their favourite shows are and which types of show they like watching best.
- Students will be learning more vocabulary and phrases for describing TV genres in a later activity, so do not expect students' answers to be long or detailed at this stage.

#### A Match six of these types of programme to the TV screens.

- Let the students do this task before you deal with vocabulary so that they can try to work out meanings themselves. When you check the answers, elicit or present meanings.

#### Answers

a8; b2; c9; d4; e1; f7

#### B What do you know about each type of programme? Talk about them in groups.

- Invite individual students to read out one of the descriptions of programmes. Then tell the students to describe the other programmes in the list in the same way in groups. Stop the activity after five minutes and elicit descriptions.
- Elicit the spelling of the different programmes in preparation for the next activity.

#### Answers

For chat show, soap opera and lifestyle programme, see the examples on page 66 of the Course Book.

#### Animation

These are cartoons, either drawn by people or by computers. There are short animation programmes on TV and longer animated films.

#### Education

Education programmes are designed to help people learn more about different subjects. They are usually informative and factual.

#### Film/movie

There are many different types of films, for example adventure, science fiction animation, horror, fantasy, comedy or historical drama. Films are often more than 90 minutes long and usually tell a story.

#### Music

Music programmes can feature live performances or concerts, or music clips.

#### News

News programmes all give viewers information about the events that are happening in their own country and elsewhere in the world.

#### Sport

On a sport programme, different sports are shown. Often the programme is live and the event is happening at the time. Sport programmes also chat about sport and sports people.

#### Weather forecast

The weather forecast tells people what weather they can expect for the next day, or longer. The forecast can be local, national or international.

### C Now do Exercises A and B on page 78 of the Workbook.

- Tell students to open their Workbooks at page 78.

### WB A 52 Listen to six different TV programmes and write the correct programme type.

- Tell students to listen closely to the six different TV programmes mentioned and write the correct type.



#### Track 52

**Listen to six different TV programmes and write the correct programme type.**

1

It will be cloudy over much of England and Wales in the morning. If you want sun, Scotland will be the best place to look for it. In the afternoon, that cloud will clear away and it should be warm and sunny over the whole country, with temperatures around 18 or 19 degrees. The southwest will be a little cooler than the average, though.

2

Host: Rose Johnson, welcome to London.  
Rose: Thank you, Alan.  
Host: You've just finished a film with Tom Marconi.

Rose: Yeah.  
Host: What's it like working with him?  
Rose: Oh, he's just fantastic! I learnt so much from working with him.  
Host: Is it true that you're coming to live in ...

3

Man: Oh, no! Hey, what are you doing?  
Cat: I haven't really got time to tell you, I'm afraid.  
Man: Hey! Come back here!  
Cat: Oh yeah – maybe later!

Man: That's my fish!  
Cat: Correction – that was your fish!

4

Man: ... will speak to a meeting of European finance ministers later today. Many questions are being asked about this morning's train crash in Scotland. Fiona Bright is in Glasgow. Fiona, can you tell us any more about the cause of this accident?

Fiona: I'm afraid not, Jeremy. The police are working hard, but they have nothing to tell us at the moment.

Man: Do we know how many people are injured?

Fiona: Yes, Jeremy. Ambulances have taken forty-one people to hospital. And, thankfully, no one has been killed.

Man: Have you spoken to anyone who saw the accident ...

5

Woman: I'm staying at the Hotel Splendid on the island of Phuket in Thailand. To get here, I flew to Bangkok and then took a short flight to Phuket. That cost £579 with British Airways. That's quite expensive, but the hotel, the food and everything else here is incredibly cheap. And it's incredibly nice! The water is warm and clean, and full of beautiful ...

6

Man: We are looking today at the different ways in which spiders build their webs. There are thousands of species of spider around the world, and they construct their webs in many different ways. In fact, we ought to start by pointing out that some spider species do not build webs at all. On the island of St Kitts in the Caribbean, there is an interesting ...

**Answers**

- 2 Chat show
- 3 Animation
- 4 News
- 5 Lifestyle
- 6 Education

**WB B Work in pairs. Ask your partner about his/her TV watching. During the interview, use your partner's answers to fill in this form.**

- Demonstrate the activity by asking different students one question on the form.
- Tell the students to ask, answer and complete the form. One student should ask and complete his/her form before the other student asks the questions.
- Try to get one or two of the students to do then do a class survey. Explain that you want to find out the TV watching habits and preferences of the whole class.
- Ask the class how this can be done. (The answers to each question on the form in Exercise B need to be collated and written on the board. One student could ask the questions; another could count the raised hands; another could write on the board.) Help with the questions:  
*How many of you watch TV quite a lot/a lot/a little/not at all?*  
*How many of you watch animations often/sometimes/never? etc.*

## Unit 6 Lesson 2:

# The Language of the News

**Objectives:** Read a newspaper article and choose the best headline.  
 Listen to a spoken account of the same event.  
 Study some features of formal and informal language.  
 Rewrite sentences into formal language.

**Language:** Formal and informal language

**Vocabulary:** *destroy, explosion, fire brigade, condition, serious, evacuate, instruct, vehicle, interior, prevent, bring under control*

**21<sup>st</sup> Century Skills:** Media Literacy: Identifying suitable headlines,  
 Communication Skills: Listening to complete information

**Reference:** Course Book page 67,  
 Workbook pages 79 and 80, 53

### Warm up

- Ask students if they read newspapers. Ask them to describe what can usually be seen on the front of a newspaper. Ask students if they can trust everything they read in newspapers. Are they more trustworthy news sources than online articles?

### A What's happening in the picture? Have you ever seen anything like this?

- Tell students to look at the picture and explain what's happening. Ask them to tell you if they have ever seen anything like this in real life.

## B Read the article and choose the best headline.

- Tell the students to read and choose the best headline. When you elicit answers, ask for reasons. Let the class say if they agree or disagree with a student's choice. The best is 'Fire destroys office building'. The first headline focuses on an unimportant detail. The third and fourth are inaccurate.

## C Read the speaking tip. Then do Exercises A to D on pages 79 and 80 of the Workbook.

- Go through the Functional Grammar box. Don't deal with any more of the new vocabulary in the text at this stage. Elicit the difference in grammar in the third and fourth examples. (The contracted one is informal.) Ask the students to think of other writing which uses formal language. Examples are: letters of complaint, business letters, official documents.
- Then tell students to open their Workbooks at pages 79 and 80.

## WB A Read the article on Course Book page 67 again. 53 Then listen and complete this text about the same event.

- Tell the students to read the article in the Course Book again quickly.
- Introduce the activity. Give the students a minute to look at the text so that they know where they have to write words. Then play 53.

### 53 Track 53

**Listen and complete this text about the same event as the one in your Course Book.**

Witness: The fire started on the ground floor of number 218 Queen Street at 10.10 a.m. and it got up to the fourth floor in minutes. As soon as the police and fire brigade got here, they got everyone out of number 218 and the buildings on either side very quickly.

A few minutes later, there was a loud bang. The police told the crowd in the street to get away from the building. They put police cars at the end of Queen Street, and they stopped people from going into the street.

By 11 o'clock, the fire seemed to be out, but the inside of the building had been completely destroyed. Ambulances took five people to hospital, but they were OK.

### Answers

- got up to
- in
- got here
- got
- out of
- bang
- told
- get
- put
- cars
- stopped
- going into
- to be out
- inside
- they were OK

- Ask if the account they have listened to was formal or informal. Elicit the answer that it is informal because it is spoken, not written.

## WB B Work with a partner to compare the two accounts of the fire. Read each text aloud, sentence by sentence.

- Tell the students to write the words they have just written in Exercise A in a list under the heading *informal*. Then they should look back at the article and write the more formal words from the article alongside.

### Answers

- |   | <i>informal</i> | <i>formal</i> |
|---|-----------------|---------------|
| 1 | got up to       | reached       |
| 2 | in              | within        |

3 got here	arrived
4 got	(combine with 5)
5 out of	evacuate(d)
6 bang	explosion
7 told	instructed
8 get	move
9 put	placed
10 cars	vehicles
11 stopped	prevented
12 going into	entering
13 to be out	was brought under control
14 inside	interior
15 they were OK	their condition was not serious

### WB C Match the formal (written) words and the informal (spoken) words.

- The formal words are in the column on the left.

#### Answers

1d; 2f; 3e; 4a; 5l; 6i; 7c; 8h; 9j; 10k; 11g; 12b

### WB D Rewrite the sentences to give the same meaning. Use the words in the box, changing the form of the verbs when necessary.

- Go through the example. Then tell the students to rewrite the sentences.

#### Answers

- It is quite difficult to work with all this noise.
- Goodbye! And thank you very much.
- I am the director of a small company in Tripoli.
- My mother told the children to be quiet.
- They were watching a football match on television.
- We are having a fantastic time.
- It became so hot that we could not go out.
- The teacher instructed the students to complete their projects in class.
- Your grades have been improving all year.

## Unit 6 Lesson 3:

### You said you were happy.

**Objectives:** Read a conversation and highlight examples of reported speech. Match direct speech with reported speech. Listen to direct speech and complete reported sentences. Match spoken words with reported statements. Report direct statements in writing. Interview two students about the same event; take notes, then report the results orally and in writing.

**Language:** Reported speech

**Vocabulary:** *novel, award, publish, stunned, Mandarin, presenter, professional*

**21<sup>st</sup> Century Skills:** Communication Skills: Inferring information from interviews or conversations

**Reference:** Course Book page 68, Workbook pages 81 to 84, 54, Grammar and Functions pages 104 and 105

### Warm up

- Ask the students what someone who has a TV show is called. Elicit or explain *presenter*. Write it on the board. Tell the students to read the first paragraph of the conversation and find out who the presenter, Alan, is talking to on his chat show and what he does.
- Elicit the answers: *He is talking to a writer/ novelist/an author, William Lee*. Write all three words on the board.

### A Read a conversation from a chat show. Underline the reported speech in the conversation.

- Ask the students these questions and deal with new vocabulary as it arises:  
How old is William? (He's 22.)  
When did he say he was very happy? (Last year.)  
Where did he say this? (On the same chat show.)  
Why was he on the chat show? (Because he had just had a first novel published.)  
What has just happened? (William's novel has won the 'First Book Award'.)
- Ask the students what 'reported speech' means. (Retelling someone's actual words.) Ask them if there is any reported speech in the first paragraph. Elicit *William said he was very happy*. Ask them what William's actual words were and elicit *'I am very happy.'* Tell the students to read the rest of the conversation and underline any other reported speech.

#### Answers

- You told me last year that you didn't even expect *Memories* to be a great success.
- ... you said that your next book would be better.
- ... last year you said that writing was a very lonely occupation.
- You told me that you weren't sure that you'd continue.

### B Read the Functional Grammar box. Then do Exercises A to G on pages 81 to 84 of the Workbook.

- Go through the Functional Grammar box. Elicit the tenses in the direct speech and in the reported speech and elicit the pronoun changes.
- Then tell students to do Exercises A to G on pages 81 to 84 in their Workbooks.

### WB A What were William's own words in his first interview with Alan Jones? Tick the correct boxes.

- Tell the students to read number 1 and let you know if they have any questions. Then tell the students to do the rest of the exercise.

#### Answers

- 2a (matches 1 in Course Book Exercise A above)  
3b (matches 2 above)  
4c (matches 3 above)  
5a (matches 4 above)

### WB B 54 Listen to some of William's first interview with Alan Jones. Complete the reported sentences.

- Explain to the class that they will hear only what William said at last year's interview, not the interviewer's questions. Tell the students to look at the first answer and listen. Read the first statement: *I still live at home with my parents*. Then ask *What did he say?* Elicit the reported sentence: *He said he still lived at home with his parents*.
- Make sure the students understand what they have to do. Explain that there will be a pause after each sentence to give them time to write the sentences.
- Ask if anyone knows what *spell check* (sentence 7) and *Mandarin* (sentence 8) mean. ('Spell check' is a part of computer program that checks spelling; 'Mandarin' is a Chinese language.)

#### Track 54

Listen to some of William's first interview with Alan Jones. Complete the reported sentences.

- |          |  |
|----------|--|
| William: | 1<br>I still live at home with my parents.                               |
| William: | 2<br>I lived in China until I was fifteen.                               |
| William: | 3<br>I've always liked writing stories.<br>I'm no good at anything else. |
| William: | 4<br>I'm going to relax in Spain for a month.                            |
| William: | 5<br>After that, I'll get on with my next novel.                         |

- 6  
William: It'll probably be set in China.
- 7  
William: I can't spell, so I have to use 'spell check' a lot.
- 8  
William: I write in English, but I think in Mandarin.

**Answers**

- 2 He said he had lived in China until he was fifteen.
- 3 He said he had always liked writing stories and he was no good at anything else.
- 4 He said he was going to relax in Spain for a month.
- 5 He said he would get on with his next novel after that.
- 6 He said it would probably be set in China.
- 7 He said he couldn't spell, so he had to use 'spell check' a lot.
- 8 He said he wrote in English, but he thought in Mandarin.

- Ask the students to explain the last sentence.

**WB C Match the sentences to the people. Then write them as reported speech.**


---

- Tell students to first match the sentences to the people on the right. Then ask students to write each sentence as reported speech.

**Answers**

- 1d She asked if I could go to the shops with her.
- 2b He asked if I could spell the street name.
- 3f He told me not to swim at the north end of the beach.
- 4h He told me to keep my eye on the ball.
- 5e She told me to use the stairs because the lift was broken.
- 6g He told me to show him my driving licence.
- 7c He told me to stand by the tree and smile.
- 8a He told me to take three pills a day for two weeks.

**WB D Match Younis Mahmood's words with the sentences from a newspaper report. Complete the last two sentences.**


---

- Make sure the students understand that the texts in the speech bubbles A to F are the footballer's actual words; those numbered 1 to 6 are his statements as reported in a newspaper article. Tell the students to match them.

**Answers**

- a3; b2; c1; e4 (Sentences 5 and 6 can be in any order.)
- d He said that he had been looking for a new team since January.
- f He said that he had scored a lot of goals last year.

**Note:** In some situations, 'last year' would have to be reported as 'the previous year'. However, this is not necessary here because the report would be written immediately. Therefore it is not necessary to point this out to the students at this stage.

**WB E Read and link these rules and examples of changes in verb tenses in reported speech.**


---

- Tell the students to use the examples in Exercise D to check this activity.

**Answers**

1c; 2a; 3b

**WB F Tariq, 17, and his sister Layla, 15, went on holiday with their parents to Sabratha in Libya. Did they enjoy the holiday? Complete the reported sentences on the next page.**


---

- Use the example to introduce the exercise. When checking the answers, make sure the students understand why the verb is *had had to go* in number 2: the verb *have to go* is already in the past simple tense in the direct speech, so it becomes past perfect when reported.

**Answers**

- 1 Tariq said it had been a boring holiday.  
There had been nothing to do.  
Layla said it had been a fantastic holiday.  
There had been lots to see and do.
- 2 Tariq said they had had to go out every day  
and look at old buildings.  
Layla said they had gone out on lots of  
interesting visits to temples and so on.
- 3 Tariq said there had been an international  
football match on TV, but he had missed it.  
Layla said she had taken hundreds of photos  
of Ishtar Gate and the temples.
- 4 Tariq said he had tried to have a good time  
with the family, but it had been hard.  
Layla said Tariq had just played on his  
phone and hadn't spoken to anyone.
- 5 Tariq said he had never been to such a  
boring place.  
Layla said she had been writing a diary of  
their holiday.
- 6 Tariq said he didn't want to go back there.  
Layla said she would definitely go to  
Sabratha again.

- Ask some of the interviewers to report their findings. They should use the same pattern as in Exercise B: *X said ... Y said*. Spend most of the remaining time on this part of the activity. The students will probably enjoy listening and finding out if the interviewer reports what they said accurately and it is good listening practice as well as language practice.
- If there is not enough time for all the students to be interviewers, tell them to do the same activity with two family members or with friends.
- Tell the students to write up their notes from the interview and bring them to the next class. Tell them to write between 70 and 100 words.

**Model answer**

I interviewed my friends Layla and Mahmoud after the big football match between their colleges on Friday. They both said that the match was really exciting. Layla said that the fans of her college cheered the loudest, but Mahmoud said that his college was louder. Mahmoud said that everyone from his class was at the match. Layla said about half of her classmates were there. Layla told me she had to leave early and the final result was one goal each, but Mahmoud told me that his college scored two goals, so they won the match.

**G Interview two students about the same event – a sports match, a party or an event that has taken place in your town or school. Make notes about any differences between their stories. Then write out your notes in full.**

- Discuss possible topics for the students to use for their interviews. Some suggestions are: an event that has taken place in Libya recently; a recent world event; a film that has been on TV recently. They will need to have a few different topics.
- Go through the example questions to be asked by the interviewer.
- Decide on how the activity is to be organized. The second person to be interviewed should be seated some distance from the first so that he/she can't hear the first student's answers. While students are waiting to be interviewed, they can write notes of what they are going to say about the event. The interview stage should not last long – about five or six minutes in total. The interviewer must write notes of the answers.

## Unit 6 Lesson 4:

### Different Opinions

**Objectives:** Listen to a trailer for a film and compare it with a poster.

Listen for details and take notes.

Read a review of the film and compare the opinion with that in the trailer.

**Language:** –


**Vocabulary:** adventure, historical, horror, psychological, science fiction, thriller, trailer, special effects, directed (by), (on) location, production, brilliant, unforgettable, superb

**21<sup>st</sup> Century Skills:** Communication Skills: Inferring information to draw conclusions, Study Skills: Transferring information to a table

**Reference:** Course Book page 69, Workbook page 85, 55, 56

already know. Tell them to look up the others in a dictionary, then read the poster and choose three of the words to describe the film.

