



Scientific Section (القسم العلمي)



English for Libya Secondary 2 Scientific Section Teacher's Book State of Libya Ministry of Education Curricula and Educational Research Centre



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إشراف: لجنة من مركز المناهج التعليميّة والبحوث التربويّة

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Introduction

1 Overview

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

This course has been developed for the teaching of English to students in 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 nonnative speakers from around the world. The emphasis of the course is therefore on English as an international language, and on the students' longterm as well as short-term goals.

2 Approach to teaching

21st 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. 21st 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. 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 21st century skills included in the unit.
- Easy-to-follow lesson notes for each individual exercise. This has been done to help teachers manage their lesson timings.

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

Icon key

11

Pairwork activity



Group work activity



Project work



Functional grammar



21st Century skills



Suggested timings

4 Organization

21st Century English for Libya, Secondary 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 21st century skills in each unit.

5 Features of the course

5.1 Grammar and Functions

This is a key feature of the 21st 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^{st} 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 21st 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 21st Century English for Libya, Secondary levels

7.1 Listening

Listening text types in 21st 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 21st 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

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

7.2.1 Discussion work, problem solving and decision making

21st Century English for Libya, Secondary 2 contains pairwork and group work activities where students are required to discuss an issue, reach agreement or make a decision. They are encouraged to work together to compare ideas and answers. At this level the students should be encouraged to use English to complete the activity. They will be better able to do this if they are reminded of simple structures for suggesting, agreeing and disagreeing, e.g., Let's ... / Yes, I think so. / Yes, that's right. / No, that's wrong. I'm not sure I agree.

7.2.2 Extended turns

The students should practise engaging in extended turns at Secondary level, i.e., speaking for some time without interruption. Extended turns need to be structured so that they are coherent for listeners, and so clear guidance (including listening models) is given as the course progresses. By the end of *Secondary* 2, students should be able to produce about six sentences in a single conversational turn and 20 or more sentences in a presentation.

7.3 Reading

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

each reading task carefully in order to identify which skills and strategies the task aims to develop.

The following sub-skills are covered in Secondary 2:

- skimming a text to establish topic(s)
- scanning a text for detail
- recognizing the purpose of different types of text
- identifying the audience of different types of text
- using features such as headlines, subtitles and topic sentences to locate information
- extracting and collating information from a range of texts
- using prior knowledge and experience to make predictions about the content of a text
- understanding and summarizing the main ideas of a text
- guessing/working out meaning in a text where the topic is familiar
- using knowledge of language (grammar, vocabulary, etc.) to follow a text and understand a sequence of events
- following texts that contain some unknown vocabulary where meaning is clear from context
- developing strategies to deal with unknown vocabulary
- understanding how different texts are organized and constructed
- using active reading techniques

7.4 Writing

Each of the presentation units contains six writing tasks:

- Short writing tasks (60–80 words long)
- One longer end-of-unit writing task (80–200 words long)

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

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

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

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

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

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

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

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

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

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



Unit 1

Culture and Customs

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

21st 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

annoved (adj) - /ə'nɔɪd/ artist (n) - /'aɪ(r)tɪst/ bad-tempered (adj) - / bæd 'tempə(r)d/ bossy (adj) - /'bosi/ brilliant (n) - /'brɪljənt/ calm down (v) - /kar(r)m daun/ castle (n) - /'kar(r)s(ə)l/ celebration (n) - / selə brei [ən/ courage (n) - /'kʌrɪdʒ/ crash (v) - /kræ[/ cultural (adj) - /'kʌltʃərəl/ culture (n) - /'kʌltʃə/ disappointed (adj) - /,disə'pɔintid/ discovery (n) - /dɪ'skʌv(ə)ri/ easy-going (adj) - /'izzi 'gəʊɪŋ/ embarrassed (adj) - /Im'bærəst/ exhibition (n) - / eksi'bif(ə)n/ expect (v) - /ik'spekt/ fast (n and v) - /fast/fortunate $(n) - \frac{1}{2} r(r) t = nat/$ generous (adj) - /'dʒenərəs/

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ghost (n) - /qəʊst/
greetings card (n) -
  /'grixtɪŋ kax(r)d/
holiday camp (n) -
  /'hɒlədeɪ kæmp/
honest (adj) - /'pnist/
honestly (adv) - /'pnis(t)li/
hurry up (v) - / hAri Ap /
jealous (n) - /'dʒeləs/
ioke (v) - /dʒəʊk/
kilt(n) - /kilt/
lazy (adj) - /'leɪzi/
loch(n) - /lok/
Mother's Day (n) -
  /ˈmʌðə(r)z deɪ/
musician (n) – /mjʊˈzɪʃ(ə)n/
negative (adj) - /'negətiv/
nosy (adj) - /'nəʊzi/
patient (adj) - /'peɪʃ(ə)nt/
performer (n) - pa(r)^{r}
poet (n) - /'pəʊɪt/
point (n) - /point/
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popular (adj) - /'pppjʊlə(r)/
pray (v) - /prei/
prayers (n) - /preəz/
procession (n) - /prəˈseʃ(ə)n/
professional (n) - /prəˈfeʃ(ə)nəl/
programme (of events) (n) -
   /'prəʊgræm/
proud (adj) - /praud/
scooter (n) - / skurta(r) /
scorpion (n) - /'skɔɪ(r)piən/
Scottish music (n) -
   /'skptif'mju:zik/
selfish (adj) - /'selfɪ[/
serious (adj) - /'sɪərɪəs/
shy (adj) - /[aɪ/
sociable (adj) - /'səʊ[əb(ə)]/
switch on/off (v) - /swit[ pn/pf/
traditional (adj) - /trəˈdɪʃ(ə)nəl/
windsurfing (n) - \frac{1}{2} wind.ssx(r) fin \frac{1}{2}
worried (adj) - /'warid/
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Unit 1 Lesson 1: Water

Objectives: Read and discuss an

infographic about water. Listen to a talk and cross-reference with the infographic. Use the present simple and present continuous in sentences about the present. Practise short answers to yes/no

questions. Language: Present simple and present

continuous

Vocabulary: fresh water, glacier,

sanitation

21st Century Skills: Media Literacy:

Associating images with

relevant statements

Reference: Course Book page 8,

Workbook pages 4 and 5,

1 and 2, Grammar and Functions page 98

Warm up

- Welcome students. Elicit the lesson title, and see if they can tell you how the lesson title relates to the pictures and captions. (They show facts about water.) Use this as an opportunity to introduce the term infographic.
- A Look at the infographic about water. Check that you know the meaning of all the words. In pairs, discuss which water fact surprised you most.
- Ask students to read the infographic. Elicit any words students don't know and invite explanations from the class.
- Ask students to briefly discuss the facts in pairs and decide which they think is most surprising. Invite some students to share their ideas.