- The most likely words are *historical* (because of the picture) and *thriller* (because of the phrase 'a thrilling story'). Others are *adventure* and *romantic*.
- Check understanding of the other items on the poster: *directed by*, *on location*, *production* and *special effects*. If necessary, run through a full description of the poster: the poster gives the names of the lead actors (Joe McGregor and Emily Knightly). It has a quote from a newspaper, The Daily News, and from a film programme host, James Woss, about the film ('a beautiful story' 'fantastic special effects'). The poster states the title of the film and a brief description of the genre (The Spanish Captain A thrilling story). It gives the name of the Director (Pedro Garcia) and the name of the person who wrote the music (David Williams), says where it was filmed (Filmed on location in Morocco, Spain and England) and names the company who made the film (A Lion Films Production).

**B**  **55 Listen to a trailer for *The Spanish Captain* and make notes. What information is in the poster but not in the trailer? Now do Exercise A on page 85 of the Workbook.**

#### Warm up

- Books closed. To introduce the lesson, find out who watches films. Ask a few questions to find out what kind of films they like to watch, if they watch different kinds of films, and if they watch films in English (with or without subtitles), or in Arabic. Ask the students what their favourite film is.

**A Read the poster. We use 'key words' to describe different types of film. Choose three words from the box to describe *The Spanish Captain*.**

- Elicit and correct the pronunciation of the words in the box. Find out which ones the students

- Elicit or present *trailer*. Tell the students to look at the poster as they listen so that they can see what is in the poster that is not mentioned in the trailer.

#### Track 55

**Listen to a trailer for *The Spanish Captain* and make notes.**

Joe McGregor is brilliant as Captain Diego Santos. Emma Knightly is unforgettable as his lovely young bride in *The Spanish Captain*. He is Spanish; she is English. But the year is 1588 and the two countries are at war.

This is the beautiful story. Captain Santos has an impossible choice to make. The king of

Spain tells him to go to war. His heart tells him to stay at home.

You will laugh. You will cry. You will be amazed by the fantastic special effects. You will love the wonderful music, written for this film by David Williams. You will never forget *The Spanish Captain*.

- Elicit answers. The poster includes the name of the director, where the film was made and the name of the company that produced it.
- Write *brilliant* and *unforgettable* on the board. Ask if anyone knows what they mean. (They should be able to work out *unforgettable*.) Leave the words on the board for the next stage.
- Elicit answers. The poster includes the name of the director, where the film was made and the name of the company that produced it.
- Write *brilliant* and *unforgettable* on the board. Ask if anyone knows what they mean. (They should be able to work out *unforgettable*.) Leave the words on the board for the next stage.
- Now direct the students to Exercise A on page 87 of the Workbook.

### WB A 56 Listen to the trailer again. How are these five things in the film described? Write notes.

- Have the students listen to the audio again and make notes under the five headings provided.

#### Track 56

**Listen to the trailer again.**

[Track 56 is the same as Track 55].

- Have the students listen to the audio again and make notes under the five headings provided.

### C Read this review of the film. Does the reviewer agree with the trailer?

- Have the students quickly read the review at the bottom of page 69 of the Course Book, and have them take notes. Ask the class "What does Sarah Osborne agree with from the trailer? What does she disagree with?"

#### Possible answers

The reviewer agrees with the trailer about the music, and also agrees that the special effects are good (although she says they went on too long and got boring). She disagrees about the story and the quality of the acting.

### D Now do Exercises B to D on page 85 of the Workbook.

- Direct the students back to their Workbooks.

### WB B Read the film review on Course Book page 69 again. Write notes of the reviewer's opinion of the film in the table.

- Draw attention to the stars at the top of the review. Ask the students what they mean. Elicit the answer or explain that two stars out of five means that the reviewer does not rate the film very highly.
- Discuss the phrase *not bad* when you elicit answers. Make sure the students understand that it means 'just OK' – not very good. Elicit the meaning of *ridiculous* and *superb*.
- Tell the students to read and write notes in the last column of the table in Exercise A.

#### Possible answers

	Trailer	Review
Joe McGregor's acting	brilliant	he looks good; it's difficult to believe he's a sea captain.
Emma Knightly's acting	unforgettable	not bad; we only see her for 5 minutes
the story	beautiful	rather ridiculous
the special effects	fantastic	extremely good; went on for too long
the music	wonderful	wonderful; already bought the CD

### WB C Would you like to see *The Spanish Captain*? Work in groups and discuss it.

- Put the student in small groups. Then, as a class, let as many students as possible express their opinions.

#### Sample answers

I'd like to see the special effects. I'm really interested in seeing what amazing special effects can be created these days.

I would like to see Joe McGregor's acting. He is my favourite actor of all time.

### WB D Write a review of a film or TV programme you have seen recently.

- Tell the students they are going to write a film or TV review.
- Brainstorm some ideas on the board of films or TV shows they can write about.
- Brainstorm some things they can write about (e.g., actors, story, type of film/show).
- Tell the students to write between 70 and 100 words.
- Have the most confident students to read their reviews to the class.

#### Sample review

I give this film four stars out of five. It is a historical film about the Roman Empire and has two famous actors in it, Gregory Arndale and Charlotte Eastwood. It was more than two hours long, but it was very exciting, so it seemed very short. There was lots of fighting, but my favourite part was the story about Emperor Commodus, played by Gregory Arndale. He tried to save the empire, but they were defeated. Some of it was very sad, but the setting was beautiful, especially the Italian countryside. I think everybody should watch this film!

## Unit 6 Lesson 5:

### A Famous Libyan Artist

**Objectives:** Read an interview for detail.  
Change reported questions into direct speech in writing.  
Take notes about a phone conversation.  
Report the questions to someone.

**Language:** Reported questions

**Vocabulary:** *seriously, take (something) seriously, publicity, still life, exhibition, decoration, experiment*

**21<sup>st</sup> Century Skills:** Communication Skills:  
Inferring information from interviews or conversations

**Reference:** Course Book pages 70 and 71, Workbook pages 86 and 87, 57

### Warm up

- Ask the students if they know any famous artists. Find out if anyone in the class is an artist. Ask them if they have heard of this artist, Ali Omar Ermes.

### A Before she wrote her profile on Ali Omar Ermes, Eman asked him lots of questions. Are the following sentences true or false?

- Tell the students to read the interview and do the true/false activity on page 71.

#### Answers

1 false	5 true	9 false
2 true	6 true	10 true
3 true	7 false	11 true
4 false	8 true	12 false

**B Imagine you are going to interview Ali Omar Hermes about his life and work. Think of five more questions. Then in pairs, ask and answer the new questions.**

- Ask the students to read the Functional Grammar box and to tell you what they notice about reported questions (the word order does not change). Ask when we can use *if* or *whether* (at the start of the reported question). Point out that *if* and *whether* are interchangeable.
- Ask the class to suggest one or two questions they would like to ask this artist. Then tell the students to work in pairs and each write two or three questions, then ask and answer them.
- Ask some of the students to put their questions to the class.

**Sample answers**

What is the biggest painting you have ever done?  
(*I once did a painting that was 3 metres high!*)

Do you prefer painting people or landscapes?  
(*I like painting both - and I love painting animals, too.*)

Do you think paintings are better than photographs?

(*Yes, I do, because paintings can be anything you want them to be!*)

How old were you when you did your first painting?

(*I was about three! It wasn't a very good painting, but I still have it, because my mother kept it.*)

**C Now do Exercises A to C on pages 86 and 87 of the Workbook.**

- Now direct the students to pages 86 and 87 in their Workbooks.

**WB A Eman decided to do a follow-up interview with Ali Omar Hermes, and ask him some new questions. Read these reported questions and write Eman's actual words.**

- Go through the Functional Grammar box. Ask the students to match a question on page 70 of the Course Book to a reported question on page 71. Elicit an answer, e.g.,

"Where do you live?"

She asked him where he lived.

- Focus on the change in tense and pronoun and the use of *whether*. Make sure the students understand that *if* could also be used.
- Elicit and compare more of the actual questions and the reported ones.
- Tell the students to read the ten reported questions quickly and find out if any are the same as the ones they thought of asking.
- Go through the example before telling the students to write Eman's questions.

**Answers**

- 1 Do you have/Have you got any brothers or sisters?
- 2 Do your family like painting, too?
- 3 Which is your best painting?
- 4 When did you first sell a painting?
- 5 What other painters do you admire?
- 6 Where do you get your ideas?
- 7 Do you use photographs for your work?
- 8 Have you been using the Internet to sell paintings?
- 9 Which countries have you been to?

**WB B 57 Fawzi has not seen his Aunt Salwa for five years. She phoned him and asked him lots of questions. Listen and make notes of her questions.**

- Explain to the class that they will only hear Aunt Salwa's questions, not Fawzi's answers. Tell them just to write notes first as they listen; they can write the full questions later. Use number one as an example: Ask the students to complete the question: *How tall are you?*

**Track 57**

**Listen and make notes of the questions Aunt Salwa asked Fawzi.**

- 1 How tall are you?
- 2 Which year are you in at school?
- 3 What are you studying?
- 4 Do you still play tennis?
- 5 Did you receive a birthday present from me?
- 6 Have you learnt to drive yet?

- Elicit the notes, then the complete questions from different students.

**Suggested notes**

- 1 How tall?
- 2 what year school?
- 3 studying what?
- 4 play tennis?
- 5 get birthday present?
- 6 learnt to drive?

**WB C Use your notes to tell Fawzi's mother what Aunt Salwa asked.**

- Tell the students to report the questions they have written in Exercise B.

**Answers**

- 1 She asked me how tall I was.
- 2 She asked me what year I was in at school.
- 3 She asked me what I was studying.
- 4 She asked me if I still played tennis.
- 5 She asked me if I had received a birthday present from her.
- 6 She asked me if I had learnt to drive.

## Unit 6 Lesson 6:

### Headlines

**Objectives:** Read four short newspaper articles and choose the best headlines. Study some features of headlines. Write headlines for two short articles. Write a parallel newspaper article.

**Language:** Features of headlines

**Vocabulary:** *terrified, poisonous, promote, golf, keen, collapse, disaster, miracle*

**21<sup>st</sup> Century Skills:** Media Literacy Identifying suitable headlines, Life Skills, Creative thinking

**Reference:** Course Book pages 72 and 73, Workbook pages 88 to 90

**Warm up**

- Books closed. To introduce the lesson, find out who reads newspapers. Ask a few questions to find out which pages they like to read, if they read complete articles or just the headlines, if they read any English language papers. Ask the students why there are headlines in newspapers. Elicit the answer that they attract the attention of readers.

**A Read the newspaper articles and choose the best headline for each one.**

- Tell the students to read the four articles and find the best headlines for each of them.
- When you check the answers, let the class comment and express agreement or disagreement with a student's choice of headline.

**Answers**

A 5 BOY BITES SNAKE

B 8 Opportunity for young golf players

C 3 5,000 litres of petrol in river: Fish die

D 4 TOP PRICE FOR TOP CAMEL

- Ask the students to think about the language used in headlines. Elicit that headlines do not usually contain articles *a* or *the*, and that verbs are usually in the present tense, or no verb is used at all.

**B Now do Exercises A to G on pages 88, 89 and 90 of the Workbook.**

- Direct the students to pages 88, 89 and 90 of the Workbook.

**WB A Write headlines for these two newspaper articles. Compare your headlines with others in the class.**

- Tell the students to read the articles and write headlines.
- Ask individual students to read out their headlines and let the class say whether they are good or not. The answers will vary.

**Possible answers**

- 1 Venezuelan Road Bridge Collapses – No one killed or injured
- 2 Monkeys Steal Mobiles!

**WB B Choose one of the headlines then write an article of about 80 words.**


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- Brainstorm some ideas for the two stories. Then tell the students to draft an article. Remind them to write notes first, then a draft. Ask them what they have to do after that and elicit the following:  
Try to improve the article.  
Proofread it for mistakes in spelling, punctuation and grammar.  
Tell the students to write about 80 words.

**Sample article****ANIMALS ESCAPE FROM ZOO**

Two snakes escaped from San Diego Zoo last night. The zookeeper who looks after the snakes, Steven Diaz, says that no-one discovered they were missing until the morning. 'There were no alarms and the security guard did not see anything.'

But, he says, he is not surprised. The two pythons, called Sam and Dave, are very clever and often like to hide.

The two snakes have not been found yet, but pythons move very slowly (one mile per hour!) so will hopefully be found and returned to the zoo soon.

**WB C In pairs, try reading this aloud to your partner. It isn't easy, is it? Punctuation makes English easier to read.**


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- Tell the students to read the paragraph aloud in pairs. After a minute, ask the question under the paragraph: *It's not easy, is it?* Go through some of the difficulties in understanding the text, e.g., In the first line, it is not clear who was 'sitting by the river'.  
It is not clear what Mrs Paton said.

- Try to make sure that the students understand that punctuation can be essential in understanding written information. It is not just something that gets them into trouble when they don't use it in their own writing.

**WB D Now write out the paragraph with punctuation. When you have finished, compare your work to the same paragraph on Course Book page 72.**


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- Tell the students to write the paragraph correctly punctuated. While they are doing this, write the paragraph without punctuation on the board so that you can elicit the marks and write them on the text in colour.

**Answer**

A little South African boy had a very lucky escape yesterday. Sitting by a river near Cape Town, Mrs Betty Paton saw her three-year-old son Max holding a snake and biting it. "I was terrified," she said. "It was a poisonous snake, but Max had almost bitten the head off." Mrs Paton took Max to hospital, but doctors said that the snake had not bitten him.

**WB E Where do we use capital letters? Write C for capital letter or S for small letter in the boxes.**


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- Tell the students to do this exercise without preparation. When they have completed the exercise and you have checked answers, remind students of the rules for the use of capital letters: we use capital letters for proper nouns (people's names, the names of countries, cities, rivers, mountain ranges) as well as for nationalities, days of the week, months of the year and for the first letter in the first word of a sentence.

**Answers**

Countries C	Days of the week C
Colours S	First word of sentences C
Months C	Email addresses S
Verbs S	People's names C
Place names C	Nationality adjectives C
Names of animals S	Words for sports S

**WB F Write these sentences again with the correct punctuation.**

- Monitor this activity so that you can find out if any of the students need to do remedial work on the use of capital letters.

**Answers**

- You know Nabil is coming in November.
- My Lebanese friend Mohamed Al Mansour loves football.
- My email address is fareed.seeham@hotmail.com.
- I think the Eshtar Hotel is in Al Sa'adon Street.
- Do they play basketball in Tobruk?

**WB G Read the Writing Tip below. Then put commas in the sentences below.**

- Go through the box. Then tell the students to mark the commas in the sentences.

**Answers**

- Before we left, my aunt gave us tea and some little cakes.
- If you want to visit Jameel, Saeed will give you a lift.
- When the police car stopped, the man started running away.
- I take photos of flowers, trees, hills, the sea and the sky.
- While we were waiting for the plane, we talked about our families.
- As soon as you get to Tripoli, phone your cousin.

**Unit 6 Lesson 7:  
At the Museum**

**Objectives:** Listen to a monologue for detail.

Match sentences to speakers; report the sentences in writing.  
Review countable and uncountable nouns and complete sentences.

**Language:** Reported commands and requests

**Vocabulary:** –

**21<sup>st</sup> Century Skills:** –

**Reference:** Course Book page 74,  
Workbook pages 91 and 92, 58, Grammar and Reference page 105

**Warm up**

- Talk about the pictures to introduce the lesson. Ask if anyone has ever been to a museum, and get them to tell the class about it.

**A Waleed visited the National Museum in Tripoli with his teacher and a group from his school. 58 Listen to the museum guide. Tick the things she asked or told them to do.**

- Read out the instruction. Then tell the students to read the twelve sentences.
- Tell the students to listen and tick the things the guide said.

**Track 58**

**Listen to the museum guide. Tick the things she asked or told Waleed and his friends to do.**

Good morning, boys and girls. Welcome to the National Museum of Tripoli. My name is Mrs Al-Hamza, and I'm your guide today. First of all, I must give you a few rules. These

are important, so please listen carefully. This is a very big museum, and it's easy to get lost in it. So don't walk away from the group – stay together at all times. You're allowed to talk in the museum – but not loudly, please. Last year, one school group started to sing songs! Please don't do that! You have three worksheets; you must fill those in as we go round – not at the end of the tour. Eating and drinking is not allowed in the museum. You can take photos, but not with flash. I have your tickets, so you don't need to stop at the ticket office. Any questions? No? Good. Follow me, and I hope you enjoy the museum.

### Answers

Sentences 1, 4, 6, 8, 9 and 10 should be ticked.

- Go through the Functional Grammar box. Make sure the students understand the words *request* and *command* (*request* means ask politely; *command* means *order* someone to do something).
- Point out that we use the word *tell* when we report a command (when we tell someone to do something) and we use the word *ask* to report requests (when we ask someone to do something). Read out these examples: 'Sit down.' *The teacher told the students to sit down.* 'Open your books, please.' She asked them to open their books.
- Ask the students to say whether they think it would be better to change *ask* to *tell* in any of the sentences they ticked in the previous exercise. (Sentence 10 could be changed.)

### B Now do Exercises A to C on pages 91 and 92 of the Workbook.

- Direct students to their Workbooks.

### WB A Complete the sentences with nouns from the box. Make them plural if necessary.

- Introduce the exercise and make sure the students understand that they will have to use the six nouns twice each.
- Move on to Exercise B before checking the answers.

### WB B Read the Vocabulary tip box. Then write C for countable or U for uncountable about the nouns in Exercise A.

- Go through the Vocabulary tip box.
- Explain that the nouns in the box in Exercise B can be countable and uncountable. Remind the students that we can't add 's' to uncountable nouns. Then tell the students to mark the nouns they have written in Exercise B. Tell them also to check that they have written the nouns correctly.

### Answers

1	glass	U
2	times	C
3	time	U
4	glass	C
5	exercise	U
6	exercises	C
7	paper	U
8	hair	C
9	paper	C
10	coffee	U
11	hair	U

### WB C Read the sentences using reported speech. Write what each person said as direct speech.

- Elicit some or all of the direct speech before the students write it. If you find that they have difficulty doing this, write each one on the board so that you can give explanations. Look back at Exercise A to find different ways of saying these things.

**Answers**

- 1 'Don't forget to watch the international match on TV.'
- 2 'Would you like me to stay at home and look after the children.' *or*  
'I'll stay at home ...'
- 3 'Let's get up early and finish the job in the morning.' *or*  
'How about getting up early and finishing the job in the morning?'
- 4 'You should drink a lot more water.' *or*  
'You ought to drink a lot more water.'
- 5 'Don't go to that shop. It has very high prices.' *or*  
'I wouldn't go to that shop if I were you. It ...'

an imaginary story

an interview

a review of a TV programme, a film or a book

a poem

a joke or puzzle

### A Read the beginning of two articles from a class magazine.

- Have the students read both texts. Elicit what kind of article each article is.

**Answers**

The first is a report about a new building for a school; the second is an interview with a student about her holiday.

### B To start a school magazine, you need to set up a committee of three students. Read what they will have to do. Then think of three students in the class who will do these jobs well.

- Tell the students to read about the people needed to run a class magazine.
- Ask a few questions to check understanding, e.g., *What does the designer do?* Elicit or explain the meaning of *font*.
- Ask the students what they think about a committee of three students. *Is it enough/too many? Do they think anyone else is needed?*
- There are various ways of selecting the committee. Decide on the way you think is best for your class. For example, you can give out three slips of paper to each student. They write the names of the students they want to nominate for the three positions on these. They must write the positions also. Alternatively, you could ask the class to nominate a student as editor. If there is more than one nomination, the students can vote on slips of paper for their preferred candidate. (First, make sure that all the candidates are willing to be the editor.) The same procedure can be used to appoint the sub-editor and the designer.
- When the votes have been cast, select a few students to count the votes.

## Unit 6 Lesson 8: Magazine Start Up

**Objectives:** Read and discuss information on how to set up a class magazine.  
Choose personnel.  
Begin to write articles.

**Language:** Reporting information

**Vocabulary:** *designer, font, editor, sub-editor, contribute, committee*

**21<sup>st</sup> Century Skills:** Life Skills: Collaborating,  
Media Literacy: Planning a school magazine

**Reference:** Course Book page 75,  
Workbook page 93

### Warm up

- Tell the students that they are going to read the beginning of two magazine articles. Ask them to name the different types of text they could be from. List them on the board. They might mention any of the following:  
a report of an event  
a true story

- Elicit suggestions for the title of your magazine. Again, this can be voted on.
- Another decision that has to be made is how many times the magazine will be published. Get the students to discuss this. Should it be once or twice per semester?

### C Complete the project on page 93 of your Workbook.

- Direct the students to page 93 of their Workbooks.

### WB A Start preparing your first class magazine.

- If the committee need time to think things over first, tell the students to work in groups and discuss the ideas for articles. Tell the students that they can work in pairs or groups to produce articles. If anyone wants to begin writing something straight away, this should be encouraged. Tell the students to read the Writing tip on page 93.

### WB B Decide, as a class, what sections to include, and who will write for each section.

- Let the committee take over at this point. They may need to talk together first, but give them the opportunity to talk to the class if they wish. For example, they may want to appoint certain students as particular 'reporters', e.g., a sports reporter, a school events reporter, a fashion reporter, a photographer, etc. They may also want to let the students know when and how they want articles given to them.

### WB C Write the first edition of your class magazine. Ensure you submit your articles on time!

- Tell the students that this is the end-of-unit writing activity. Remind them to refer to the

Checklist for Written Work on page 107 of the Course Book.

- Tell them to edit their work when they have written it and consider the following:  
Try to improve the article.  
Proofread it for mistakes in spelling, punctuation and grammar.
- Tell the students to write between 100 and 150 words for each article.

#### Sample article

##### Interview with teacher Mrs. Mahmudi

I interviewed my English teacher Mrs Mahmudi for our school magazine.

Interviewer: Hello Mrs Mahmudi, how are you today?

Mrs Mahmudi: I am very well, thank you.

Interviewer: Good. How long have you been teaching English for?

Mrs Mahmudi: I have been teaching English for ten years.

Interviewer: And what do you enjoy about teaching English?

Mrs Mahmudi: I enjoy helping my students to be more confident.

Interviewer: What do you like to do in your free time?

Mrs Mahmudi: I like to cook different kinds of food and take my children to the park.

Interviewer: What is your favourite food to cook?

Mrs Mahmudi: My favourite food is lamb stew.

Interviewer: Sounds tasty! Thank you for talking to me.

Mrs Mahmudi: You're welcome.

### Round up

- Tell students to 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.

## Reading and writing

- Expressing different emotions
- Interviewing someone for a job
- Reading to find specific information and answer questions
- Reading and completing missing information
- Reading to match information to pictures
- Reading to work out meaning of new vocabulary from context
- Writing to complete a form with information about a festival

## Listening and speaking

- Completing short spoken descriptions with appropriate adjectives
- Listening to verify and correct information on a form
- Identifying emotions of speakers and intonation
- Identifying ways of expressing concern, sympathy, apology, explanation
- Making up dialogues expressing concern and sympathy and offering advice
- Reading aloud following a model
- Role-playing a dialogue between a travel agent and a customer
- Describing a game
- Dialogues

## Structure and language

- Reading a variety of texts for detail and language
- Scanning a brochure for information
- Inferring information from a brochure

- Distinguishing facts and opinions in newspaper articles
- Completing application forms
- Adding interesting details to an outline story
- Writing a description of a favourite TV show
- Designing a form to be used for interviewing someone
- Adding opinions to short articles
- Writing dialogues and a story

## Vocabulary

- Passive forms
- Defining relative clauses
- Prefixes and suffixes: *re, im, in, un, -less, -ful*
- *Get/have* something done

## 21<sup>st</sup> Century Skills

### Communication Skills:

- Associating relevant information with advertisements
- Communicating formally or informally
- Completing forms
- Expressing feelings
- Rephrasing or paraphrasing information
- Role-playing a conversation

### Information Literacy:

- Classifying information
- Distinguishing facts from opinions
- Labeling information in application forms

**Study Skills:**

- Inferring meaning from context
- Preparing interview forms

**Life Skills:**

- Critical thinking

**Media Literacy:**

- Matching images and written information

## Key words

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About time! – /ə'baʊt taɪm/

accurate (adj) – /'ækjʊrɪt/

anxious (adj) – /'æŋkʃəs/

Arctic Circle (n) –

/ˈɑːktɪk 'sɜː(r)k(ə)l/

attractive (adj) – /ə'træktɪv/

audience (n) – /'ɔːdiəns/

autograph (n) – /'ɔːtə,grɑːf/

bravely (adv) – /'breɪvli/

concert (n) – /'kɒnsə(r)t/

confidence (n) – /'kɒnfɪd(ə)ns/

construct (v) – /kən'strʌkt/

contact lenses (n) –

/'kɒntækt 'lɛnzɪz/

contestant (n) – /kən'testənt/

dagger (n) – /'dægə(r)/

decision (n) – /dɪ'sɪʒ(ə)n/

decisive (adj) – /dɪ'saɪsɪv/

decorate (a house) (v) –

/'dekəreɪt/

dependent (adj) – /dɪ'pendənt/

embroidery (n) – /ɪm'brɔɪdəri/

Euro (n) – /'jʊərəʊ/

export (v) – /'eksɔː(r)t/

fashionable (adj) – /'fæʃ(ə)nəb(ə)l/

furious (adj) – /'fjʊəriəs/

guaranteed (adj) – /,gærən'tɪd/

harmful (adj) – /'hɑː(r)mf(ə)l/

harmless (adj) – /'hɑː(r)mləs/

I guess not – /aɪ ges nɒt/

I suppose so – /aɪ sə'pəʊz səʊ/

immature (adj) – /,ɪmə'tjʊə(r)/

immoral (adj) – /ɪ'mɒrəl/

impractical (adj) –

/ɪm'præktɪk(ə)l/

impress (v) – /ɪm'pres/

incense (n) – /'ɪnsens/

increasingly (adv) – /ɪn'kriːsɪŋli/

incredible (adj) – /ɪn'kredəb(ə)l/

indecisive (adj) – /,ɪndɪ'saɪsɪv/

independent (adj) –

/,ɪndɪ'pendənt/

inexpensive (adj) – /,ɪnɪk'spensɪv/

insensitive (adj) – /ɪn'sensətɪv/

It's a deal – /ɪts ə diː/

learn by heart (v) –

/lɜː(r)n baɪ hæ(r)t/

mature (adj) – /mə'tjʊə(r)/

melt (v) – /melt/

model agency (n) –

/'mɒdl 'eɪdʒənsi/

moral (adj) – /'mɒrəl/

opponent (n) – /ə'pəʊnənt/

optician (n) – /ɒp'tɪʃ(ə)n/

plumber (n) – /'plʌmə(r)/

positive (adj) – /'pɒzətɪv/

powerless (adj) – /'paʊə(r)ləs/

practical (adj) – /'præktɪk(ə)l/

relieved (adj) – /rɪ'liːvd/

reopen (adj) – /rɪ'əʊpən/

specialize (v) – /'speʃəlaɪz/

style (n) (v) – /staɪl/

successful (adj) – /sək'sesf(ə)l/

suspense (n) – /sə'spens/

Sweden (n) – /'swɪdən/

sword (n) – /sɔː(r)d/

take ages – /teɪk 'eɪdʒɪz/

time limit (n) – /taɪm 'lɪmɪt/

tonne (n) – /tʌn/

unbearable (adj) – /ʌn'beərəb(ə)l/

unfashionable (adj) –

/ʌn'fæʃənəb(ə)l/

version (n) – /'vɜː(r)ʃən/

victory (n) – /'vɪkt(ə)rɪ/

What a pity! – /wɒt ə 'pɪti/

What a shame! – /wɒt ə ʃeɪm/

winnings (n) – /'wɪnɪŋz/

You poor thing! – /juː pʊə θɪŋ/

## Unit 7 Lesson 1:

### Staying at the Ice Hotel

**Objectives:** Read part of a holiday brochure for specific information.  
Read and complete the second part; listen to check.  
Role-play a dialogue between a travel agent and a customer.  
Work out and complete grammar rules.  
Practise the passive in writing.

**Language:** The passive: present, past and future simple

**Vocabulary:** *Sweden, rebuild, reopen, Arctic Circle, tonne, construct, melt, reindeer, sled, Lapland*

**21<sup>st</sup> Century Skills:** Communication  
Skills: Role playing a conversation

**Reference:** Course Book pages 80 and 81, Workbook pages 94 and 95, 59, Grammar and Functions 105 and 106

#### Warm up

- Introduce the texts by finding out what the students know about Sweden and Lapland. Use the pictures to elicit or present *reindeer* and *sled*.
- Ask the students if they'd like to go on this holiday. Elicit reasons why and why not.

#### A Read the first text in the brochure quickly and find answers to these questions.

- Tell the students to skim the text to answer the questions.

##### Answers

- 1 It is made of ice.

- 2 The ice melts.  
3 It is reopened in December.

#### B Complete the sentences on page 80 with the words in the box. 59 Then listen and check your answers.

- Tell the students to read and complete the text, then listen to check their answers.

##### Track 59

#### Highlights of your 3-day holiday in Lapland

##### Day 1

When you arrive, you will be served cold drinks in glasses made of ice.

You will be shown to your rooms and given reindeer skins and a warm sleeping bag.

##### Day 2

You will be taken on a reindeer sled through the cold desert of Lapland.

You will be shown how to catch a reindeer with a rope.

Dinner will be served to you in a traditional Lapland home.

##### Day 3

You will be driven on a dog sled to the mountains.

You will be taught how to drive sled dogs yourselves.

You will be served dinner at the Ice Hotel, in the coolest restaurant in the world.

##### Answers

- 2 warm  
3 desert  
4 catch  
5 traditional  
6 mountains  
7 drive  
8 restaurant

**Note:** If your students are interested, share some more information about Lapland with them: Lapland is Finland's northernmost region. It is not heavily populated – the total population is around 180,000. Lapland borders Sweden,

Norway, Russia and the Baltic Sea. It's known for its huge sub-Arctic wilderness, ski resorts and natural sights, including the midnight sun and the Northern Lights. The capital of Lapland is Rovaniemi. Lapland is the home to the Sami people. The native animal of Lapland is the reindeer.

### C Underline all the passive verbs in both texts.

- Tell the students to underline the passive forms.
- As you check the answers, elicit the tense in each case.

#### Answers

Text 1	Text 2
was opened	will be served
is built	will be shown
are used	(will be) given
is rebuilt	will be taken
is brought	will be shown
is stored	will be served
is started	will be driven
are opened	will be taught
	will be served

### D Work in pairs. Role-play a customer and a travel agent talking about the three-day holiday in Lapland.

- Choose one student to be a customer. Then demonstrate the activity with you as the travel agent. Go through two or three of the exchanges before telling the students to work in pairs and decide who will be the customer and who will be the travel agent. Monitor the activity.

#### Sample answer:

- What will happen on Day 1 when we arrive?  
You will be met by the welcome team and you will be served drinks in ice glasses.
- How will we keep warm at night?  
You will be given reindeer skins and a warm sleeping bag.
- Will we go on a reindeer sled?  
Yes, you will be taken on a reindeer sled through the cold desert of Lapland.

- Will we try traditional Lapland food?  
Yes, you will be served dinner in a traditional Lapland home.
- What will we do on Day 3?  
You will be driven on a dog sled to the mountains.
- Will we learn how to drive the sled dogs?  
Yes, you will be taught how to drive the dog sled.

### E Read the Functional Grammar box below then make sentences of your own using passive tenses.

- Go through the Functional Grammar box on page 81 of the Course Book.
- Ask the student to make sentences of their own using passive tenses.

#### Sample answers

Dinner will be served after the speeches.  
Our school was built in 1982.  
English is spoken in more than 50 countries.  
The game will be shown on a big screen in the town centre.  
My letter wasn't answered.  
Heroes are often given medals for bravery.

### F Now do Exercises A and B on pages 94 and 95 of the Workbook.

- Now direct the students to page 94 and 95 in their Workbooks.

### WB A Write the verbs in brackets in the past simple passive.

- Explain that this text is part of a letter about a holiday in Thailand. Tell the students to read it and write the verbs in the past simple passive.

#### Answers

- 1 was invited
- 2 was arranged
- 3 were met
- 4 were taken
- 5 were picked up

- 6 were driven
- 7 were given
- 8 were served
- 9 were flown

**WB B Write sentences in the passive. Choose the correct tense each time. For future time, use will.**

- Tell the students to look back at the Functional Grammar box on page 81 of the Course Book and also to look at the Grammar and Functions Reference on page 107 when they are doing this activity.
- Point out from the example that the articles are not included in the prompts. Tell the students to make sure they include them in their sentences.

**Answers**

- 2 A lot of cars are made in Japan nowadays.
- 3 Where will graduation be held next time?
- 4 I'm afraid the room was not cleaned yesterday.
- 5 I am often told that I look older than eighteen.
- 6 These days, our rubbish is always collected on Monday mornings.
- 7 The swimming pool will be repaired next month.
- 8 Their car was stolen two weeks ago.
- 9 Oranges are not grown in Britain. It's not hot enough.
- 10 What were we given for homework yesterday? I didn't write it down.

## Unit 7 Lesson 2: Advertisements

**Objectives:** Read and complete advertisements; listen to check answers.  
Read and put a dialogue into the correct order; listen to check.  
Complete a written dialogue.  
Use the advertisements to write a dialogue.  
Write questions and answers.

**Language:** get/have something done

**Vocabulary:** *specialize, optician, contact lenses, pierce*

**21<sup>st</sup> Century Skills:** Communication Skills:  
Associating relevant information with advertisements

**Reference:** Course Book page 82,  
Workbook pages 95 to 97,  
60 and 61

### Warm up

- Ask students when people need to have their eyes tested. (Make sure they realize that it has nothing to do with age. Some children have to wear glasses to correct a problem with sight.) Ask them what people who have an eye problem have to wear. Elicit *glasses* and *contact lenses*. Ask who we go to if we need our eyes tested. Tell them to look for the word on the page and elicit *optician*.

### A Complete the advertisements with the words in the box.

- Go through the words in the box to make sure they understand all of them. Then tell the students to complete the advertisements.

**B** 🎧 **60 Listen and check your answers. Then do Exercises A to E on pages 95 to 97 of the Workbook.**

🎧 **Track 60**

**Dahab Jewellers**

Necklaces, bracelets, rings, earrings  
Every girl in Tripoli has their ears pierced here.  
It's quick, clean and painless.  
Special low prices for children.

Are you getting married soon?  
Where are you going to have your hair done?  
I can make your life easier!  
Call me and you can have your hair cut,  
washed and styled in your own home.  
I am a professional hairdresser and I also  
specialize in hairdressing for weddings.  
Jameela – 55519362

**THE SNAP SHOP**

Do you need to have your passport  
photo taken?  
Then you need The Snap Shop!  
Your photos will be ready in one hour.  
Last year, over a million people had passport  
photos taken at The Snap Shop.

**AL HAZEM OPTICIANS**

Do you wear glasses or contact lenses?  
When did you last have your eyes tested?  
Did you know you should have them tested  
at least once a year?  
Phone us now for an appointment.

**Answers**

- 1 earrings
- 2 clean
- 3 prices
- 4 easier
- 5 professional
- 6 weddings
- 7 passport
- 8 ready
- 9 people
- 10 eyes
- 11 once
- 12 appointment

- Now direct students to Exercises A to E on pages 95 to 97 of their Workbook.

**WB A Put the sentences in order to make a dialogue. Number them 1 to 6. 🎧 61 Then listen and check your answers.**

- Tell the students to read the sentences and number them correctly to make a dialogue. Then tell them to listen and check.