- **B 6** 1 Now listen to a short talk about the importance of water. Which facts from the talk are in the infographic? Which facts are new? Are any facts from the infographic not mentioned?
- Check students understand what they need to do. You could play the audio more than once for example, students could listen once for facts in the infographic, then listen again for new facts. Explain that facts from the infographic may be stated in a slightly different way on the audio, so students need to listen carefully.

Track 1 Listen to a short talk.

Water is vital for life. But we are using too much of it. We use water for drinking, washing, industry and farming. We are using more water every year. Only a quarter of the water on Earth is fresh, and only 3% is drinkable. Did you know - a person can live for 30 days without food, but only 6 days without water.

Access to water is a serious problem worldwide. A quarter of people in cities are living without access to clean water. Children are dying. Tragically, one child dies every 20 seconds after drinking dirty water.

Answers

WII2MG12	
Facts in the talk and the	• 'Only a quarter of the water on earth is fresh, and only
1	
infographic	3% is drinkable.'
	• ' a person can live for 30
	days without food, but only
	6 days without water.'
	'A quarter of people in cities
	are living without access to
	clean water.'
	• 'Tragically, one child dies
	every 20 seconds after
	drinking dirty water.'
New facts	• ' we are using too much
in the talk	of it.'
	• 'We use water for drinking,
	washing, industry and
	farming.'

	•	'We are using more water every year.'
		every year.
Facts only	•	'70% of the human brain is
in the		water.'
infographic	•	'70% of fresh water is
		trapped in glaciers and
		permanent snow.'

C Read the Functional Grammar box, and complete the sentences.

- Tell the students to work in pairs to complete the rules for using the present simple and present continuous.
- 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.

Answers

We use the present <u>continuous</u> for something happening right now.

We use the present <u>simple</u> for permanent situations and things that happen regularly.

• Tell the students to write *PS* for present simple or *PC* for present continuous next to the sentences in the infographic. Check as a class, and briefly discuss the reasons for each usage.

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

• Direct students to pages 4 and 5 of the Workbook.

WB A © 2 Listen and repeat. Then mark each sentence PS for present simple or PC for present continuous.

 Drill the sentences on the audio. Then ask students to mark the sentences. Again, you can discuss the reasons for each answer as a class.

Track 2 Listen and repeat.

- 1 Water is vital for life.
- 2 But we are using too much of it.
- 3 We use water for drinking, washing, industry and farming.
- 4 We are using more water every year.
- 5 A person can live for 30 days without food.
- 6 A person can live for 6 days without water.
- 7 Access to water is a serious problem worldwide:
- 8 A quarter of people in cities are living without access to clean water.
- 9 Children are dying.
- 10 One child dies every 20 seconds after drinking dirty water.

Answers

- 1 PS
- 2 PC
- 3 PS
- 4 PC
- 5 PS
- 6 PS
- 7 PS
- 8 PC
- 9 PC
- 10 PS

WB B Mark the sentences true (T) or false (F). Correct the false sentences.

- Tell students to look back at the infographic and refer to their answers for Exercise B. (If necessary you can play \$\infty\$1 again.)
- Elicit answers and get students to correct the false sentences.

Answers

- 1 Т
- 2. F – We are using more water every year.
- F 70% of the human brain is water.
- 4 F A person can live for six days/less than a week without water.
- 5 Т
- 6 F Although 25% of the water on Earth is fresh water, only 3% is drinkable.

WB C Circle the correct words to complete the sentences.

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

Answers

- 1 is she speaking
- Are you using
- see
- 's cooking
- 5 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

- 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.
- 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

- Yes, I am. 1
- No, I don't.
- No, we aren't.
- 4 Yes, it is.
- 5 Yes, of course I do.
- 6 Yes, they do.
- 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 21st 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 В
- 2. D
- 3 C
- 4 F
- 5 Α
- 6 Е

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 63.
- 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 anew 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)

21st 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 6 4 Listen and check your answers.

• Play 6 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 <u>hate</u> 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 <u>help</u> 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

- 1 True.
- 2. Don't know.
- False. (He has fallen off his scooter.)
- 4 Don't know.
- False. (He has cut his hand.) 5
- 6 True.
- 7 Don't know.

WBB 6 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 $\mathbf{6}$ 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 madel'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: Open Day at the University

Objectives: Use present perfect simple and past simple to talk

about life experiences. Listen to a conversation for

specific information.

Language: Present perfect simple with

been and gone

Vocabulary: castle, eclipse, experiment,

fossil, host, kilt, loch, open day, Scottish dancing, telescope, a waste of time

21st Century Skills: Media Literacy:

Associating images with relevant statements
Communication Skills:
Drawing conclusions from

conversations

Reference: Course Book page 11,

Workbook page 9,

6 6 and 7

Warm up

- Read the lesson title together. Elicit the meaning of open day. Ask students if any of them have been to a university open day.
- Ask students to look at the photos. Elicit suggestions for which university department(s) students are visiting.

A Match the sentences to the photos.

Conclude the discussion in the Warm up by asking students to read the sentences and match them to the pictures. Check understanding of experiment, telescope and eclipse.

Answers

1 а

2. С

3 b

4 d

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

Direct students to page 9 of the Workbook.

WB A Check the meaning of these words. $\mathbf{6}$ 6 Then listen and tick (\checkmark) 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 free week before I start my

university course.

Iosie: Have you had a good time so far?

Waleed: Yes, it's been great, Josie. Iosie: What have you done?

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: The castle is about 400 years old.

Oh and people say there's a ghost

in the kitchen.

Josie: Wow! 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 is there anything you don't like

about Scotland?

Waleed: Well, the weather isn't always

> great. It rains a lot! But the rain means that the countryside is lovely and green and everywhere looks beautiful. I love the scenery

in Scotland.

Waleed:

Josie: Yes, people in Britain complain

> about the rain a lot but it does mean the trees and flowers grow well here. So - what are you going to study at university, Waleed?

I'm doing a science course.

I've always been interested in experiments and understanding how everything in our world fits together. I went to an open day at the university and it really helped me decide which course to take.

They've got brilliant labs there, so I'm really looking forward to

getting started.

Josie: It sounds as if it's going to be

really interesting.

Waleed: Yes, I can't wait! But before then, I

want to try and see a bit more

of Scotland.