🎧 **Track 61**

Girl 1: Your kitchen looks great. Where did you have it done?  
Girl 2: I had it done by Benghazi Kitchens.  
Girl 1: Benghazi Kitchens? Who are they?  
Girl 2: They are new kitchen designers who come to your house to work out the best design.  
Girl 1: Fantastic! Can I have their number?  
Girl 2: Sure it's 55519362.

**Answers**

The sentences are in this order: 6, 2, 3, 4, 1, 5

**WB B Complete this dialogue based on another advertisement on Course Book page 82. Use the words *painless* and *inexpensive*.**

- If you think it is necessary, elicit one or two of the responses orally before the students write them.

**Answers**

Different answers are possible for the first response.

- 1 Your earrings look nice. When did you get your ears pierced?  
Yesterday./Last night/Monday./A week ago.
- 2 Where did you get it done?  
At Dahab Jewellers.
- 3 Did it hurt?  
No, it was painless.
- 4 Did it cost a lot?  
No, it was inexpensive.

**WB C Write the rest of the dialogue. Use your imagination and information in the advertisement on Course Book page 82.**

- Tell the students to write another dialogue.
- Different dialogues are possible.

**Sample answer**

A: That's an amazing passport photo.

Where did you have it taken?

B: At the Snap Shop.

A: Did it take a long time?

B: No, it was ready in one hour.

A: Did it cost a lot?

B: No, it didn't. It just cost .../Yes, it was quite expensive.

**WB D Now practise the dialogues in Exercise A, B and C.**

- Tell the students to practise their dialogues in pairs.
- Ask pairs of students to perform their dialogues for the class.

**WB E Write questions and answers using *have*.**

- Review *have* or *get* something done.

**Answers**

1 Did Ahmed have his phone fixed yesterday?

2 How often does he usually have his eyes tested?

He usually has them tested once a year.

3 What is she having done to her house at the moment?

At the moment she is having the sitting room repainted.

4 Have you ever had that coat cleaned?

Yes, I had it cleaned last summer.

## Unit 7 Lesson 3: A Market Where You Can Buy Spices

**Objectives:** Match pictures to short texts.

Scan the texts for information.

Identify relative clauses.

Complete and combine sentences with relative pronouns.

Study and practise sentences where relative pronouns can be omitted.

**Language:** Relative pronouns who, which, that, where, whose

**Vocabulary:** *incense, embroidery, sword, dagger*

**21<sup>st</sup> Century Skills:** Life Skills: Critical thinking, Media Literacy: Matching images and written Information

**Reference:** Course Book page 83, Workbook pages 98 to 100, Grammar and Functions page 106

### Warm up

- Ask the students what they know about the places in the brochure.

### A Match the photos to the paragraphs.

- Ask the students where this text comes from. Elicit a *tourist brochure*.
- Tell them to read the descriptions and match them to the pictures.

**Answers**

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

### B Find the answers to these questions in one minute.

- Use the questions on page 83 of the Course Book. Remind the students how to search for information they need quickly – use clues in the questions.

#### Answers

- The Souq Al Mushir is full of magnificent souvenir shops.
- Anyone who is interested in traditional things.
- Bab Al-Hurya market.
- Parrots, monkeys and falcons.
- Tourists who want an adventure.

### C Read the Functional Grammar box below then make sentences of your own using relative clauses.

- Go through the Functional Grammar box. You may want to tell the students that relative clauses are also called 'adjective' clauses because, like adjectives, they describe nouns. This may help understanding.
- Ask the students to study the example sentences and to decide what each one gives extra information about (in sentence order: pe, pl, th, ne, po)
- Ask the students to make sentences of their own using relative clauses.

#### Sample answers

She's the girl who won the dancing competition.  
I found the money which / that I lost earlier.  
This is a photo of the place where I went on holiday.  
He's the artist whose paintings we saw.

### D Now do Exercises A to E on pages 98 to 100 of the Workbook.

- Direct the students to Exercise A on page 98 of the Workbook.

### WB A Study the language box.

- Go through the language box. Elicit the words that the relative pronoun replaces in the examples. (*Her* in the first one and *there* in the second.) Explain that the relative pronoun *whose* means 'of someone' and *where* means 'in that place'.
- Tell the students to read and complete the sentences.

#### Answers

- whose
- whose
- where
- whose
- where
- where

### WB B Join these sentences using *who*, *which*, *where* or *whose*.

- Tell the students to join the sentences and to be careful to leave out words that the relative pronouns replace. When you check the answers, give any explanations that are necessary and remind the students to study relative pronouns in the Grammar and Functions Reference on page 106.

#### Answers

- Halwa* is a new magazine which/that has articles about food and fashion.
- That man is a Lebanese TV presenter whose show is very popular.
- Tobruk Gate is a very expensive shop where you can buy wedding presents.
- There's a boy in our class whose brother won a gold medal in the Asian games.
- Libyan Tours has excellent tour guides who really know the country well.
- The Rokia 22 is an inexpensive mobile phone which/that takes good photos.
- There's a lovely café overlooking the river where we could meet for a coffee.
- Do you know my friend Salwa whose brother has a red sports car?

**WB C When can relative pronouns be left out of sentences? Read the Functional Grammar box then complete the rules.**

- Go through the language box and elicit the rules orally.

**Answers**

When the relative pronoun *who*, *that* or *which* is the object of a verb, we can leave it out.

When the relative pronoun *who*, *that* or *which* is the subject of a verb, we can't leave it out.

- Draw the students' attention to Grammar and Functions Reference on page 106 where it says we can use *that* to refer to people, but *who* is preferred.
- Ask students to think of more example sentences.

**WB D Put brackets around *who*, *which* or *that* if it is possible to leave it out.**

- You may prefer to elicit the answers orally so that everyone gets the exercise right.

**Answers**

- We're watching the DVD (which/that) Alan lent us.
- Can I borrow the magazine (that) you got yesterday?
- Who was the man (that) we met at the market this morning?
- He's somebody who works in my father's shop.
- The new teacher who started at our school this week comes from Jordan.
- Can I borrow the pen (which/that) you were using a minute ago?
- What did you think of the musician who was playing the trumpet?
- I don't like films which/that make me cry.

**WB E Complete these sentences with your own ideas.**

- Have the student complete sentences with their own ideas.
- Go round the class and ask students to volunteer their answers.

**Sample answers**

- I like people who are generous.
- I don't like people who always make conversations about themselves.
- The kindest person I've ever met is a nurse in the hospital where my grandmother stayed.
- The first thing that I ate this morning was a boiled egg.
- One thing that I enjoy is getting up before everyone else in my house.

## Unit 7 Lesson 4: Fifteen Questions

**Objectives:** Read a description of a TV game show.  
Work out and look up meanings of words.  
Answer questions.  
Describe the game orally.  
Listen for pronunciation.  
Then practise reading aloud.  
Identify new passive forms.  
Rewrite active sentences in the passive.  
Write passive questions.  
Write a description of a favourite TV show.

**Language:** The passive: present/past perfect; present/past continuous; modal; infinitive

**Vocabulary:** *suspense, unbearable, contestant, audience, exported, round (n), successful, increasingly, guaranteed, lifeline, winnings, time limit, version, anxiety, indecision*

**21<sup>st</sup> Century Skills:** Study Skills: Inferring meaning from context, Communication Skills: Rephrasing or paraphrasing information  
**Reference:** Course Book Pages 84 and 85, Workbook pages 100 to 104, 62

## Warm up

- Find out which students know this TV game. What do they think of it?
- Check understanding of millionaire.

## A Read the article. Find these words. if you can't work out the meanings, look them up in a dictionary and record them in your notebook.

- Tell the students to read the article and underline the words in the box when they find them. If they can't work out the meanings, they should look them up.
- Check the meanings.

### Answers

'Is that your final answer?' Chris Tarrant asks in English. 'Jawaab nihaa'ee?' asks George Kurdahi in Arabic. 'Yes, my final answer,' the contestant says weakly and waits to be told the result. There's a pause, then the music starts. The suspense is unbearable. A few seconds later, the contestant and the audience know if money has been won or lost.

Do you recognize the TV programme that is being described? It is called 'Who Wants To Be A Millionaire?' and it is the world's most popular game show. It was invented in Britain in 1998 and was taken to the United States a year later. In 1999 it was being shown six nights a week on the American channel ABC and now it has been exported to 70 other countries, including Pakistan, Indonesia and Turkey.

At the beginning of each show, ten contestants take part in a first round called 'Fastest Finger First'. They are asked to put four answers in a particular order. The successful contestant is allowed to sit in the chair and play the main game.

The contestant is asked increasingly difficult questions. Each time, the correct answer must be chosen from four possibilities. Money is won for each correct answer. If a contestant answers incorrectly, he usually loses all the money he

has won. However, there are some amounts of money that are guaranteed – £1,000 and £32,000.

If a contestant is not sure of the answer, he is allowed to use one of three 'lifelines', but each lifeline can be used once only. He can phone a friend, ask the audience, or ask for a 50:50. When a contestant asks for a 50:50, two incorrect answers will be taken away by the computer and two answers will be left. One of these is right and one is wrong. When all three lifelines have been used, the game gets more difficult, but contestants don't have to answer a question if it is too difficult. Instead, they can keep their winnings and stop playing. To win a million, a total of fifteen questions must be answered.

In Britain, by 2005 the top prize of a million pounds had been won four times. The Arabic version of the game was first shown in November 2000 and already two contestants have won the top prize of one million Saudi riyals.

The last series of the British show was watched by 18 million viewers. What makes the show so popular? Firstly, there is no time limit for answering the questions. This means that a lot of suspense is built up while the contestant thinks about the answer. Another reason is that viewers always imagine they are playing the game. While they watch, they decide which of the four answers they would choose and they often share the contestant's anxiety and indecision. Finally, the show is quite educational. At the end of each show, most people watching it have learnt at least two or three new facts.

## B Now do Exercises A to G on pages 100 to 104 of the Workbook.

- Direct the students to Exercise A on page 100 of the Workbook.

**WB A Use these words in sentences that show their meaning.**

- Tell the students to write sentences with the five words. They must not copy from the Course Book text, but they can check back to see how the words are used there.
- Monitor the activity.

**Sample answers**

My brother was once a contestant in a TV quiz show.

I went with him to the TV studio and sat in the audience with my parents.

My brother was quite successful at the start – he got into the final round.

The suspense in the final round was awful – I couldn't watch!

In the end, my brother's anxiety stopped him from winning the top prize.

**WB B Answer these questions about the text on Course Book pages 84 and 85.**

- Note that the questions are designed to prepare the students to describe the game orally.
- Tell the students to read and write answers.

**Answers**

- 1 It is a TV game show.
- 2 Ten contestants take part in the first round.
- 3 There are four possible answers to each question.
- 4 These amounts of money cannot be lost.  
If a contestant wins either £1,000 or £32,000, he or she keeps it even if the next answer is wrong.
- 5 Contestants can use a lifeline when they are not sure of answers.
- 6–8 All the answers will be individual.
- 9 *it* = the show *Who Wants To Be A Millionaire?*  
*he* = the contestant who has answered incorrectly  
*these* = the two answers that are left

**WB C In pairs, describe the show. You can use your answers in Exercises A and B, but try not to read them. Take turns saying a sentence each.**

- You can do this as a class or a group activity.

**WB D Read the article on Course Book pages 84 and 85 again and underline all the passive verbs.**

- Begin the lesson by checking some of the vocabulary from the text on Course Book pages 84 and 85.
- Tell the students to underline all the passive verbs in the text.
- As you elicit the answers, ask what tense is used. You may have to name the new tenses.

**Answers**

to be told  
is being described  
is called  
was invented  
was taken  
was being shown  
has been exported  
is allowed  
is asked  
must be chosen  
is won  
are guaranteed  
is allowed  
can be used  
will be taken away  
will be left  
have been used  
must be answered  
has been won  
was (first) shown  
was watched  
is built up

- Explain that the passive is often used to describe games, rules and technical or scientific processes. Draw attention to the fact that a text usually contains a variety of different tenses. It is not possible to write extended text or to give an extended talk without using several different tenses.

### WB E Complete the sentences, so they have the same meaning as the first sentences.

- You might want to elicit the sentences orally first, or at least the first words.

#### Answers

- The top prize has been won twice.
- When all three lifelines have been used, things get harder.
- A new series of the show is being made at the moment.
- It was being shown six nights a week in America in 1999.
- The computer was being used so I couldn't use the internet.
- The flight had been cancelled when we got to the airport.
- More money should be spent on health and education.
- This jacket can't be washed. It has to be dry-cleaned.

### WB F Use the numbers and facts from the text on pages 84 and 85 of your Course Book to write questions.

- Again, it might be an idea to elicit these orally before the students write them.

#### Answers

- How many nights a week was it shown on the ABC channel in 1999?
- How many countries has it been exported to?
- To win a million, how many questions must/have to be answered?
- How many times had the top prize of a million pounds been won by 2005?  
or  
How many times has the top prize of a million pounds been won?
- When was the Arabic version of the game first shown?
- How many viewers/people has it been seen/watched by?

### WB G Write a description of your favourite TV show in about 200 words.

- Elicit favourite TV shows from the students. Tell them to look back at pages 84 and 85 of the Course Book and find out how the description is organized. Ask Where does the description of the game begin? Elicit Paragraph 3. Then elicit the sequence in the description and make notes on the board, e.g.,  
first round  
main game  
one contestant answers questions  
each question – 4 possible answers  
money won for each correct answer  
three lifelines  
don't have to answer; can stop and keep money won  
if answer wrong, all money lost, except £1,000 and £32,000  
opinion – exciting, full of suspense, educational
- Sum up by saying that the writer has described the game in detail and then written about why it is so popular with viewers. Tell the students that they should describe their favourite game like this: first describe the game, then say why they like it.
- The task can be started in class if there is time, but it will have to be finished at home.

#### Sample description

My favourite TV show is 'Cake Boss'. It is a reality series about a family who own a cake shop in the USA. I like it because they create amazing cakes, and the family is really funny, especially Buddy. It was invented in 2009 and there are more than 150 episodes! It is normally shown on TV once a week. Season one was viewed by 2.3 million people. It is shown on the satellite TV channel TLC, which is broadcast to more than 220 countries.

In each episode, two cakes are made for different people and the family tries to make the cakes perfect. The family sometimes argues about how the cake should be made, but they always agree at the end.

My favourite episode is called 'Under the Sea'. The family makes a cake that looks like an octopus, and it is too big for the car. So they

call their friend Frankie, and he brings his van to help them. I think the best cake that has been made on the show is a huge tiger. It had lots of stripes and was chocolate inside. I think the show is so popular because it is about food and creativity.

### WB H Assess your own work.

- Ask students to look at the list of points and to assess their writing based on each point that is included.
- Remind students to check the following:  
They have included an introductory paragraph which clearly introduces the topic.  
They start their paragraphs with topic sentences which state the main message of the paragraph.  
They give details of examples throughout their work.  
They have written a conclusion which clearly sums up their work and ends with a strong summary of what has been said.  
They have used a variety of tense, and where possible have used active as well as passive sentences, and also used direct or reported speech if appropriate.
- Invite students to share their assessments and to suggest how they feel they could improve their writing.

### C 62 Listen to a reading of the first two paragraphs of the article. then take turns reading the paragraphs aloud. Concentrate on reading clearly, not too fast and not too slow. Try to imitate the intonation and timing on the audio.

- Direct the students back to pages 84 and 85 of the Course Book.
- Introduce this activity. Tell the students to mark things in the text as they listen. For example, they might want to mark pauses and stressed words.
- Tell the students to practise reading aloud in groups, with the whole group listening carefully and correcting pronunciation as necessary. You might want to carry out ongoing assessment.

### Track 62

'Is that your final answer?' Chris Tarrant asks in English.

'Jawaab nihaa'ee?' asks George Kurdahi in Arabic.

'Yes, my final answer,' the contestant says weakly and waits to be told the result. There's a pause, then the music starts. The suspense is unbearable. A few seconds later, the contestant and the audience know if money has been won or lost.

Do you recognize the TV programme that is being described? It is called *Who Wants To Be A Millionaire?* and it is the world's most popular game show. It was invented in Britain in 1998 and was taken to the United States a year later. In 1999 it was being shown six nights a week on the American channel ABC and now it has been exported to 70 other countries, including Pakistan, Indonesia and Turkey.

## Unit 7 Lesson 5:

### Explaining Situations in the Past

**Objectives:** Listen to and read a dialogue expressing an apology and an explanation. Focus on informal/formal expressions. Practise the dialogue. Write dialogues for two situations. Classify as positive or negative adjectives describing feelings. Use prompts and the adjectives to write sentences describing people. Listen and match adjectives to speakers.

Do a speaking activity expressing feelings.

**Language:** Colloquial expressions, adjectives describing feelings

**Vocabulary:** *plumber, take ages, I guess not. About time! (learn) by heart, I suppose so. It's a deal, positive, negative, anxious, embarrassed, relieved.*

**21<sup>st</sup> Century Skills:** Communication Skills: Communicating formally or informally, Expressing feelings, Information Literacy: Classifying information

**Reference:** Course Book page 86, Workbook pages 105 to 107, 63 and 64

Or did you just say sorry? Discuss a couple of examples from the class.

#### A 63 Listen and read this dialogue. Do you think Latifa's explanation is true or just an excuse?

- Use the page title to introduce the dialogue. Explain that one of the girls, Latifa, is apologizing and giving an explanation. Tell them to listen and read the dialogue and find the answer to the question: Is Latifa's explanation true or just an excuse?

#### Track 63

- Latifa: Hi, Muna.
- Muna: You're very late, Latifa. Forty-five minutes, in fact.
- Latifa: Oh, dear! I'm really sorry. But I ...
- Muna: Don't tell me – you have a good excuse, Latifa. You always do!
- Latifa: No, honestly, Muna, I couldn't help it. Just as I was leaving the house, water started pouring out of a pipe in the kitchen and I had to call a plumber.
- Muna: You had to call a plumber!
- Latifa: Yes, there was only Grandmother and me at home.
- Muna: And did he fix it?
- Latifa: Yes, but he took ages. So you see, it isn't really my fault I'm late.
- Muna: I guess not. But why didn't you call me?
- Latifa: I left my mobile at my cousin's and it's got your mobile number on it.
- Muna: You should know my number by heart by now.
- Latifa: You're right. I promise I'll learn it.
- Muna: About time!
- Latifa: So, am I forgiven?
- Muna: I suppose so. But you'll have to pay for lunch.
- Latifa: Sure! It's a deal!

#### Warm up

- Ask the students – when was the last time you apologized about something? What did you do? Did you offer an excuse or an explanation?

- Elicit answers. (There is no right or wrong answer, but most probably Latifa's explanation is true because Muna accepts it, although she says 'you have a good excuse' at the beginning.)

**B These expressions are commonly used in informal speech. What do they mean? What would you say in a more formal situation?**

- These expressions are more often used in speech than in writing. Remind the students that in speech, we often use incomplete sentences. We can also do this in informal writing such as letters. However, complete sentences need to be used in formal speech and writing, as well as more formal words.
- Elicit more formal replacements for the words and phrases as they are used in the dialogue. Make sure the students understand that these colloquial expressions can have different meanings, depending on the context.

**Answers**

Hi! – Hello.

I couldn't help it. – There was nothing else I could do./I had to do it.

He took ages. – He took a very long time.

I guess not. – I believe you had no choice.

About time! – It is time you did this (learned my phone number)./You should have learned it before now.

I suppose so. – Yes, I do forgive you, but reluctantly/unwillingly.

Sure! – Of course.

It's a deal! – I agree.

**C Practise the dialogue with a partner.**

- Ask pairs of students to read parts of the dialogue aloud so that you can correct pronunciation and expression. For example, make sure that Muna conveys irritation at the beginning and that Latifa is very apologetic. Then Latifa should give her explanation with conviction. How could anyone not believe her? Latifa is reluctant to accept the explanation; Muna is persuasive; finally, Latifa is quite enthusiastic.
- Tell the students to practise the dialogue in pairs.

**D Now do Exercises A to D on pages 105, 106, and 107 of the Workbook.**

- Direct the students to Exercise A on page 105 of the Workbook.

**WB A Which of the adjectives below describe positive feelings and which describe negative feelings? Write P (positive) and N (negative) next to each one.**

- Elicit each adjective in the exercise orally in order to check both pronunciation and meaning. If the students cannot explain words, either present them or tell them to look them up in a dictionary.
- Check that the students understand the meaning of positive and negative before telling them to do the exercise.

**Answers**

anxious <u>N</u>	disappointed <u>N</u>	relaxed <u>P</u>
fed up <u>N</u>	embarrassed <u>N</u>	relieved <u>P</u>
ashamed <u>N</u>	energetic <u>P</u>	thrilled <u>P</u>
bored <u>N</u>	excited <u>P</u>	tired <u>N</u>
calm <u>P</u>	exhausted <u>N</u>	upset <u>N</u>
cheerful <u>P</u>	grateful <u>P</u>	worried <u>N</u>
confident <u>P</u>	pleased <u>P</u>	

**WB B How do they all feel? Use the pictures and the notes to describe these people. Use the adjectives in the box in your sentences.**

- Elicit one or two of the answers orally to make sure the students understand the task. Read out the notes for number 1 and ask *How does Adam feel?* Tell the students to choose the best adjective from the box to describe Adam's feelings. It is *energetic*, but discuss any other answers that are given. Then ask a student to use the notes and the adjective to make one or two sentences about Adam.

**Sample answers**

- 1 Tim expected to win a poetry competition, but he has come second. He is disappointed.

- 2 Jane has won a prize to study in London this summer. She is very excited.
- 3 Samira has been studying non-stop for four weeks. She has not been sleeping well. She is exhausted.
- 4 Layla's grandmother is seriously ill. Layla is very anxious.
- 5 Omar has been having driving lessons for six months and he thinks he is a good driver. He has a driving test in an hour. He is feeling confident.
- 6 Nadia thought she had done very badly in an exam, but she has passed. She is feeling relieved.
- 7 John copied his friend's homework. He had/has to stand up in (front of the) class. His teacher was/is extremely angry. John was/is very ashamed.

**WB C 64 Listen and match the adjectives to the speakers. Write the numbers 1 to 7 in the boxes.**

- Explain to the class what they are going to hear on the audio. You could read out or play the first piece of text and ask the class which adjective describes how the girl is feeling (embarrassed). Tell the students to write number 1. Explain that they should listen to the tone of voice as well as the words.
- Tell the students to listen and write the numbers in the correct boxes. You may want to let them hear the audio twice.

**Track 64**

- 1  
Girl: Huda! Huda! Hey, Huda! It's me, Angela. (girl running)  
Oh, er, I'm terribly sorry. I thought you were a friend of mine.
- 2  
Girl: I've been walking all day. (Yawns.)  
I can't stay awake another minute.  
I'm going to bed.
- 3  
Boy: I can't believe it. I've won two tickets to New York. Isn't that

fantastic? And they're paying for a five-star hotel as well. It's great!

4  
Boy: Thank you so much. You've been so kind. I don't know what I would have done without your help.

5  
Girl: Do you think they're OK? They're two hours late. I hope they haven't had an accident. Do you think we should phone the police?

6  
Boy: The view from my balcony is so beautiful. I love watching the sunset from here. It's so peaceful.

7  
Girl: Do you want to come for a picnic tomorrow? It should be fun. We're going to have a barbecue on the beach. And all my cousins are coming.

**Answers**

a	cheerful	7
b	embarrassed	1
c	grateful	4
d	relaxed	6
e	thrilled	3
f	tired	2
g	worried	5

**WB D Work in pairs. Choose an adjective from Exercise A but do not tell your partner. The adjective you have chosen is how you are feeling now. Say something to your partner that shows how you are feeling. Your partner has to guess the adjective.**

- Use the example to demonstrate this activity: read out the first sentence with the appropriate tone of voice. Explain that the response shows that the partner has guessed the feeling correctly – thrilled.

- Give the class another example, but without the adjective this time, e.g., My daughter was not well last night and I hardly got any sleep. Elicit sentences about how you feel. (You must be exhausted/very tired.) When you elicit this answer, ask the student to add something at the beginning as in the example. In this case, it has to be an expression of sympathy, e.g., Oh, dear!
- Tell the students to do the activity in the same way in pairs or in groups. If they work in groups, the student who guesses the adjective correctly can take the next turn.

#### Sample answers

*I really need to go to bed and sleep for a week!*

*You must be very tired.*

*Yes, I am!*

*Oh, thank you so much for that! It's very kind of you.*

*You sound grateful!*

*I am.*

*Oh, dear. I don't know what's going to happen.*

*What shall I do?*

*Are you anxious*

*No, I'm worried.*

## Unit 7 Lesson 6:

### Positive and Negative Vibes

**Objectives:** Listen, read and practise a dialogue expressing both positive and negative feelings. Construct parallel dialogues orally. Listen and identify excitement in speech. Practise expressing excitement.

**Language:** Expressions of concern and excitement: You poor thing! What a pity! What a shame! Congratulations! over the moon, proud of yourself, Well done.

**Vocabulary:** furious, delighted,

**21<sup>st</sup> Century Skills:** –

**Reference:** Course Book page 87, Workbook page 107, 65 to 68.

#### Warm up

- Tell the students that the lesson will be about expressing positive and negative feelings. Elicit some phrases they might use when they are worried (e.g., "I'm really worried", "I'm so stressed out!", "I can't stop thinking about ..."), and some that they might use when they want to be positive about something (e.g. "I'm so pleased/excited." "I've got some great news." "I'm over the moon about it."
- Say: "I'm pleased to hear that," with very flat intonation, and ask the class what was wrong with your delivery. Elicit that your tone was too flat, and then model the sentence again, with feeling, and stress on the word "pleased" making sure your voice is light and cheerful. Make sure students understand how important tone and intonation is in expressing negativity and positivity.

### A 65. Listen and read. Then practise the dialogue.

- Tell the students to listen and read the dialogue. Ask them to listen to the voices carefully and notice the worry in one girl's voice and the concern in the other's.
- Choose two students to read the dialogue so that you can correct and improve pronunciation. Then tell the students to practise it in pairs.

#### Track 65

Farah: *What's the matter?*  
 Reema: *My father's in hospital.*  
 Farah: *You must be really worried.*  
 Reema: *I am. I feel very anxious.*  
 Farah: *You poor thing!*  
 Reema: *Thank you for your kind words.*

### B Work in pairs. Make new dialogues, replacing the bold items with the words and phrases below.

- Ask the students to look for other ways of expressing either sympathy or excitement in the four sets of substitute words and phrases. Elicit *What a pity!*, *What a shame!*, *Congratulations!* and *Well done*.
- Choose two students to demonstrate one new dialogue before telling the students to work in pairs constructing and practising the others.

#### Answers

1

What's the matter?  
 I passed my driving test.  
 You must be delighted.  
 I'm over the moon.  
 Congratulations!

2

What's the matter?  
 I just got full marks in my maths exam.  
 You must be feeling proud of yourself.  
 I'm happy that my teacher is so pleased with me.  
 Well done.

3

What's the matter?  
 My car's been stolen.  
 You must be so angry.  
 I'm absolutely furious.  
 I'm so sorry.

4

What's the matter?  
 I've had a fight with my best friend.  
 You must be upset.  
 I'm very depressed.  
 What a shame!

### C Now do Exercise A to C on page 107 of the Workbook.

- Direct the students to Exercises A to C on page 107 of the Workbook.

### WB A 66 Listen and read. What is different in the way these two people speak?

- Tell the students to work with a partner and read the two speech bubbles aloud. Tell them to think about the best way of saying them. After no more than three minutes, ask a few students to read the statements aloud. Encourage the students to comment on the way they are spoken. Don't comment on the intonation. Tell the students to listen and check the way they are spoken on the audio.

#### Track 66

Boy: *Hi guys! Do you realize that I've finished my exams?*  
 Man: *Hello, Mr Donaldson. I'm pleased to tell you that we've finished the job.*

- Elicit answers. The intonation in the first is much more varied than in the second. This is because the first speaker is excited, whereas the second speaker is not. His intonation is normal.

**WB B 67 Listen and tick the speakers who are excited.**

- The purpose is to demonstrate and then have the students practise exaggerated intonation when excited in contrast to normal intonation. Tell them to listen and tick the speakers who are excited.

**Track 67**

- 1  
Girl 1: This is terrible – I've lost my mobile!
- 2  
Man: The weather forecast isn't good. It's going to be extremely hot.
- 3  
Woman: The food's all on the kitchen table, but the bread isn't ready yet.
- 4  
Boy: Fuad's not coming – his car's broken down again!
- 5  
Man 2: I can't believe it! I got an e-mail from Alice!
- 6  
Woman: I received an interesting e-mail from Mr Al Dossadi yesterday.

**Answers**

1, 4, 5

**WB C 68 Now listen and repeat. Try to copy the excited intonation!**

- Tell the students to listen and repeat.
- 68 is a repeat of 67

**Unit 7 Lesson 7:  
Two Magnificent Goals**

**Objectives:** Read and compare two short newspaper articles; identify facts and opinions. Read and identify facts in another article. Add opinions in writing to two short articles.

**Language:** –

**Vocabulary:** *accurate, serve and volley, opponent, impress, style, confidence, decision, bravely, lose heart, incredible, victory, autograph*

**21<sup>st</sup> Century Skills:** Information Literacy: Distinguishing facts from opinions, Life Skills: Critical thinking

**Reference:** Course Book page 88, Workbook pages 108 to 111

**Warm up**

- Books closed. Ask the students to brainstorm the names of sports and write them on the board.
- Do a quick 'hands-up who' survey. Who likes to watch football on the television? And who likes to play it?
- Do the same for the other sports. Ask the students why some sports are more popular than others.

**A Read the two sports blogs. Which article do you prefer?**

- Tell the students to read the articles and answer the question at the top of the page.
- Elicit answers to the question *Which article do you prefer and why?*

**Sample answer**

I prefer the first article because I like the way it is written and I find it easier and more interesting to read.

**B Which article contains mostly facts? Which contains mostly opinions? Underline the opinions in both articles.**

- Check understanding of facts and opinions before telling the students to do the task. Note that they don't need to know the meanings of unknown words to do this task.

**Answers**

The second article contains mostly facts.  
The opinions are underlined below.

**First article**

In a very interesting and, at times, exciting game yesterday in Madrid, England showed that they can be the best in the world. Their defence was magic. For 89 minutes it looked impossible for a ball to get through. In fact it looked impossible for anything to get through! Sadly, late in the first half, the Spanish number 9 managed to score a rather lucky goal.

In the end, the Spanish goal was of no consequence. Wayne Rooney scored two magnificent goals early in the second half. He is always good; yesterday he was brilliant. He got a yellow card in the last few minutes of the game, after he had pushed Baraja. In my view, the referee was wrong to give it.

This performance by the England team will not be forgotten for a very long time.

**Second article**

The England defence managed to keep out the Spanish attack until the forty-first minute, when Vicente scored a goal from fourteen metres. England fought back in the second half and Rooney scored twice (52nd minute and 59th minute). Then Rooney got angry. He pushed Ruben Baraja to the ground and got a yellow card. This is his fifth yellow card this season. In general, however, it was a good performance by both teams.

- Ask the students to find the new words in the texts and try to work out the meanings. Also ask what a *yellow card* means in the game of football.

**C Now do Exercises A to E on pages 108 to 111 of the Workbook.**

- Direct the students to Exercise A on page 108 of the Workbook.

**WB A Read this newspaper report. It is a mixture of facts and opinions. Find the facts and write them below.**

- Ask the students what the newspaper article is about. (They can tell from the picture that it is about a tennis match.) Ask them to find out very quickly which tennis match it is about. (They need only read the first two lines to find the answer: the French Open Championship.)
- Tell the students to read the article and write the facts.

**Answers**

Vidya Patel is from India. She is 18.  
Patel beat Carmen Sanchez at the French Open Championship and got through to the quarter-finals.  
Sanchez is from Venezuela. She is 30.  
Patel's fastest serve was 158 kph.  
Patel won the first set 6-3.  
Sanchez won the second set 7-5.  
Patel won the third set 6-2.  
The game lasted one hour and forty-seven minutes.

**WB B Use your imagination to add opinions to these factual articles. Read the example first.**

- Use the example in Exercise B and elicit the opinions. Tell the students to underline them. Then tell them to add opinions to the two factual articles. They could draft these in their notebooks first.
- Monitor the writing and collect the books for checking.

**Sample answers**

A fifteen-year-old school boy hero, who was out playing with his friends in Marbella, Spain, ran into a burning house yesterday without thinking

of the danger! He bravely rescued his ten-year-old sister, who had been playing inside the house without realising that a fire had started in the kitchen. Twelve terrified people outside the house were watching the fire in fear. But they were not attempting to enter the house.

The great and talented Libyan novelist Mansour Bushnat was in the city of London yesterday for the exciting first night of his new book tour. Mr Bushnat was wearing a blue suit and looked extremely smart. He shook hands with some of his devoted and very excited fans after his presentation and happily signed autographs and chatted to his admirers.

**WB C All the vowels are missing in the words below. Read the clues and write the complete words.**

- The students should be able to do all the vocabulary exercises in this exercise without help or preparation.

**Answers**

**Adjectives**

- disappointed
- embarrassed
- furious
- painless
- anxious

**Different kinds of people**

- hairdresser
- jeweller
- plumber
- contestant
- viewer
- audience
- guest

**Natural world**

- snow
- dawn
- sunset
- ice

**WB D Write the missing letter at the beginning and end of each word. The clues will help you.**

- The students should be able to do all the vocabulary exercises in this exercise without help or preparation.

**Answers**

- PERFUME
- SERVE
- INDECISION
- FORGIVE
- REFEREE
- ANXIETY
- WEDDING
- ROPE
- ROUND
- CONSTRUCT
- IMAGINE
- SIGNATURE

**WB E Now write another sentence for each of the words in Exercise D.**

- Have the students write a sentence for each word.

**Model sentences**

I like your perfume; is it new?

My serve is my weakest shot in tennis.

Sometimes, indecision can be worse than making a bad decision.

If your partner makes a mistake, you have to forgive them immediately.

Always be polite to the referee; you need them on your side!

Anxiety before a big game can stop you from sleeping.

It's very common to be nervous before your wedding.

Boxers often use a skipping rope to keep fit and stay light on their feet.

The round before the final is called the 'semi-final'.

I'm constructing a shed in my back yard.

Can you imagine how you'll feel once you've finished your exams?

You usually have to write your signature at the end of a contract.

## Unit 7 Lesson 8:

### Use Blue or Black Ink

**Objectives:** Write the items that are printed on forms.  
Complete a form with the applicant's details.  
Listen and correct mistakes on a form.  
Design a form to be used for interviewing.  
Use the form to interview a partner.

**Language:** Questions

**Vocabulary:** *model agency, euro*

**21<sup>st</sup> Century Skills:** Study Skills: Preparing interview forms,  
Information Literacy: Labeling information in application forms,  
Communication Skills: Completing forms

**Reference:** Course Book page 89,  
Workbook pages 112 and 113

#### Answers

- 3 ink
- 4 post
- 5 attach
- 6 FIRST NAME
- 7 MIDDLE NAME
- 8 SURNAME
- 9 DATE OF BIRTH
- 10 TITLE
- 11 GENDER
- 12 STATUS
- 13 NATIONALITY
- 14 OCCUPATION
- 15 ADDRESS
- 16 TELEPHONE
- 17 MOBILE
- 18 E-MAIL
- 19 SIGNATURE
- 20 DATE
- 21 language

#### B Now do Exercises A to C on pages 112 to 113 of the Workbook.

- Direct students to Exercise A on page 112 of the Workbook.