Josie: There are some beautiful lakes to

> see. They call them lochs here, you know. And there are lovely walks

to go on in the highlands.

Waleed: I'd like to go swimming in one of

> the lakes, but I think it might be too cold for me! I'll definitely do some walking, though. Oh, and I'd like to have a go at playing the bagpipes! I've heard some Scottish

bagpipe music and I like it!

Josie: I think the bagpipes are hard to

> play. But if you're going to do that, maybe you should try wearing a

kilt, too!

Waleed: I'm not sure about that. They

look like skirts to me. I was quite

surprised when I first saw men

wearing them!

Answers

a castle 🗸

a ghost 🗸

Scottish food

the weather 🗸

the countryside 🗸

experiments 🗸

politics

the sea

lakes 🗸

maths

Scottish music 🗸

Scottish cities

WB B \bigcirc 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 thinks it rains a lot.)
- 6 False. (He thinks everywhere looks beautiful.)
- 7 True.
- 8 False. (He thinks it will be too cold.)
- 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.)
- Refer the students to Grammar and Functions Reference page 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 <u>have gone</u> to Dubai. They'll be back in Libya in five days.
- What's Casablanca like? I don't know. I haven't been there.
- 3 The Al Badri family isn't here at the moment. They have gone/'ve gone on holiday.
- 4 Is Adam here or has he left for university?
- 5 I want to go to Glasgow University in Scotland. I have been to the city twice before.
- 6 I'll show you around Tripoli. <u>Have you been</u> 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

21st Century Skills: Communication Skills: Drawing conclusions from

conversations

Reference: Course Book page 12,

Workbook page 10, 68 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 88 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 68.

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: So2

Martin: Well, you're fasting, aren't you? Khalid: Yes, we are. But we break our fast

in the evening.

Oh, yes, I forgot about that. It's Martin:

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 69 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

- 1 She lives in Benghazi, doesn't she?
- 2 He has a flat in Beirut, doesn't he?
- 3 You like Lebanese food, don't you?
- 4 You haven't met Jameel, have you?
- 5 They didn't expect to see us, did they?
- 6 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

- 1 You're staying at the Sheraton Hotel, aren't you?
- 2 You don't know many people in Khoms, do you?
- 3 You haven't been to Libya before, have you?
- 4 You speak a little Arabic, don't you?
- You can windsurf and scuba dive, can't you?
- 6 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

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

Communication Skills:

Writing emails

Reference: Course Book page 13,

Workbook pages 11 and 12, 6 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 \$\int 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

- 1 Issa
- 2 Adam
- 3 Nadia
- 4 Anne Marie
- 5 Rob & Mark
- 6 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 *forlsince*. 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.
- 2 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.
- 4 I can't find my glasses. I havefve been looking for them all day.
- 5 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 completé 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: Cambridge Science Festival

Objectives: Identify different types

of text.

Scan texts for specific

information.

Guess meaning of vocabulary from context.

Distinguish between different pairs of consonant and

vowel sounds.

Language: -

Vocabulary: celebration, department,

discipline (n), exhibition, festival, lively,

performance, talk (n)

21st Century Skills: Information Literacy:

Inferring information from

context

Reference: Course Book pages 14 and

15, Workbook pages 12 to 14, **6** 11

Warm up

• Ask the students to look at the title of the lesson and the pictures. See what the students think a *science festival* might be. Ask if they know anything about Cambridge.

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 (e.g., layout, font, style of writing, photos).

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.

Possible answers

- 1 It is famous for its university, one of the oldest in the world.
- 2 in March
- 3 The festival celebrates scientific ideas and research from a wide range of disciplines.
- 4 fourteen days (two weeks)
- 5 They can attend lectures, films, exhibitions, activities and performances about many different scientific subjects.
- 6 It's for everybody.

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

 Direct students to pages 12, 13 and 14 of the Workbook.

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.

Answers

- 1 12.09
- 2 March
- 3 lively
- 4 performances
- 5 Monday
- medicine
- interest

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 6 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 détailed 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.

Sample answer

The Nalut Spring Festival

The Nalut Spring Festival is a traditional threeday Libyan festival which takes place in March or early April each year. The festival celebrates local traditions, industries and culture.

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.

Sample answer

The Nalut Festival is set in the old town of Nalut in the Jebel Nafusa region. At the festival, you can see crafts and parades, traditional music and dance performances. The festival shows a lot about the local culture of the people from Nalut. Some of the women wear the traditional costume of the Berbers.

The Nalut Festival is really enjoyable and a great event to visit.

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

21st 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

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.
- 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/annoved 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.

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!

take it in turns to make sentences or think of more examples. Their partner should correct them if necessary.

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

Unit 2

Communication

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

21st 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/ advertisement (n) -/ədˈvɜː(r)tɪsmənt/ advertising (n) - /'ædvə(r),taɪzɪŋ/ age group (n) - /eidz gruzp/ allow (v) - /ə'lau/ by mistake (adj) - /bai mis'teik/ camera phone (n) -/ˈkæm(ə)rə fəʊn/ chat (v) - /tfæt/ clearly (adv) - /'klɪə(r)li/ coastguard (n) - /'kəʊs(t),qaɪ(r)d/ contain (v) - /kən'teɪn/ discontented (adj) -/_diskən'tentid/ download (v) - /,daun'ləud/ drinks stall (n) - /drinks stall/ drown (v) - /draun/ e-card (n) - /ix-kax(r)d/

fear(n) - /fiə(r)/frequently (adv) - /'frixkwəntli/ hairdryer (n) - /'heə(r),draɪə(r)/ hold on (v) - /həʊld ɒn/ huge (adj) - /hjuzdz/ in trouble (n) - /In 'trʌbəl/ increase (v) - /In'kris/ invent (v) - /in'vent/ laptop computer (n) -/ˈlæpˌtɒp kəmˈpjuɪtə(r)/ overcome (v) - / əʊvə(r)'kʌm/ percentage (n) - /pə(r)'sentɪdʒ/ persuade (v) - /pə(r)'sweid/ plug in (v) - /plag in/ pocket money (n) - /'pokit 'mʌni/ position (n) -/pə'zI(a)n/press (v) - /pres/ print (v) - /print/ protection (n) - /prə'tek ʃ(ə)n/

public (adj) - /'p\blik/ purse (n) - /psi(r)s/push(v) - /pus/review (n) - /rɪˈvjuː/ rough (for the sea) (adj) - /r^f/ search (v) - /ssi(r)tf/select (v) - /si'lekt/ setting (n) - /'setɪŋ/ shade (in the \sim) (n) - /[eɪd/ shady (adj) - /'seidi/ share (v) - / seə/ surf the net $(v) - /s31(r)f \delta \theta$ net/ text message (n) - /tekst 'mesids/ turn on/off (v) - /t3x(r)n pn/pf/view (n) - /vju!/waste (time) (v) - /weist/ wrong number (n) -/røn 'nʌmbə(r)/

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

21st Century Skills: Information Literacy:

Decoding information in

text messages

Reference: Course Book page 20,

Workbook pages 16 and 17, 6 13 to 15

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
- 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

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.