#### Warm up

- Ask the students when they might have to fill in a form in English. Elicit answers, e.g., when travelling abroad, when applying for a job with an English-speaking company.
- Tell them to look through the words at the top of the page and say which ones they don't know. Try to elicit the meanings from the class.

#### A Complete the form with the correct words from the list.

- Tell the students to write the missing words on the form. They should copy the words either in capital or small letters as they are printed on the page. Explain that they must read the handwritten answers in order to work out what the missing words are.

#### WB A Read the information. Then use it to fill in the form. Try to guess the meanings of any words you don't know.

- The students should be able to do this exercise without preparation.

#### Answers

- 1 Fawzi
- 2 Azzedine
- 3 22
- 4 Male
- 5 Student
- 6 Libyan
- 7 Arabic, English, French
- 8 2 years
- 9 swimming, waterskiing, riding
- 10 swimming instructor for three months in Paris

### WB B Design a form to be used while interviewing someone for one of these jobs.

- Look at the form and elicit other standard items that appear on most forms. Elicit address, telephone number and occupation. Brainstorm the qualities that are needed for any of the three jobs. For example:  
tour guide: good English; other languages; knowledge of Libya's history; outgoing personality  
a teaching assistant at a nursery: patience, kindness, understanding of children  
a hotel receptionist: smart appearance; languages; friendly personality  
a lab technician in the school's science department: attention to details, cleverness, understanding of young people.
- Tell the students to choose one of the jobs and design a form appropriate to it. Monitor the activity, giving help and advice as necessary.

#### Sample answer

Interview notes for job as: a receptionist in a hotel

Surname:

First names(s):

Date of birth:

Nationality:

Languages spoken:

Smart appearance:

Previous experience:

Friendly personality:

How well do you speak (English)?

- Tell the students to interview each other. Monitor the activity. You could carry out ongoing assessment.

### Round up

- Tell students to 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.

### WB C Interview your partner for the job and write the answers in the form above. Your partner can use his/her imagination to invent details.

- Focus on the questions needed. Ask the students to vary their questions and to remember that they must be asked politely, e.g.:  
What's your (surname)?  
Could you give me your address, please?  
Have you had any experience as ...?  
What do you know about ...?  
Do you speak any other languages?

Garnet

- Skills, grammar and vocabulary from Units 5 to 7

## 21<sup>st</sup> Century Skills

### Communication Skills:

- Describing objects in detail
- Reporting information
- Taking notes from interviews

### Study Skills:

- Inferring meaning from context

### Life Skills:

- Critical thinking
- Preparing for an interview

### Information Literacy:

- Preparing questions for interviews

## Key words

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dunes (n) – /dju:nz/

film extras (n) – /fɪlm 'ekstrəz/

limit (v) – /'lɪmɪt/

professionally (adv) –

/prə'feʃ(ə)nəli/

publish (v) – /'pʌblɪʃ/

quad biking (n) – /kwɒd 'baɪkɪŋ/

snowboarding (n) –

/'snəʊbɔ:(r)dɪŋ/

spectacular (adj) – /spek'tækjʊlə/

whitewater rafting (n) –

/waɪt'wɔ:(r)tə 'rɑ:(r)ftɪŋ/

Garnet

## Unit 8 Lesson 1:

### Giving Details

**Objectives:** Read and complete an exchange; listen to check.  
Match descriptions and words.  
Ask and answer questions.  
Write definitions.  
Do a speaking activity.

**Language:** Relative clauses

**Vocabulary:** Revision

**21<sup>st</sup> Century Skills:** Communication Skills:  
Describing objects in detail

**Reference:** Course Book page 94,  
Workbook pages 114 to 116, 69

#### Warm up

- Books shut. Write a word (e.g., "library") on a piece of paper and fold it up. Ask for a volunteer.
- In front of the class, tell the student that they are going to describe the word on the piece of paper, without saying the word. Miming is OK.
- Show the student the word. The student will attempt to define the word (e.g., "it's where we borrow books".) Once someone in the class guesses correctly, get the student to write a new word on a piece of paper, and show it to the person who guessed correctly.
- Continue the game for a few rounds.

#### A Answer Layla's question. 69 Then listen and check your answer.

- Ask one student to read the girl's question. Then ask the class to answer, but don't confirm or correct answers. Tell them to listen and check.

#### 69 Track 69

Layla: What do you call someone who talks to guests on a TV chat show?  
Hasan: A presenter.  
Layla: Thanks.

- As this exchange is a model for the oral activity later on in this lesson, use 69 again for repetition.

#### B Match the descriptions on the left with the words on the right.

- Tell the students to match the descriptions to the words and write the letters.

#### Answers

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

- Ask the students what 'stuff' means.

#### C Ask and answer questions using both of the lists above.

- Choose two students to read the first question and answer, then another two to read the second. Note that the first example is a question using description 1; the second one is a question using answer i. Point this out to the students so that they will ask and answer questions using both the descriptions and the answers.
- Elicit one or two questions and answers orally before telling the students to work in pairs, asking and answering questions in the same way.

#### D Now do Exercises A and B on pages 114, 115 and 116 of the Workbook.

- Direct students to Exercise A on page 114 of the Workbook.

#### WB A Write definitions for these words, using a relative pronoun each time.

- Use the example to introduce the exercise. Then tell the students to write definitions of the other words.
- Monitor the activity to make sure that students are following the pattern of definition 1.

**Sample answers**

- 1 A necklace is something which women wear around their necks (for decoration).
- 2 A jeweller is someone who sells jewellery.
- 3 Snow is frozen rain/something that falls from the sky in winter in cold countries.
- 4 An island is land that is surrounded by water.
- 5 An optician is someone who tests eyes.
- 6 Contact lenses are things that people can wear in their eyes to help them see better.
- 7 A game show is a game that is played on television.
- 8 A market is a place where you can buy all sorts of things.
- 9 A time limit is the amount of time that is given to do something.
- 10 A soap opera is a TV drama that is about the lives of everyday people.
- 11 A still life is a painting that has objects in it, not people.

- Set the next part of this exercise for independent study.

**WB B Work with a partner.**  
**Student A uses page 115. Student B uses page 116.**

- Tell the students to work in pairs; one is A and the other is B. Make sure the A students look at page 115 of the Workbook, the B students at page 116. Tell them they must cover the page they are not using with their Course Book and they must not move it.
- Choose two students to read the introductory dialogue so that you can correct pronunciation as necessary.
- Go through instruction 2. Then choose an A and a B student and elicit a dialogue about one of the objects in Box A on page 115, e.g.,  
A: Hello. I'm looking for something, but I don't know the word for it.  
B: Could you describe the object?  
A: It's something that you use to attach/fix one piece of paper to another.  
B: Do you mean a stapler?  
A: Yes, that's what I meant.

- You can continue with the last part of the model dialogue, or you can end it here.
- If you think it is necessary, elicit a dialogue from another A and B student. This time, the B student should begin and use something from Box B on page 116.
- Tell the students to work in pairs in the same way. Monitor the activity.

**Sample answers**

- A: Hello. I'm looking for something, but I don't know the word for it.  
B: Could you describe the object?  
A: It's something that you use to boil water.  
B: Do you mean a kettle?  
A: That's exactly what I meant. Do you sell them?  
B: Yes, we do.
- A: Hello. I'm looking for something, but I don't know the word for it.  
B: Could you describe the object?  
A: It's something that you use for clothes when you put them out to dry after washing them.  
B: Do you mean clothes pegs?  
A: That's exactly what I meant. Do you sell them?  
B: Yes, we do.

## Unit 8 Lesson 2:

### Future Plans

**Objectives:** Read and complete a conversation; listen to check answers.

Listen to a radio advert for details to complete the written advert.

Write personal details.

**Language:** Second conditional

**Vocabulary:** Revision

**21<sup>st</sup> Century Skills:** Life Skills: Preparing for an interview

**Reference:** Course Book page 95, Workbook page 117, 70 and 71

#### Warm up

- Use the pictures. Ask the class what they think the boys are doing. Don't confirm or correct the suggestions. Ask what the two pictures to the left of the boys are: the first is the Eiffel Tower in Paris, with someone on a motorcycle in front of it; the second is someone in a gondola in Venice.

#### A Read and choose the correct words to complete the conversation.

- Tell the students to read and complete the conversation.

#### B 70 Listen and check your answers.

- Listen to check their answers from Exercise A.

#### 70 Track 70

- Fawzi: What are your plans for this summer?
- Justin: If I had lots of money, I'd buy a motorcycle and drive around Europe.
- Fawzi: Could I come with you and sit on the back?
- Justin: Ha, ha. Very funny. I don't have any money. So I won't even be able to go to the cinema unless I get a holiday job pretty soon.
- Fawzi: I saw an ad for a job that you might be interested in.
- Justin: Really? What was it?
- Fawzi: They're looking for 80 extras in a film. It's a comedy.
- Justin: Wow! That would be fun! How much are they paying?
- Fawzi: Quite a lot. I'm going to apply. Do you want the number?
- Justin: Yes, please. I'd better put it straight onto my mobile.
- Fawzi: If I were you, I'd call them right away.
- Justin: Thanks. Wouldn't it be great if we both got parts!

#### Answers

- had
- motorcycle
- cinema
- job
- comedy
- fun
- apply
- number
- were

#### C Answer the questions.

- Elicit answers to the three questions.

#### Answers

- He doesn't mean that this is funny. (He is being ironic.) He has no money, so he can't even afford to go to the cinema, much less go to Europe.

- 2 It means 'very soon'; this is a colloquial use of 'pretty'.
- 3 They are people used in crowd scenes in films. They don't have to be actors.
- 4 It in line 12 refers to the phone number from the job advert for film extras.

### D Now do Exercises A and B on page 117 of the Workbook.

- Direct students to Exercise A on page 117 of the Workbook.

### WB A 71 Listen to a radio advertisement and complete the newspaper advertisement.

- Tell the students to read the incomplete advertisement quickly.
- Warn the students that they will not hear exactly the same sentences on the radio as are printed in the newspaper advertisement. They will have to listen very carefully and work some things out.
- Tell the students to listen and write the words in the gaps. Play the audio a second time so that the students can check or complete their answers.

#### Track 71

Ahlen Productions is looking for around 80 extras to take part in 'My Crazy Desert Life', a forthcoming comedy. Filming will be all day on Tuesday the fifth of July, and on Thursday the fourteenth of July, from seven a.m. until five p.m. That's Tuesday July the fifth, and Thursday July fourteenth, from seven a.m. until five p.m. So don't apply if you are not going to be free on those days.

Extras should not be shorter than 1 metre 65 and should be between 16 and 23 years old. So, no shorter than 1 metre 65, and no older than 23.

Extras will receive 90,000 Libyan dinars per day. Breakfast, lunch and other refreshments will be provided for all those taking part throughout the day.

Anyone interested in being in the film should come to an audition on Wednesday the twenty-fifth of May at 9 a.m. at the International Hotel. The International Hotel, of course, is on Abu Nawas Street. Sixteen- and seventeen-year-olds must bring a letter giving their parents' permission to take part.

For further information, please call Yusuf Mabrok or James Mill on 635770. That's six-three-five, double seven oh.

#### Answers

- 1 80
- 2 My Crazy Desert Life
- 3 Tuesday 5th
- 4 Thursday 14th
- 5 7
- 6 5
- 7 65
- 8 16
- 9 (under) 24
- 10 90,000
- 11 25th May
- 12 9
- 13 Abu Nawas
- 14 (under) 18
- 15 635770

### WB B Imagine you are going to an interview for an audition. Write a short description of yourself. What details do you think you should include?

- Even though your students would not go to an audition of this kind, let them imagine such a situation because it allows them to think of the details that would be needed. Brainstorm suggestions for what the description should

contain. Tell the students to look back at the completed advertisement in Exercise A. The description should definitely contain details of age and height; it could contain details of appearance, e.g., slim, average, hair colouring and length (in the case of girls); details of personality, e.g., lively, bright, smart. It should say why the person wants to take part, e.g., likes drama/films, has acted in school plays, enjoys watching films on video.

- Tell the students that if you want to get an interview for anything, you have to 'sell' yourself in your application, i.e., you have to paint a really good picture of yourself in words so that the person reading it will think, 'This sounds like an interesting person. We'd better see her/him.'
- Monitor the activity, giving help and advice as necessary. Recommend that the students write between 80 and 100 words.

#### Model paragraph

My name is Eisha and I am 18 years old. I am 1 metre 65 tall. I have long brown hair and brown eyes, and I am quite athletic. I am confident and always get good grades in school. I want to take part in the audition because I love acting. Last year, I was in the school play and everybody said that my character was their favourite because I was very funny. I can show people how I'm feeling just by the way I walk. In my spare time, I like to watch films on TV.

## Unit 8 Lesson 3: Travels in Arabia

**Objectives:** Use own ideas to complete statements (direct speech).

Report and compare the statements.

Listen to direct speech and complete reported sentences.

Play a game to practise speaking, listening and language.

**Language:** Reported speech; past tenses; present perfect tense

**Vocabulary:** Revision

**21<sup>st</sup> Century Skills:** Communication Skills: Reporting information, Taking notes from interviews, Life Skills: Critical thinking

**Reference:** Course Book page 96, Workbook pages 118 to 120, 72

**A Work with a partner. You are both newspaper reporters. You have both interviewed a famous traveller who is now 90. He told you about his travels in Arabia. Did he give you the same information?**

- Organize the students into pairs. The A students use Course Book page 96; the B students use Workbook page 118. Read and explain the first instruction: both 'reporters' have interviewed the same person. He has given them different information. Both reporters have the same gapped sentences. Each must read the sentences and fill in the gaps without telling the other or letting him/her see. Tell the students to do this now.
- Make sure students understand that they use their imagination to complete the missing words in the interview. The aim of the exercise is for the students to ask and answer questions in order to find the information their partner has used to fill the gaps.

**B Now tell your partner what the traveller told you. Listen to what he told your partner. how many differences are there?**

- Read the next instruction and elicit the two example texts.
- Tell the students to tell each other what the traveller told them. They can mark a small cross against each statement that is different and a tick against any that are the same.
- Find out if any reporters found that the traveller had given them the same information.

**C Now do exercises B to E on pages 119 and 120 of the Workbook.**

- Direct the students to Exercise B on page 119 of the Workbook.

**WB B 72 Listen and complete the messages, changing the tenses of the verbs.**

- Note that this exercise prepares the students for reporting statements in the final activity in this lesson.
- Tell the students what they are going to hear on the audio: they will hear ten different speakers. They have to listen and report what each speaker said.
- Read out from the script what Mona says: I went to the shop and I bought some oil. Ask a student to read out the reported sentence in number 1.
- Tell the students to listen and complete the other sentences.

**Track 72**

- 1  
Mona: Hello, this is Mona. I went to the shop and I bought some oil.
- 2  
James: Hi, this is James. We're all going to the cinema with Faisal.
- 3  
Nadia: Nadia here. My father wants to speak to Ahmed.

- 4  
Tim: Tim speaking. We'll be at the bus station at 10 o'clock.
- 5  
Sally: This is Sally. I have found the keys of the office.
- 6  
Kamal: Hello, this is Kamal. I'm waiting in front of the supermarket.
- 7  
Salwa: Salwa here. I'm going to be at my aunt's house until five o'clock.
- 8  
Fawzi: Fawzi speaking. I've got two tickets for the football match.
- 9  
Sara: This is Sara. Everybody must get to school early because of the trip.
- 10  
Ibrahim: Hello, Ibrahim here. I did all the questions in Exercise 2.

**Answers**

- James said that they were all going to the cinema with Faisal.
- Nadia said that her father wanted to speak to Ahmed.
- Tim said that they would be at the bus station at 10 o'clock.
- Sally said that she had found the keys of the office.
- Kamal said that he was waiting in front of the supermarket.
- Salwa said that she was going to be at her aunt's house until 5 o'clock.
- Fawzi said that he had got two tickets for the football match.
- Sara said that everybody must get to school early because of the trip.
- Ibrahim said that he had done all the questions in Exercise 2.

**WB C** You are going to play a game in groups of four. First, write a list on a piece of paper. Don't let anyone see what you write.

- Read the instruction and tell the students to read the handwritten list.
- Tell them to write a similar list quickly in their notebooks.

**WB D** Tell the others the five things on your list.

- Ask a student to read out the text in Exercise D. Tell the students to read their lists to the other students in the group.

**WB E** Take turns saying what the others said. Correct any mistake about what you said.

- Move on to Exercise E and ask three students to read the speech bubble texts so that the class will understand what they have to do.
- Explain the task yourself to make sure everyone understands what to do: one student in the group uses his/her list to tell the others the five things he/she has written as in Exercise D. The others must listen very carefully because they are going to have to report what the student said as in Exercise E. When one student has finished, another talks to the group, and so on.

**Sample answers**

Ahmed said he was going running next week.

No, I didn't. I said I was going swimming.

Ahmed said he was not playing football tomorrow.

No, I didn't. I said I was not playing tennis tomorrow.

Ahmed said he had to have his eyes tested.

No, I didn't. I said I had to have my hair cut.

## Unit 8 Lesson 4: Interviews

**Objectives:** Read and complete a dialogue.  
Listen to check answers.  
Practise the dialogue.  
Write direct questions.  
Write reported questions.  
Play a game.

**Language:** Questions; Reported questions

**Vocabulary:** *volunteer, management, reference, research, sense of humour, communicate, current (= present)*

**21<sup>st</sup> Century Skills:** Information Literacy: Preparing questions for an interview, Study Skills: Inferring meaning from context

**Reference:** Course Book page 97, Workbook pages 121 and 122, 73

### Warm up

- Books shut. Ask the class *On what sort of occasions do you have interviews?* Elicit a few answers (e.g., for a job or work placement, to get into a university or onto a course). Ask – how should you behave in an interview? Elicit that it's important to dress smartly, to be very polite and friendly, and to give long answers to questions.

### A Complete the dialogue with these words.

- Introduce the text. Present the new words. Then tell the students to read the dialogue and complete it with the words in the box.
- Tell the students to listen and check their answers.

### B 73 Listen and check. Then practise the dialogue.

- Play 73 again so that the students can concentrate on pronunciation. Then tell them to practise it in pairs. Monitor the activity.

#### Track 73

Huda: I had my interview this morning.  
 Ameena: What for?  
 Huda: You know! I applied to be a volunteer at the next Olympics.  
 Ameena: Oh, yes. Sorry, I forgot. What did they ask you?  
 Huda: The director asked me if I had any previous experience in sports management. And he also asked me how many foreign languages I spoke. Then his assistant asked me if I enjoyed meeting new people.  
 Ameena: Do you think you'll get the job?  
 Huda: I think so. At the end of the interview, the director asked me if he could get a reference from my head teacher.

#### Answers

- interview
- volunteer
- job
- head teacher

### C What were the interviewers' actual words? Write four questions.

- Read the next instruction and ask the students why the apostrophe is after the letter 's'. (Because there were two interviewers.) Elicit the first question orally: *Have you had any previous experience in sports management?* Tell the students to write this question and the other three.

#### Answers

- How many languages do you speak?
- Do you enjoy meeting people?
- Can I get a reference from your head teacher?

### D Imagine you are going to interview people applying for these jobs. Suggest two questions to ask each of them. Use your imagination or words and phrases from the box.

- Tell the students to read the phrases in the box first and underline any they don't know.
- Explain any words the students will need.
- Elicit questions to ask people applying for the different jobs, e.g.,  
 receptionist: *Do you speak any foreign languages? Can you work under pressure?*  
 flight attendant: *Do you enjoy travelling? Do you think you have a good sense of humour?*  
 TV presenter: *Do you think you are able to communicate clearly? Are you interested in entertainment?*  
 journalist: *Can you type? How good are your writing skills?*  
 sports instructor: *Are you a good swimmer? Do you have any experience of teaching?*  
 tour guide: *How good is your knowledge of the local sights? Are you interested in local history?*

### E Now do Exercises A and B on pages 121 and 122 of the Workbook.

- Direct students to Exercise A on page 121 of the Workbook.

### WB A Anna is telling a friend about her interview for a job. Write reported questions based on the direct questions.

- Point out to the students that Anna must have had more than one interviewer because the example sentence begins with *They*. Tell them to use 'They' in all the sentences.
- Note: *whether* can be used in place of *if* in the following sentences

**Answers**

- 2 They asked me what computer programs were used in my current job.
  - 3 They asked me how many people worked under me.
  - 4 They asked me if I had to travel a lot in my current job.
  - 5 They asked me where I had learned to speak Arabic.
  - 6 They asked me if I spoke it fluently.
  - 7 They asked me how many other languages I spoke.
  - 8 They asked me if I had ever worked in the Middle East.
  - 9 They asked me how long I had been editor of the local magazine.
  - 10 They asked me when I would be free to start the job.
  - 11 They asked me if I could type.
  - 12 They asked me if I had a clean driving licence.
- Elicit or explain the meaning of a clean driving licence. It means a licence which has no offences recorded on it, e.g., the offence of speeding.

**Examples**

Please can I have my eyes tested?  
 What sunglasses have you got?  
 Are my eyes the same as last time?  
 Do these glasses suit me?

He asked if he could have his eyes tested.  
 He asked what sunglasses I had got.  
 He asked if his eyes were the same as last time.  
 He asked if those glasses suited him.

**WB B Play the game 'What's my job?'  
 with four or more people.**


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- If there isn't enough time in this lesson to play the game, try to use it in another lesson. Use a group of five students to read through the instructions. Then ask the class if they understand how to play the game. Then they can play it in groups.
- As an alternative, you could play the game as a whole-class activity. Student A comes to the front. She/He chooses a job, but doesn't tell anyone what it is. Then four other students take turns to 'visit' Student A at the front of the class. Student A thinks of questions connected to the job he/she has chosen, and whispers one of the questions to each of the four 'visitors'. The four 'visitors' then report the questions to the class and the class guesses the job.

Garnet

# Using the Readers

## Rationale

Readers are included as part of the Arts syllabus in *English for Libya*. They are intended to complement the course by introducing longer, more novelistic texts where the emphasis is principally on engaging with narrative. They are included so that students following the Arts course can have a broader cultural engagement with the English language, and so that they can develop skills and character traits that are characteristic of engagement with stories – for example, reflection, speculation, critical thinking, open-mindedness and empathy.

The two Readers included here (*Robinson Crusoe* and *Treasure Island*) are taken from the *Garnet Oracle Classics* series, which is a series of graded fiction texts designed to be read for pleasure in an educational context. The Readers have short chapters interspersed with a variety of questions; as such, they are ideal for use in the classroom, although they are equally suitable for individual, private reading.

## Pre-reading activities

There are a number of ways you can introduce sections of the text. One way is to recap the section of the story that went before. For example, you could jumble four or five sentences about the previous section of story and ask students to put them in order. You could follow this by putting up summaries of the next part of the story – one correct, the others incorrect – in different parts of the room, and asking students to choose an area to move to based on which prediction they agree with.

You can also use character quotations as a prompt for discussion before you read the next part of the story. For example, you can organize students into small groups and give each group a quotation; the group has to decide which character will say this particular line in the next part of the story, and why. Then discuss all the quotations together as a class and invite different interpretations. You can

return to the discussion at the end to see if students' predictions were correct.

## Ways of reading together

There are many ways of reading together in class. Some involve going through the text as the author wrote it; others are more interpretive.

- **Reading aloud**  
Reading can simply involve one person – either you or a student – reading out an excerpt to the whole class. This can be a captivating way to read. Students can also read to each other in small groups or in pairs.
- **Dramatic readings**  
You can stage dramatic readings in small groups, with students taking on character roles and one student playing the narrator. Afterwards, the whole class can discuss the action. It may also be interesting to ask different groups of students to act or read the same section of text in front of the class, in order to discuss different ways of interpreting it.
- **Character interviews**  
Once students get to know the characters, you can stage 'interviews', with students taking on the roles of the lead characters. The class has to prepare interview questions to ask, and the actors have to respond to whatever they are asked, staying in character at all times. (It's best to give the actors and the class a few minutes to prepare questions and answers beforehand.)
- **Creative writing**  
You can bring out students' interpretations of the text by asking them to write news articles reporting on the events of the story, or comic strips with speech bubbles showing the dramatic action.

## Independent reading

The Readers are also a valuable way to encourage independent, immersive reading. The stories for this level have a natural appeal for this age group, and the language and vocabulary have been carefully

graded so that students should be able to read fairly fluently, without gaps in their knowledge intruding regularly into their enjoyment of the text. The Readers can therefore be used to foster students' sense of themselves as independent readers and, ultimately, as individual members of a worldwide community of literature. The discussions you have with your students about these stories can foster their self-confidence and their sense of belonging in the world.

## Using the questions

The questions, which can be approached individually, in pairs or groups, or in whole-class discussion, are often open-ended, inviting a range of responses; they are opportunities for students to find a path through the text by exploring its historical context, the writer's techniques, and – perhaps most importantly – their own role as readers and interpreters of the story.

### Question types

- **Reflect**  
Students pause to think about how to interpret a key moment in the story.
- **Reflect and communicate**  
Students describe or explain parts of the story in their own words, giving an account of the experience of the characters, or exploring their own responses to the text.
- **Critical thinking**  
Students examine key elements of plot and character motivation in more detail; they read into the text, and identify what is implied and what is open to interpretation.
- **Inferring meaning**  
Students examine key statements made by the narrator or by characters, identifying how they contribute to the plot.
- **Speculating**  
Students look at ambiguities or contradictions in the text, and identify ways of resolving them – or leaving them unresolved.

- **Literature and language**

Students reflect on the use of particular writing techniques, such as simile, or moments when the narrator withholds a fact from the reader.

- **Predicting**

Students are asked to predict plot developments, and to reflect on the direction they want the story to take.

- **Transferring information**

Students create infographics, maps and diagrams to help them understand and interpret information from the story.

- **Understanding the story**

A short series of questions which appears several times in each Reader, in which students complete comprehension and reflection questions.

### 21<sup>st</sup> century skills

The questions in the Readers incorporate a range of 21<sup>st</sup> century skills. There is a particular focus on critical thinking, which students are asked to apply both to the text itself – examining the reasons for the use of a particular word, phrase or narrative technique, for example – and to their own responses, feelings and predictions about the story. This is particularly important when students are discussing their answers to reflective questions in pairs or groups: there will inevitably be disagreements, so the idea is to encourage an atmosphere in which students can take turns to express opinions and listen to others thoughtfully in a critical discussion.

The questions also help students to develop their study skills, particularly by encouraging them to become more confident in dealing with longer texts. Some questions, for example, require students to summarize parts of the text or to cross-reference different parts of the story. There is also a creative aspect to many of the questions, particularly those in which students are asked to use their imaginations to fill in parts of the plot which are in the unwritten past or future.

The stories are all set in foreign times and places, and the questions provide opportunities for discussing the ways in which a particular culture makes its presence felt in the narrative. An understanding of historical context is often necessary in order for students to make judgements about the attitudes and values expressed by characters or narrators; with this in mind, information about the most important cultural references in the stories has been provided, along with glossaries of terms. The stories can also act as prompts for students to carry out historical research projects.

The questions also provide opportunities for students to express their understanding of a story by translating it into different media.

### Activities after reading

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- **Vocabulary check**  
Ask the class whether there are any words from the text they don't understand. Some of the more unusual words are explained in a *Glossary*; you can use this resource to help students understand the historical background to the stories.
- **Round-up**  
Ask students to reflect on the section they have just read, and do one or more of the following round-up activities individually or in pairs.
- Summarize the action – in speech or in writing.
- Identify the part of the story they found most interesting, and give a reason why.
- Predict what will happen next in the story.

## Robinson Crusoe Daniel Defoe (1660–1731)

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### Critical thinking

- A Answers may include: Born (1660) – Fought in a rebellion against King James II (1685) – Went to prison (1703) – Selkirk rescued from island (1708) – Defoe wrote Robinson Crusoe (1718) – Died (1731)
- B Defoe was inspired to write Robinson Crusoe by the true story of a man called Alexander Selkirk, who survived on a remote island by himself for four years, between 1704 and 1708.
- C Defoe set Robinson Crusoe on an island in the Atlantic, rather than the Pacific Ocean, where Selkirk was stranded. Defoe set his story in 1659, 45 years before Selkirk was stranded.
- D Defoe's life was very interesting. He was involved in the rebellion against King James II; he was a secret agent for King William III; he went to prison after losing all his money and he travelled widely.

### 1 My early voyages

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#### Critical thinking

The narrator had a loving family and he was one of three brothers.

#### Critical thinking

His first sea journey was stormy and dangerous.

#### Reflect and communicate

The sailors were well received in England as they were given money as well as essential things like food and clothes.

#### Critical thinking

- b gold

#### Critical thinking

- A He offers to go fishing during a fog, but escapes under the cover of the fog instead.

- B The sailor was probably in his late teens or early twenties.

#### Critical thinking

The sailors are either from Portugal or Brazil.

#### Critical thinking

The narrator feels very guilty about selling Xury to the captain of the ship.

#### Critical thinking

The narrator's life as a sailor was dramatic and exciting. He was either very fortunate or very unfortunate each time he went to sea.

#### Reflect

He thinks that his life as a sailor caused him to do very bad things, and that this in turn led to bad things happening to him.

#### Critical thinking

Students' own answers.

### 2 The shipwreck

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#### Reflect and communicate

Answers may include dangerous, scary, stormy, etc.

#### Critical thinking

The items on the beach belonged to the drowned sailors.

#### Reflect

The narrator had tobacco for smoking and because he heard that it can stop a person from feeling too hungry.

### 3 The broken ship

---

#### Reflect and communicate

Answers may include: relieved, happy, excited, satisfied, etc.

### Critical thinking

The items are all very useful. He finds food to eat, clothes to wear and weapons to protect himself, hunt and build with.

### Critical thinking

- A The narrator thought he might be stuck on the island for a long time.
- B He is good at planning and makes decisions quickly.

### Predicting

The narrator will probably find somewhere to make a shelter.

### Reflect

- A He really does not like the idea of being alone.
- B He thinks that being alone might be safer, because he has heard that the people who live on similar islands can be cannibals.

### Reflect

Answers may include: calmer, relaxed, comfortable, etc.

### Critical thinking

He now knows that there is some wildlife that he can hunt for food after the supplies from the ship run out.

### Inferring meaning

a a gun

### Reflect and communicate

Answers may include: hopeless, frustrated, vulnerable, etc.

## 4 My home

### Reflect

He needs somewhere close to fresh water, where he can protect himself from the hot sun, and that also has a view of the sea to watch for ships.

### Critical thinking

Students' own answers.

### Literature and language

He calls his home his 'fort', because he has designed it to be very secure against danger.

### Critical thinking

He thinks that a ladder is better than a door because he would not be able to make a lock for the door.

### Reflect

Answers may include: strong, hard-working, tough, etc.

### Reflect

He is very happy at the idea of making bread, because he is careful to look after the small corn plants.

### Reflect

He feels encouraged that he is alive, even though he is lonely.

## Understanding the Story 1

A Students' own answers.

- B 1 False
- 2 True
- 3 True
- 4 False
- 5 True
- 6 True
- 7 False
- 8 False
- 9 True
- 10 True

C Students' own answers.

## 5 The earthquake

### Reflect and communicate

Answers may include: terrified, shocked, disorientated, etc.

### Reflect

The narrator was scared of anything falling on his head if there was another earthquake.

### Critical thinking

- A The narrator felt that 'sometimes good comes from bad' because the earthquake had the advantage of bringing the wrecked ship a bit closer to the beach.
- B He put a wooden ceiling into the cave, and created a second exit so he would not get trapped if the cave fell in.

## 6 The goats

### Critical thinking

He is able to get good food quite easily because he was careful to plant corn and wait for it to grow. Also, he has many goats that he can kill for meat. He is not worried about having enough food.

### Inferring meaning

- b a baby goat

### Critical thinking

If he farms goats, the narrator can collect milk from them to drink and to make butter and cheese.

### Reflect and communicate

The narrator traps goats in holes in the ground and then leaves them there to get hungry and thirsty. He then offers them food and drink from his hand.

### Reflect and communicate

The narrator likes the parrot because parrots can be taught to speak and he can say 'Hello Robin'. The narrator likes to hear his name spoken aloud.

## 7 Around the island

### Literature and art

Students' own answers.

### Reflect

The narrator waited to find a smaller tree to make a smaller boat from, as he cannot move the large one to the sea.

### Critical thinking

Students' own answers.

### Inferring meaning

- b bars of land under the sea

### Predicting

It is probably Poll, the parrot, because we know Poll can say the narrator's name, Robin, and he is repeating sentences, like a parrot.

### Inferring meaning

- b 'Robin? Where have you been?'

## 8 I have a surprise

### Reflect

The footprint was longer, wider and deeper than Robinson's.

## Understanding the Story 2

- A Students' own answers.
- B Answers may include: hunting, building shelter, making clothes from animal skins, etc.
- C
- |   |   |
|---|---|
| 1 | D |
| 2 | H |
| 3 | F |
| 4 | A |
| 5 | B |
| 6 | C |
| 7 | E |
| 8 | G |

## 9 The wild people

### Reflect and communicate

Answers may include: terrified; disgusted; shocked, etc.

### Reflect and communicate

Robinson takes cooking pots, gunpowder, gold and silver coins and the shoes from the drowned men.

## 11 The education of Friday

### Critical thinking

Robinson may believe that Friday has eaten human meat in the past because of the way he describes cannibalism as normal in this area of the world.

### Critical thinking

Robinson is teaching Friday English, and how to shoot and eat goat and bird meat.

### Critical thinking

- A Friday made Robinson's life a lot more pleasant, as he now had someone to talk to.
- B Friday really appreciated Robinson as he protected him against his enemies and gave him a place to live. He does not want to leave the island.

## Understanding the Story 3

- A Students' own answers.
- B Students' own answers.
- C Students' own answers.
- D Robinson is teaching Friday English, and how to shoot and eat goat and bird meat.
- E
  - 1 The men on the beach had been eating people.
  - 2 Robinson planted trees to hide his fort.
  - 3 Robinson found a new dog on the ship.
  - 4 The first words he taught Friday were 'Yes', 'No', 'Food' and 'Water'.
  - 5 The cannibals had eaten two of Friday's friends.
  - 6 Friday was a tall man with long, black hair.
  - 7 Robinson had learned Arabic, Spanish and Portuguese in his travels.

- 8 Friday told him it was possible to travel to the mainland.

F Not in the picture: bones, footprints, kid goats.

## 12 The return of the canoes

### Reflect

Robinson and Friday were prepared to fight the men in the canoes as they organize their weapons very quickly.

### Reflect and communicate

Answers may include: happy; surprised; relieved; overjoyed, etc.

### Predicting

They group might use the large canoe to travel to the main land to help the Spanish sailors.

## 13 The English boat

### Reflect and communicate

Answers may include: excited; cautious; homesick, etc.

### Speculating

The three men are prisoners.

## 14 The captain's story

### Reflect

They agree that the men will take Robinson back to England with them and that they will follow his orders on the island in return for him helping them fight the mutineers.

### Reflect

The found three more mutineers.

## 16 The end of my story

### Critical thinking

Robinson cannot say that he is the governor of the island because then the mutineers would guess that there was no real governor or soldiers.

### Critical thinking

The captain is so supportive because Robinson saved him and his two companions from the mutineers, without killing all of them.

### Critical thinking

Students' own answers.

## Understanding the Story 4

A Students' own answers.

B Students' own answers.

- C
- 1 RC
  - 2 MF
  - 3 RC
  - 4 RC
  - 5 CAP
  - 6 CAP
  - 7 TS
  - 8 CAP
  - 9 WA
  - 10 CAP

D Robinson can be said to have positively influenced Friday's life by teaching him more languages than he previously spoke, and by helping him save his father from the cannibals.