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'.

Amna:

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 Amna 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.

Track 14 Listen and check your answers.

Amna: My parents gave me a mobile phone for my birthday.

1 Yesterday, for example, I <u>went</u> to my friend's house after school. I <u>called</u> 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 <u>took</u> this really nice

photo of my brother Adel. He <u>didn't like</u> it much. He <u>said</u> 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 615 Listen and check your answers. Then listen and repeat.

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

Track 15

Listen and check your answers. Then listen and repeat.

- gaming application
- laptop computer
- mobile phone
- camera phone
- 5 text message
- pocket money
- 7 birthday card
- 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

- Do you want to see a film tonight?
- 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: Doing an Experiment

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: electromagnet,

experiment, wire nail, copper wire, AA battery, paper clips, tape, wrap,

overlap, pick up

21st Century Skills: Communication Skills:

Writing and completing

instructions

Reference: Course Book page 21,

Workbook pages 18 to 21,

6 16 and 17, Grammar and Functions page 101

Warm up

- Ask the students to explain in their own
 words what an experiment is. Ask about any
 experiments they might have done themselves.
 Ask the students to think of examples of places
 where experiments are used and to explain why
 they are used.
- Ask the students to look at the pictures and to see if they can guess what the boys are doing.

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.

Track 16 Listen and read.

Umair and David are making an electromagnet in their science class. Umair is reading the instructions. David is doing the experiment.

Umair: We've got everything, haven't we?

David: I think so. We have a large iron nail. We have some copper wire. We have an AA battery. We have a few paper clips. And

we have some tape.

Umair: OK. Let's get started. Wrap the wire

around the nail.

David: Like this?

Umair: No. Look at the picture. Don't wrap it

straight. Wrap it at an angle.

David: How's this?

Umair: Don't wrap it tightly. Wrap it around eight or nine times. Leave about 5 centimetres of wire free at each end.

David: OK. Done.

Umair: Good, but be careful. Don't overlap

the wire.

David: Like this?

Umair: Perfect. Now, stick one end of the wire to the bottom of the battery with the tape.

Then, stick the other end to the top of

the battery.

David: Done. So, is this an electromagnet?

Umair: I hope so. Can you pick up the

paper clips?

David: No ... it's not working.

Umair: Slow down! If you go too fast, they fall off.

David: I've got one!

Umair: You see? If you pick up the clips one by

one, they stick to the nail.

David: I've got another one. And another! Wow.

This is really cool.

Note: Explain that 'AA' in 'AA battery' refers to the size of the battery. AA batteries are single cell dry batteries that measure 50.5mm x 14.5mm. AA batteries are common in things like toys, TV

remote controls and games. Letters are used to show the battery size, with 'L' being used for the biggest battery.

- Write the following questions on the board:
 - What are the boys making?
 - What happens if David picks up the paper clips too fast?
 - 3 When do the clips stick to the nail?
- Elicit answers. Ask the students to tell you where they found the answers in the dialogue.

Answers

- 1 an electromagnet.
- 2 They fall off.
- 3 If you pick them up one by one.

B Work with a partner. Find the words in green in the text and work out their meaning. Use a dictionary if you need to.

- Give students a few minutes to complete this activity in pairs. They can write the answers in their notebooks. They should be able to work out some of the meanings from the context quite easily, but others are harder, so encourage them to use dictionaries if they need to.
- Check answers as a class.

Possible answers

electromagnet - a piece of metal which becomes magnetic when you pass an electricity through it, e.g. from a battery

experiment - a scientific test that is done to demonstrate something or find out new information

iron nail - a thin, pointed piece of iron copper wire - a long, very thin piece of copper AA battery – a small source of electricity paper clips - small, folded pieces of metal that are used to keep pieces of paper together tape - sticky plastic or paper used to stick things together

wrap – put something around something else overlap - partly cover something with another thing

pick up – lift something from a surface or from the ground

C 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:

Wrap the wire around the nail.

Don't wrap it straight. Wrap it at an angle.

Don't wrap it tightly.

Wrap it around eight or nine times.

Leave about 5 centimetres of wire free at each end.

Be careful. Don't overlap the wire.

Stick one end of the wire to the bottom of the battery with tape. Then stick the other end to the top of the battery.

Slow down!

Zero conditional:

If you go too fast, they fall off. If you pick up the clips one by one, they stick to the nail.

D 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 \$\infty\$17 Listen and repeat. Then work in pairs to practise the words and phrases in your own questions and answers.

- 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 \$\int 17\$, pausing as necessary.
- Ask students to practise their own questions and answers using the phrases. If they find it hard, they can just practise the dialogue from page 21 of their Course Book.

Track 17 Listen and repeat.

Let's get started. How's this? Like this? I hope so. Slow down!

WB B Match the phrases to the pictures.

• Tell the students to match the phrases for giving instructions with the pictures.

Answers

- 1 c
- 2 h
- 3 g
- 4 b
- 5 e
- 6 d
- 7 a
- 8 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 the words to make compound words.

• Confirm the meaning of any new items (e.g., remote control, cashpoint, photo booth).

Answers

- 2 microwave oven
- 3 washing machine
- 4 smartphone
- 5 touch screen
- 6 remote control
- 7 alarm clock
- 8 cashpoint
- 9 photo booth
- 10 social media
- 11 email
- 12 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 just missed her call but she left a voice mail on my phone.

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
- 5 h
- 6 e
- 7 a
- 8 i
- 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 what the instructions are about.

- Tell the students to write instructions for one of the machines 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

21st 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 a 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

- 1 When
- 2 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.