E Students' own answers.

F Students' own answers.

G Students' own answers.

## Extra activities

- A
- 1 1632
  - 2 30 September 1659
  - 3 16 April 1660
  - 4 19 December 1687
  - 5 Sallee
  - 6 Xury
  - 7 Brazil
  - 8 Poll
  - 9 twenty-six
  - 10 sixteen
  - 11 Jamaica
  - 12 Will Atkins

- B
- 1 False – Crusoe could speak Spanish.
  - 2 False – Crusoe had been a slave in Morocco.
  - 3 True

4 False – Crusoe owned two different dogs on the island.

5 True

6 False – The cannibals did not eat the crew of the Spanish ship.

7 False – The mutineers planned to leave the captain on the island.

8 False – Three mutineers stayed on the island.

9 True

10 True

C 1 Crusoe was born in York.

2 He had made five sea voyages before he arrived on the island.

3 They had been sailing to Africa to capture slaves to sell in Brazil.

4 He had goats living in his fort.

5 He caught the wild goats by digging holes and tempting them to fall in with corn.

6 The footprint was a human footprint and showed a person who was bigger than Crusoe.

7 The cannibals came to the island to kill and eat their enemies after a battle.

8 Crusoe taught Friday the words 'Yes', 'No', 'Food' and 'Water'.

9 The Spanish ship was wrecked on the mainland.

10 They found Friday's father in the boat belonging to the cannibals.

11 The mutineers' prisoners were the ship's captain, the chief mate, and a passenger.

12 The captain and the chief mate boarded the ship, with ten other men.

13 Crusoe was on the island for twenty-eight years, two months and nineteen days.

14 Friday went to England with Crusoe. He also took the gold and silver coins, Poll the parrot, and the goatskin hat and umbrella.

D 1 axe

2 oars

3 sand

4 cannibal

5 goats

6 musket

7 telescope

8 earthquake

9 governor

10 slaves

- 11 fence
- 12 wreck
- 13 footprints
- 14 cave
- 15 waves

E

C	O	R	N	E	K	S	A	W	I	S	F
S	L	A	V	E	W	U	Z	R	B	A	O
A	R	F	Q	M	U	S	K	E	T	N	R
I	O	T	J	K	I	D	X	C	Q	D	T
L	W	E	A	P	O	N	S	K	U	L	L
P	I	S	T	O	L	P	N	M	A	N	H
E	N	C	A	N	N	I	B	A	L	S	A
R	G	Y	T	E	N	T	C	S	W	H	M
O	B	O	N	E	S	F	G	T	A	O	M
P	O	G	O	A	T	G	O	A	V	T	E
E	A	R	T	H	Q	U	A	K	E	W	R
X	T	M	A	T	E	N	R	D	S	U	H

# Treasure Island

## Robert Louis Stevenson (1850–1894)

### Reflect

- A Answers may include: Born (1850) – Met future wife in Switzerland (1876) – Followed her to California (1879) – Married and moved back to Britain (1880) – *Treasure Island* published (1883) – Wrote *The Strange Case of Dr Jekyll and Mr Hyde* and *Kidnapped* (1886) – Returned to America (1887) – Wrote *The Black Arrow* and *The Master of Ballantrae* – Travelled in the South Pacific and Australia – Died in Samoa (1894)
- B Name of author: Robert Louis Stevenson.  
List of best work: *Treasure Island*, *The Strange Case of Dr Jekyll and Mr Hyde*, *Kidnapped*, *The Black Arrow*, *The Master of Ballantrae*.
- C Answers may include:  
*Treasure Island* is the most popular pirate story of all time, and there have been several films of the story.  
All other pirate films take ideas from Robert Louis Stevenson's story.  
Stevenson's stories have been translated into many languages, and he is one of the most popular authors in the world.
- D Students' own answers.

## 1 The old seaman

### Critical thinking

The seaman described the inn as the right place for him because he does not want to be around lots of people.

### Critical thinking and predicting

The seaman is scared of the man, who might be following him.

### Critical thinking

- A The seaman is angry because people are not listening to him sing. This shows that he is aggressive and short-tempered.
- B Dr Livesey is not threatened by the seaman, which shows that he is brave and confident.

## 2 Black Dog

### Inferring information and drawing conclusions

The captain is scared of the man. He has been looking out for him and expecting him to come.

### Inferring information

Dr Livesey didn't believe the captain. The captain says 'I'm not Billy Bones,' but the doctor calls him 'Mr Bones', showing that he disbelieves the captain's statement.

### Reflect

'Or you will die before they hang you.'

## 3 The black spot

### Inferring information

The seaman always sat with his sword at the table because he knew he might be attacked by Captain Flint's crew at any moment.

### Speculating

The blind man might have given the seaman 'the black spot'.

### Reflect and communicate

The cause of death of the seaman was fear.

### Critical thinking and inferring information

The black spot was a warning to a pirate that he had a certain amount of time before he would be killed.

### Drawing conclusions

Jim and his mother did not take all of the money. They only took enough to pay for Billy Bones' food and his room at the inn.

### Predicting

- A Students' own answers.
- B Not much time has passed, so it is unlikely that he was there to kill Billy Bones (he told him he had six hours). He might have come for his pirate chest.

### Graphic organizer

Students' own answers.

#### 4 The end of the blind man

##### Inferring information

Bill is the seaman, Billy Bones.

##### Inferring information

'It' is the mysterious packet that Jim and his mother took.

##### Critical thinking

Pew did not go. He thinks the other men are cowards for leaving.

#### 5 The captain's papers

##### Inferring meaning

c a local landowner of high social standing

##### Reflect

a Dr Livesey

##### Critical thinking

The squire thought that it was a good thing that Pew was dead, because he was a dangerous pirate.

##### Critical thinking

Confident, powerful and rich.

##### Reflect

The names, dates and numbers refer to the ships that Captain Flint attacked, when they were attacked, and how much money they stole from each one.

##### Transferring information

Students' own answers.

##### Critical thinking

- A The doctor was afraid that the squire would talk about the map too much and the pirates would find out that they had it.
- B The doctor thought that the pirates would be watching for anyone connected with Jim Hawkins and that they would attack if they could.
- C Students' own answers.
- D The squire agreed not to talk about the map to anyone.

#### Understanding the Story 1

A Students' own answers.

- B 4 Jim's father dies.
- 9 Jim, Dr Livesey and the squire agree to go find the treasure.
- 7 Jim meets the squire and the doctor and gives the doctor the packet.
- 1 The old seaman arrives at the inn.
- 5 Pew, the blind man, arrives and gives Bill the 'black spot'.
- 8 They open the packet, read the book and study the map.
- 6 Bill dies and Jim takes the packet from his pocket.
- 2 The old seaman asks Jim to look out for a one-legged sailor.
- 3 Black Dog arrives at the inn asking for Bill.
- C 1 False – The seaman threw three gold coins on the floor.
- 2 False – Jim dreamt about the sailor with one leg many times.
- 3 True
- 4 False – The old seaman cut a hole in the door.
- 5 True
- 6 True
- 7 False – The key was around the old seaman's arm.
- 8 False – Jim went to Squire Trelawney's house on Mr Dance's horse.
- 9 True
- 10 False – The packet had a treasure map in it.
- D 1 sword
- 2 afraid
- 3 winter
- 4 hang
- 5 buried
- 6 stick
- 7 horses
- 8 cove
- 9 treasure
- 10 attacked
- E Mr Dance is an officer.
- Pew is a pirate.
- Flint is a pirate.
- Livesey is a doctor.

## 6 Bristol

### Reflect and communicate

- A Jim felt excited and adventurous. He is inspired to travel by looking at all of the different countries' flags on the ships.
- B Answers may include: busy, noisy, inspiring, celebratory, etc.

### Critical thinking

Jim is worried because John Silver only has one leg and Jim has been warned about a dangerous pirate with one leg by Billy Bones.

### Critical thinking

Jim's predictions about Long John Silver don't appear to have been correct.

### Reflect and communicate

Answers may include: friendly, decent, mysterious, etc.

## 7 Captain Smollett

### Critical thinking

Captain Smollett did not want to be heard by the sailors at the front of the ship.

### Inferring meaning

- a a refusal to obey orders

### Reflect

suspicion, distrust, dislike

## 8 On board the ship

### Critical thinking

This suggests that the old seaman has sailed with Long John Silver before.

### Predicting

Mr Arrow may have been attacked by the crew, so that Long John Silver's friend could take over.

### Inferring information

Long John Silver was comfortable on the ship because he could hold on to ropes and walk around easily.

### Beyond the text

The author refers to him as 'Long John' on the ship to suggest that the character is a pirate and should not be trusted.

### Critical thinking

- A friendly and trusting, comfortable
- B Long John Silver

### Predicting

He would have kept questioning Jim about the money to find out where it was now.

### Inferring information

The squire might have been listening to Jim talking to Silver and interrupted him to stop him saying too much. Alternatively, it might have been a coincidence.

### Critical thinking

He might have heard the sailors talking about a plan to mutiny.

## 9 What I heard in the barrel

### Reflect

Silver knew that Captain Smollett was a good captain.

## 10 Ready for war

### Reflect

- A The captain was not holding the real map.
- B The copy that was made did not include the red crosses, to keep the location of the treasure a secret from the pirates.

### Reflect and communicate

Captain Smollett's suspicions were true.

### Reflect

Mr Hands became first mate when Mr Arrow disappeared. Since Mr Hands is on Silver's side, it's possible that Silver (or Hands) secretly killed Mr Arrow to increase Silver's power on the ship.

## Understanding the Story 2

- A Students' own answers.
- B
- 1 False – Long John Silver was tall and strong.
  - 2 False – The sailors knew about the treasure map.
  - 3 False – A piece of eight was a Spanish gold coin.
  - 4 False – The barrel of apples was Dr Livesey's idea.
  - 5 False – Silver lost his leg on Flint's ship.
  - 6 False – The sailors slept before the mast, at the back of the ship.
  - 7 Silver wanted to wait to kill the captain until the ship was halfway back to England.
  - 8 False – The island had two low hills, with a third, higher hill, behind.
  - 9 Silver could not see the red crosses on the map.
  - 10 False – There were twenty-six.
- C Students' own answers.
- D
- 1 LJS
  - 2 CS
  - 3 DL
  - 4 LJS
  - 5 H
  - 6 H
  - 7 CS
  - 8 ST
  - 9 CS
  - 10 DL

## 11 Going to the island

### Reflect

Jim jumped into the boat so that he could watch the pirates on the island and report back to Captain Smollett.

### Inferring information

- b the pirates

### Critical thinking

A Alan was another sailor on the boat.

B b joining the pirates.

### Inferring information

Jack was killed by Long John Silver, who stabbed him in the back.

### Critical thinking

Jim has heard one murder and seen another murder.

## 12 The man of the island

### Inferring meaning

d abandoned

## 13 The doctor's story

### Reflect and communicate

The captain wanted Jim to see the flag so that he would know where to come to join the group again.

## 14 Jim at the stockade

### Reflect and communicate

Students' own answers.

### Reflect

The pirate flag indicates that the pirates have taken over the *Hispaniola*.

### Inferring meaning

c Dr Livesey

### Critical thinking

The white flag symbolizes that the pirates want to talk, without fighting.

### Reflect and communicate

Captain Smollett meant that he still wants Silver to be hanged.

### Critical thinking

Jim was reminded of Ben Gunn's words because he thinks Gunn must have killed the other pirate – he knows it was not anyone in the stockade.

### Inferring meaning

a the pirates

## 15 The attack

### Inferring meaning

c the third pirate

### Critical thinking

Jim thinks that the doctor is looking for Ben Gunn to help them fight the pirates.

## Understanding the Story 3

- A
- 1 E
  - 2 G
  - 3 A
  - 4 H
  - 5 B
  - 6 C
  - 7 D
  - 8 F
- B
- 4 Jim met Ben Gunn.
  - 7 Captain Smollett put a British flag on the roof.
  - 1 Two rowing boats pulled the ship to the harbour.
  - 5 The doctor took the small boat and found the stockade.
  - 8 Silver arrived with a white flag.
  - 9 The pirates attacked the stockade.
  - 2 Jim jumped out of the boat and started running.
  - 6 The small boat went under the water because there were too many people in it.
  - 10 The pirates ran away.
  - 3 Silver threw his crutch at Jack's back.
- C
- 1 Captain Smollett
  - 2 Long John Silver
  - 3 Benn Gunn
  - 4 Long John Silver
  - 5 Squire Trelawney
  - 6 Jim Hawkins
  - 7 Long John Silver
  - 8 Long John Silver
  - 9 Captain Smollett
  - 10 Long John Silver
- D Students' own answers.

## 16 My sea story

### Critical thinking

Jim left two pieces of rope so that he can wait, and control exactly when the ship is fully cut free.

### Predicting

Hands was planning to kill Jim.

## 17 Pieces of eight

### Critical thinking

Jim felt good because he fought Hands and won.

## 18 Captain Silver

### Critical thinking

Silver was not being honest. He is lying to get Jim to join the pirates.

### Critical thinking

The paper was the map.

## 19 The promise

### Reflect

Silver saved Jim because he needed Jim to speak on his behalf in England to prevent him being hanged.

### Critical thinking

b He knew the secret, but he couldn't tell anyone.

## 20 Searching for the treasure

### Critical thinking

Students' own answers.

### Critical thinking

The pirates were afraid because they have found the body of one of their former crew mates, positioned to point the way to the treasure.

### Reflect

The pirates were furious when they found the treasure has already been taken.

### Critical thinking

Ben Gunn has probably taken the gold, because the hole that was dug was not new, so it was not Captain Smollett, Dr Livesey and Trelawney.

## 21 Away from Treasure Island

### Critical thinking

c relieved

### Critical thinking

Ben Gunn's decision to let Silver escape was a sensible one because it would have been dangerous to sail with him.

## Understanding the Story 4

A Students' own answers.

- B
- 1 True
  - 2 False – The *Hispaniola* pulled the small boat along all night.
  - 3 False – Hands gave Jim instructions.
  - 4 False – Hands screamed and fell from the mast into the sea.
  - 5 True
  - 6 True
  - 7 False – The treasure hole was empty.
  - 8 False – The stockade was a place of insects and sickness.
  - 9 False – Silver escaped in Mexico.
  - 10 False – They left some of Captain Flint's treasure behind.

C Students' own answers.

D Students' own answers.

E Students' own answers.

## Extra Activities

A

Pirates who were on Captain Flint's ship	Blind Pew, Mr Hands, Black Dog, Tom Morgan, Long John Silver, Billy Bones, Ben Gunn
Those who were left alive at the end of the story	Captain Smollett, Squire Trelawney, Mr Dance, Jim Hawkins, Tom Morgan, Long John Silver, Dr Livesey, Ben Gunn, Abraham Gray
The good men on the ship	Captain Smollett, Alan, Squire Trelawney, Jim Hawkins, Mr Arrow, Hunter, Dr Livesey, Jack, Redruth
Those who did not leave England	Blind Pew, Black Dog, Billy Bones, Mrs Hawkins

- B
- 1 1757
  - 2 *The Walrus*
  - 3 January
  - 4 Kitt's Hole Cove
  - 5 The Spyglass Inn
  - 6 blue
  - 7 20
  - 8 700,000 pounds of gold
  - 9 Mexico

- C
- 1 Jim's father was scared of the old sailor.
  - 2 The old sailor asked Jim to watch for a sailor with one leg.
  - 3 The old sailor died out of fear after being given the black spot.
  - 4 The pirates wanted Billy Bones' treasure map.
  - 5 Blind Pew was killed by the officers' horses.
  - 6 Jim liked John Silver at first because he was clean and friendly, not like the pirates.
  - 7 Captain Smollett was angry because everyone knows that the journey is to look for treasure.
  - 8 Mr Arrow went missing from the *Hispaniola*. He was probably thrown off the ship by the pirates.

- 9 Jim thought he might die because he overheard the pirates plan and they nearly found him.
- 10 Silver wanted to wait before attacking Captain Smollett and Squire Trelawney because they are good at sailing the ship.
- 11 Ben Gunn was marooned by the crew of another ship, not Captain Flint's.
- 12 The doctor knew that the stockade was full of disease.
- 13 Ben Gunn knew the treasure hole was empty, and he told Dr Livesey.
- 14 Silver changed sides because he was worried he would need Jim to speak on behalf if he was taken back to England.
- 15 The three mutineers were left on the island with some food and guns.

- D**
- 1 anchor
  - 2 crutch
  - 3 chest
  - 4 masts
  - 5 wounded
  - 6 shoulder
  - 7 flag
  - 8 cove
  - 9 hanged
  - 10 logs
  - 11 goats
  - 12 hop
  - 13 attacked
  - 14 cabin
  - 15 caves

**E**

A	N	C	H	O	R	F	I	R	E	A	C
G	N	A	A	P	G	C	H	O	P	V	O
O	I	V	N	I	W	O	Z	C	K	L	V
L	Y	E	G	S	T	O	C	K	A	D	E
D	M	Q	U	T	F	K	S	T	B	E	X
G	U	N	P	O	W	D	E	R	U	C	P
O	T	C	A	L	M	O	C	E	R	K	A
A	I	C	O	I	N	D	R	A	Y	R	T
T	N	S	H	O	O	T	E	S	P	O	T
X	Y	G	J	U	T	M	T	U	B	W	A
I	B	U	L	L	E	T	E	R	T	A	C
D	I	N	N	C	Y	C	H	E	S	T	K

Garnet

Garnet

Garnet

## Components of *English for Libya, Secondary 2*

- Course Book
- Workbook
- Teacher's Book
- Audio

**The Course Book** presents new language and provides opportunities to practise English language and 21<sup>st</sup> 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.

**For more resources, visit: [www.englishforlibya.com](http://www.englishforlibya.com)** لمصادر تعليمية إضافية يرجى زيارة الموقع