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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

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, **Tustin**

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

21st Century Skills: Communication Skills:

Contributing to a discussion, Study Skills:

Taking notes

Reference: Course Book page 24,

Workbook page 23, \$\int 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

- 1 Hello. Is that Ian Murphy? C
- 2 May I ask who's calling? A

- 3 Could I speak to...? C
- 4 I think you've got the wrong number. A
- 5 I'm afraid he's out at the moment. A
- 6 Could you tell her I called? C
- 7 Do you know when he'll be back? C
- 8 Can I take a message? A
- 9 Just a moment, please. A
- 10 I'll tell him you called. A
- 11 Is that 0207681432? C
- 12 I'd like to speak to Salwa Halabi, please. C
- 13 Please leave a message and we'll call you back. A
- 14 Hold on, please. A
- 15 Please speak clearly after the tone. A
- 16 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 \$\int 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 6 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.

Call 3

Recorded voice: Thank you for calling

Thank you.

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.

TTI:: C

va: 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

Salwa:

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.
- At the bus stop by the cinema.
- 4 11.
- 5 That evening at around seven.

Call 2

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

Call 3

- At International College.
- 2 Because the office is closed.
- 3 She thinks she left her purse in Room 45 after her English lesson.
- 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 (alan)

+ adjective + noun

Vocabulary: crowded, queue, shady,

exaggerate, shade (in the ~), drinks stall,

lazy, honestly

21st Century Skills: Media Literacy: Associating

relevant information

Reference: Course Book page 25,

Workbook pages 24 to 26, 619, 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. As the students if they can workout 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 solsuch ... (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 \$\infty\$19.

Track 19

Katie:

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.

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,

hit, hurt

21st 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.

Unit 2 Communication

- 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: – 21st Century Skills: –

Reference: Course Book page 28,

Workbook pages 28 and 29, \$\infty\$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.

Unit 2 Communication

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.

They might have had a problem Mrs Crosby:

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.

They can't all have forgotten to Ammar:

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).

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

- Because Rob is late for the football match./ He is trying to find Rob.
- 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

21st Century Skills: Media Literacy:

Understanding advertising, Communication Skills: Contributing to a discussion

Reference: Course Book page 29, Workbook pages 29 and 30, 621 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 Look at the adverts for gadgets, and complete them with the words and phrases from the box.

Have the students complete the advertisements using the words and phrases from the box. Check answers as a class.

Answers

Magitype: Say, It's time to Highfly: Easy to use, comes with Audiobobble: solved, feature, Check out Kiddytagz: look like, worry, Visit

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.

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

I think it makes people Liam:

discontented. Salma: Discontented?

Salma:

Liam: Yes, discontented. People look at

advertisements and they are not content with their own lives. What do you mean exactly?

Well, people see beautiful people Liam: 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?

I think the adverts at the cinema Tade: 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 a

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

- 1 with their own lives
- 2 exactly
- 3 time and money
- 4 new products, new restaurants or new cars
- 5 to advertising
- 6 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 for a gadget of your choice. 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.

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.



Unit 3

The Environment

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)

21st 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

afford $(v) - \frac{1}{2}for(r)d$ against the law (adj) -/əˈqenst ðə lɔː/ bamboo (n) - /ˌbæm'buː/ battery (n) - /'bæt(ə)ri/ break down (v) - /breik daun/ breed (v) - /brizd/ carbon dioxide (n) -/.kax(r)bən dai'bksaid/ $cardboard(n) - \frac{1}{kar(r)d}b_{r}(r)d$ certainly (adv) - /'sax(r)t(a)nli/ chemical (adj) - /'kemik(ə)l/ definitely (adv) - /'definatli/ destroy (v) - /dɪˈstrɔɪ/ $dump(n) - /d \wedge mp/$ earth (n) - $/3I(r)\theta/$ economy (n) - /I'kpnəmi/ editor $(n) - \frac{1}{2} edito(r)$ endangered (adj) -/in'deind3ə(r)d/ extinct (adj) - /ɪk'stɪŋkt/ fence (n) - /fens/fin(n) - /fin/fish farming (v) - /fif 'fai(r)min/ food chain (n) - /fuxd tfein/ fossil fuel (n) – /'føsəl fjʊəl/

fur(n) - /fsr(r)/global warming (n) -/nım(n)xcw' leduelp'/ greenhouse gas (n) -/ 'grixnhaus gæs/ horn(n) - /hox(r)n/hunter $(n) - \frac{h}{h}$ hybrid (~ car) (adj) – /'haibrid/ illegal (adj) - /I'lirg(a)I/industrial (adj) - /In'dAstrial/ industry (n) - /'Indəstri/ life cycle (n) - /laif 'saikəl/ LNG(n) - /el-en-dsix/(= liquefied natural gas) -(/likwifaid 'næt(rəl gæs/) market (on the ~) (n) -/'max(r)kit/ microwave (n) – /'maɪkrəˌweɪv/ motor(n) - / məvtə(r) /Oryx(n) - /briks/overfishing (n) – / əʊvə(r)'fɪʃɪŋ/ ozone (n) - /'əʊzəʊn/ picnic table (n) - /'pɪknɪk 'teɪbəl/ pollution (n) - /pəˈluːʃ(ə)n/ powerful (adj) - /'pauə(r)fəl/ process (n) - /'prəʊses/

protect (v) - /prəˈtekt/ rebuild (v) - / rix bild/ recharge (v) - / rix't[ax(r)dz/recycle (v) - /riː'saɪk(ə)l/ recycling bin (n) -/ˌriː'saɪklɪŋ bɪn/ recycling centre (n) -/rix'saɪklɪŋ 'sentə(r)/ redo(v) - /rii'dui/reheat (v) - / rix'hixt/ reorganize (v) - /ri'ɔx(r)gənaɪz/ replay (v) - /'riz.plei/ reserve (game \sim) (v) – /rɪ'zɜɪ(r)v/ retake (v) - / riz'teik/ reuse (v) - /rix'juxz/rewrite (v) - / rix rait/ ringtone (n) - /'rɪnaˌtəʊn/ rubbish $(n) - \frac{1}{r}$ run out of (v) - /ran aut bv/ smog(n) - /smpg/smooth (adj) - /smuːð/ stripe (n) - /straip/ technology (n) - /tek'nplədʒi/ toxic (adj) - /'tpksik/ volunteer (n) – / volən'tıə(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, born, smooth, flat (adi)

21st 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. 623 Then listen and check. The language in the audio is auite 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.

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.

 \mathbf{C}

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.

Voice 1:

Voice 2:

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

21st 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 The mountain gorilla.
- 2 **B** The giant panda.
- 3 D The tiger.
- 4 D The 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	~	~		V

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

- My cat looks like a tiger.
- Fuad looks very tired today.
- Your brother looks like a businessman.
- That book *looks* interesting. Have you read it?
- People say that I look like my father.
- Those elephants *look* ill. Why are they lving 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

- 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 624 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 \$\infty 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

21st Century Skills: Study Skills: Numbering

graphic representations of events, Working with

flowcharts

Reference: Course Book page 36,

Workbook pages 35 and 36, 626

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 6 26 and elicit the answer.
- Play 626 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.

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, reheat, replay, rewrite, reuse, recharge, rebuild, reorganize, redo, environment, energy, bin, bottle, can, tin, newspaper, magazine,

21st Century Skills: Communication Skills:

Describing a poster

dump (n), throw away

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 \$\infty 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)

- 1 work
- 2 cheap
- 3 metal
- 4 bigger
- 5 destroying
- 6 thousands
- 7 throw
- 8 process
- 9 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

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

WB 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 remeans. 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

21st Century Skills: Life Skills: Critical

thinking, Communication

Skills: Paraphrasing and

rewriting

Reference: Course Book page 38,

Workbook pages 39 and 40, 628 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.

- 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 dr

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 **x** type a list of animals **v** show people where to park **v**

David

fix the broken picnic table \checkmark drive the Land Rover x

clean the windows of the minibus

Habib

make a new no-smoking sign **x** check the fence around the camp **v** clear up the picnic area **v**

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.

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

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

• Put students into pairs.

on our way back?

- 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 EO

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 631.
- 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.

- 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

21st Century Skills: Study Skills: Brainstorming

and note taking, Describing information in a table

Reference: Course Book page 39,

Workbook pages 41 and 42, 632 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 \$\int 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	Disadvantāges
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	Batterjes 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 633 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 leadfree 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

21st Century Skills: Communication Skills:

Contributing to a discussion

Reference: Course Book page 40,

Workbook pages 42 and 43, 634 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. **634** 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).

- 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

- They do not work very hard.
- 2 He said he had lost his mobile phone.
- 3 People should not get near the animals.
- The price will not be a problem.
- The shop does not open on Fridays.
- The teacher did not say which exercise to do.
- They would probably like this kind of music.
- 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 635 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.

- 1 Tigers don't normally attack people.
- I thought they'd finished their work.
- 3 You mustn't think about my problems.
- 4 The oryx don't need much water.
- 5 The computers in the office aren't
- 6 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

21st 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 righthand 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	People lost their homes.	
the same (it doesn't	Farmers have to use	
flood any more).	chemical fertilizers	
Produces clean	on the land now -	
electricity for people	expensive.	
and industry	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.) 1
- False. (It is over 40 years old.)
- 3 True.
- 4 True.
- 5 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 rooves 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

- 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.

Unit 4

Fun with English 1

• Skills, grammar and vocabulary from Units 1 to 3

21st 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

algorithm (n) – /'ælgərɪðm/ awareness (n) – /ə'weənəs/ deforestation (n) – /dɪˌfɒrɪ'steɪʃ(ə)n/ disposal (n) – /dɪs'pəʊzəl/ ensure (v) – /ɪn'ʃʊə/ explode (v) - /Iks'pləud/ handle (v) - /'hændl/ influence (v) - /'Influens/ multitude (n) - /'mʌltɪtjuːd/ packaging (n) - /'pækɪdʒɪŋ/ preserve (v) - /pri'zɜɪv/ ranking (n) - /'ræŋkɪŋ/ trigger (v) - /'trɪgə/ wrap (v) - /ræp/



Unit 4 Lesson 1: Saving the Planet

Objectives: Skim an article for

information.

Revise and extend understanding of adjective order.

Write about how to make our planet a better place.

Language: Revision of order of

adjectives

Vocabulary: awareness, deforestation,

disposal, ensure, handle, multitude, packaging, wrap

21st Century Skills: Study Skills: Categorizing

information.

Communication Skills: Describing how to make our planet a better place

Reference: Course Book page 46,

Workbook pages 46 to 48.

Warm up

- Ask students to look at the title of the lesson and to say what they think it means.
- Have a class discussion about any environmental groups or organizations the students know of. Ask what things students do to try to 'save the planet'.

A Work in pairs. Look at the pictures and discuss what environmental problems they highlight.

Ask students to discuss the question together. Walk around while they are working to help where necessary. The three problems they should be talking about are: global warming / climate change, waste disposal /recycling, wasting water.

B Read the article below 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

- 1 There is too much of it and a lot of it is plastic.
- 2 development and deforestation
- used more energy, produced more waste and created more pollution
- global warming
- many of the dangers our planet is facing
- suggested answer: to make sure it is OK for our children in the future.

B Check you know the meanings of the adjectives in red, above. Then do Exercises B to D on pages 46 and 47 of the Workbook.

- 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.
- Tell students to complete Exercises B to D on pages 46 to 48 of the Workbook.

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

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

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

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 *alan* 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 Protecting the environment is our own responsibility. What can you do to make our planet a better place?

- Tell the students they are going to write about things they think they can do to improve our planet.
- Tell them to use the ideas from the lesson.
- Tell the students to write between 70 and 100 words.

Sample answer

One thing I would like to do to make our planet a better place is to encourage everyone to stop wasting water. I sometimes leave the tap on when I brush my teeth, so from now on I am not gong to do that. And I will ask my family and friends to do the same. I will also have showers instead of baths, as that will save water, too. Water is important for our planet so we must look after it.

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 a cartoon to teach children about environmental issues. Do they know of other television shows that attempt to do the same thing?

- 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

21st Century Skills: Media Literacy:

Predicting a conversation, Communication Skills: Discussing possibility

Reference: Course Book page 47,

Workbook pages 49 and 50, 636, Grammar and Functions pages 101

and 102

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 636 so the students can check their answers.
- Tell the students to practise the dialogue with a partner.

Track 36 Listen and check your answers.

Come on, Helen. I know you're Zeina:

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.

Ow! It feels really terrible if I Helen:

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.

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

- 1 Zeina offers to help Helen walk to a seat. 2
- 2 Zeina helps Helen to stand up. 3
- 3 Helen thinks her leg is broken. -5
- 4 Zeina offer to get Helen a drink. 4
- 5 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.

- 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

21st 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.

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:

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.

How much is it going to be? Suleiman: Youssef: It's £5. But I've already paid.

Suleiman: Fine. I'll collect them for you

this afternoon.

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

1657 89732. Mike:

Rashid: Hello, is that Mike Holland? Mike: Yes, it is. Who's speaking, please?

Rashid: My name's Rashid. I saw the

advert in Music Monthly for an electric guitar. It's a blue Fender,

isn't it?

Mike: That's right. Rashid: And it's still for sale, isn't it?

Mike: Yes, it is. Would you like to come

and see it?

Rashid: 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.

Rashid: 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?

Rashid: Yes, four thirty would be perfect.

Mike: And your name's Rashid, is

that right?

Rashid: That's right. Rashid 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

- 1 To the photo shop.
- 2 On the desk in Youssef's room.
- 3 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
Alone in the Desert	15	6.30 and 8.45	Adults: £6.50
Going Home	12	1.30 and 3.30	Students: £5.00
Dancing on Glass	18	7.15 and 9.30	Children: £5.00

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

- 1 In Music Monthly.
- 2 It's ten months old.
- 3 £300.
- 4 At 4.30.
- 5 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: Searching the internet has changed!

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: algorithm, exploded,

handled, influence,

ranking, triggered

21st Century Skills: -

Reference: Course Book page 49,

Workbook pages 52 and 53, 641, Grammar and Functions, pages 99 to 101

Warm up

Ask the students when was the last time they searched the internet. What were they looking for? Ask them how often they use the internet to find information.

A Work in pairs, Read the article quickly. Then, in your own words, tell your partner what it is about. Use the present perfect tense wherever possible.

- Ask students to tell you what they know about Google.
- Put students in pairs and ask them to read the article and then tell each other what it is about. remind them to try to use their own words and also to use the present perfect tense as much as they can.
- Walk around while students are talking, and help where necessary.

Sample answer

The article is about how searching the internet has changed and about how important Google has become since it was first created in the 1990s. The article talks about how Google has developed over the years and about how the Google office has changed and the number of employees has grown.

- **B** Read the article again. Find the words in bold and work out the meaning from the context. Try not to use a dictionary.
- Ask students to stay in their pairs to complete the exercise. They can discuss possible meanings for the words, and say where in the text they took their clues from.
- Allow students to use a dictionary if they have to, but encourage them to try to work out the meanings from the context first of all.

Sample answers

ranking: putting things in order of importance alogrithm: a set of rules that must be followed when solving a particular problem influence: have an effect on exploded: increased very significantly handle: deal with triggered: caused something to happen

C Complete the sentences with ideas from the article. Then listen \$41 and compare your idea with the ideas you hear.

- Ask students to read the sentence stems. Point out the difference between so and such (so is followed by an adjective; such is followed by a noun or noun phrase).
- Ask students to complete the sentences with their own ideas then play 641 and ask students to compare what they hear with their own sentences. Discuss any differences.

Sample answers

- 1 Google is now so popular that almost everyone has heard of it.
- 2 Google is such a good company to work for that I want a job there.
- 3 Googleplex is such a great place to work!
- 4 In my opinion, Googlers are very lucky to work where they do.

₩ Track 41

Listen and compare your ideas with what you hear.

- Voice 1: Google is now so famous that almost everyone has heard of it.
- Voice 2: Google is such a popular search engine that people use it 1.2 trillion times a year to search in the internet.
- Voice 3: Googleplex is such a big place that 20,000 people work there.
- Voice 4: In my opinion, Googlers are so lucky to work in Silicon Valley.

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.

- 1 Q: How long have you been cooking?
 - A: For two hours.
 - Q: How many cakes have you made?
 - A: I've made three.
- Q: How long have they been painting?A: Since 10 o'clock.

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- 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.

- 1 I've been studying.
- 2 They've been at school.
- 3 He's been washing the car.



Food and Drink

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'tlmustn'tlshouldn'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

21st 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

air-conditioning (n) -/'eəkən,dı[ənɪŋ/ bar (of chocolate) $(n) - \frac{bar(r)}{}$ boil(v) - /boil/carton (n) - /'kar(r)tən/ chemical waste (n) -'kɛmɪkəl weist chew $(v) - /t \int u x/dt$ chilli (n) - /'t[ɪli/ chop(v) - /t[pp/coach (n) - /kəʊtʃ/ complain (v) - /kəm'pleɪn/ couscous (n) - / 'kuɪskuɪs/ $dump(v) - /d\Lambda mp/$ energetic (adj) - / enə(r)'dzetik/ energy (n) - / enə(r)dzi/exciting (adj) - /ik'saitin/ facilities (n) - /fə'sɪlətiz/ flavour (n) - / fleiva(r)/

furnished (adj) - /'f3x(r)n1[t/

```
great (v) - /greit/
grill (v) - /grɪl/
gum(n) - /g_{\Lambda}m/
inconvenient (adj) -
  /.inkən'vixniənt/
landlord(n) - / læn(d), lox(r)d/
lay (a table \sim) (v) - /lei/
packet (n) - /'pækɪt/
peel(v) - /pixl/
recycled products (n) -
  /ˌrix'saɪkld 'prɒdʌkts/
rented (adj) - /'rentid/
reusable packaging (n) -
  /rix'juxzəbl 'pækɪʤɪŋ/
ridiculous (adj) - /rɪˈdɪkjʊləs/
salty (adj) - /'sɔːlti/
slice (n) - /slais/
spicy (adj) - /'sparsi/
spinach (n) – /'spinidʒ/
sporty (adj) - /'spor(r)ti/
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spot(n) - /sppt/
starving (adj) - /'star(r)vin/
suit(n) - / suit/
supper (n) - / s_{Ap}(r) / s_{Ap}(r)
tasteless (adj) - /'teɪs(t)ləs/
tasty (adj) - /'teɪsti/
tie (n) - /tai/
unattractive (adj) - /ˌʌnə'træktɪv/
unsatisfactory (adj) -
   /ˌʌnsætɪsˈfækt(ə)ri/
uniform (n) - /'juxnxfox(r)m/
weightlifter (n) - /'weit,liftə(r)/
weightlifting (n) - /'weɪtˌlɪftɪŋ/
yoghurt(n) - / |pga(r)t/
Yours faithfully -
   /jɔɪ(r)z 'feɪθfʊli/
Yours sincerely -
   /jɔɪ(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

Language: -

Vocabulary: stew (n), stewed, grilled,

spicy, tasty, herbs, spice, flavour, chilli, cereal, olive oil, parsley, couscous, avoid, energy, carton, bar,

about own eating habits.

slice (n), packet

21st Century Skills: Study Skills: Matching

information to speakers, Completing tables,

Classifying information Reference: Course Book page 52,

Workbook pages 54 to 56,

6 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
- 2 fish, carrots, milk, cheese, yogurt
- 3 cheeseburger and cola
- 4 rice, naan bread, poppadums

B \$\infty 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

Latifa: You don't have to pay very much

fast food?

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 \$\infty\$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 meet cooked i 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	chemes	celery	hot chocolate	salad
goat	strawbernes	radishes	milkshake	soup
	raspbernes	mushrooms		sandwiches
	limes	asparagus		baked potato
	bluebernes			

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

- 1 a bottle of lemonade
- 2 a bowl of soup
- 3 a slice of bread
- 4 a tin of tomato paste
- 5 a cup of coffee
- 6 a packet of sweets
- 7 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.
 - 1 breakfast
 - 2 lunch
 - 3 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 eat eggs
- 6 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

21st Century Skills: -

Reference: Course Book page 53,

Workbook pages 56 to 58, 644, 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 dietician; 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

shouldn't go to bed late.

Rashid: How many hours' sleep should

l 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 yerbs.
- 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.

- 1 You <u>can borrow</u> my mobile, but you <u>must</u> pay for any calls you make.
- 2 You <u>can phone</u> me tonight, but you <u>mustn't</u> <u>call</u> me after 11 p.m.
- 3 You <u>can use</u> my camera today, but you mustn't take any photos of me.
- 4 They <u>can play</u> video games, but they <u>must</u> 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)

21st 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.

- 1 c and g (possibly e, h)
- 2 e and h (possibly c)
- 3 a and d (possibly c)
- 4 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

- 1 mustn't
- 2 doesn't have to
- 3 don't have to
- 4 mustn't
- 5 don't have to
- 6 didn't have to
- 7 mustn't
- 8 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

21st Century Skills: Life Skills: Problem

solving; Study Skills: Inferring information

from context

Reference: Course Book page 55,

Workbook pages 62 to 64,

645 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 \$\infty 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 \$\infty 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 646 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 wholeclass 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.

OT

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. Here, you'd better use the electric

Boy: Here, you'd better use the electric mixer. It's quicker and easier.

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!

Girl:

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:

What would happen to the Earth if ...?

Objectives: Read a blog post 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

Language: Second conditional

Vocabulary: recycled products, reusable

situations.

packaging, chemical waste, dumping, air-conditioning

21st 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 blog on page 57 and complete it with the phrases below.

 Tell students to read the blog on page 57 of their Course Book and complete it with the phrases given.

Answers

- 1 better place
- 2 in danger
- 3 reusable packaging
- 4 more recycled products
- 5 dumping chemicals
- 6 planted more trees
- 7 produced chemical waste

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

- 1 You would not/wouldn't well if you swam in a polluted river.
- 2 If he didn't smoke, he would be a lot healthier.
- 3 If he rode his bike more often, there would be less traffic pollution.
- 4 What would you do if you saw someone drop litter in the street?
- 5 If you had wings, where would you fly?
- 6 The earth would be a better place if we looked after the environment.
- 7 If everyone bought products with less packaging, there would be less waste.

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

- 1 If the waiter forgot to give you your bill at a café, would you tell him?
- 2 If you found 2 million Libyan dinars in the street, would you take it to the police station?
- 3 If you saw your friend cheating in an exam, what would you do?
- 4 If a very rich friend lent you 5,000 Libyan dinars and forgot about it, would you keep quiet or remind your friend?
- 5 If you crashed your scooter into an expensive car and nobody saw you, what would you do?
- 6 Would you read your sister's or brother's letters and diary if you found them in their cupboard?
- 7 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.

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

21st Century Skills: Life Skills: Creative

thinking, Communication

Skills: Giving advice

Reference: Course Book page 58,

Workbook pages 68 and

69, 648, 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 \$\int 48\$ for repetition, before telling the students to practise the dialogue in pairs.

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

21st 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, 649 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 Halima 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,

Halima?

Halima: 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.

Halima: I wish I knew the answer to this

Maths problem. I wish I <u>didn't</u> <u>have</u> to study Maths at school. If only I <u>was</u> 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

- 3 I wish/If only I could be a scientist.
- 4 I wish/If only I drove a motorcycle. I wish/If only I didn't have to drive a bus.
- 5 I wish/If only I had a (sports) car.
- 6 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 <u>past</u> simple tense. I wish I <u>had</u> a new laptop.

If only I was/were better at sport.

II 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 \$650 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.

_

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 6 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.

Answer

Regrets about
Regrets about
No regrets +5%

Regrets about
family life 30%

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)

21st 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 <u>past</u> 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

- 1 He pulls Layla's long hair and he wants the girls to play football with him when they want to talk to each other.
- 2 Dana told her mother that there wouldn't be space in the car for Faisal, but she didn't know if this was true.
- 3 Dana's mother phoned her.
- 4 He had gone out on his bike and a car had hit him.

Unit 5 Food and Drink

- 5 She felt extremely sorry.
- 6 She wished she hadn't been so selfish and had taken Faisal to the park.
- 7 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

- 1 but we left after one week.
- 2 and had a view of a car park.

- 3 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 S014 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.

Unit 6

The Media

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

21st 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'vent[ə(r)/ animation (n) - /ænɪmeɪ[n/ award (n) $-/ \theta' wo x(r) d/$ cartoon (n) - /kaɪ(r)'tuɪn/ chat show (n) - /tfæt [əʊ/ collapse (v) – /kəˈlæps/ committee (n) - /kəˈmɪti/ consequently (adv) -/ˈkɒnsɪkwəntli/ contribute (v) - /kən'tribjuit/ decoration (n) - / dekəˈreɪʃ(ə)n/ designer (n) $- /di'zain \theta(r) /$ directed (by) (v) - /dai'rektid/ disaster (n) - /di'zaistə(r)/drama(n) - / drax(r)mə/driving licence (n) -/'draivin 'laisəns/ elevated (v) - /'sliveitid/ experiment (n) - /ik'speriment/ font (n) - /fpnt/golf(n) - /qplf/historical (adj) - /hɪˈstɒrɪkəl/ horror(n) - / hbrə(r) /interior (n) - /ɪnˈtɪəriə(r)/ keen (adj) - /kiɪn/ lifeguard (n) - /'laɪfˌqaɪ(r)d/ lifestyle (n) – /'laɪfˌstaɪl/ miracle (n) - /'mɪrək(ə)l/ motivation (n) - / məʊtɪˈveɪ[ən/ Nobel Prize (n) - /nəʊˌbel 'praɪz/ novel (n) - /'novəl/ poisonous (adj) – /'pɔɪz(ə)nəs/ presenter (n) - /pri'zentə(r)/ promote (v) - /prəˈməʊt/ psychological (adj) -/,saikə'lpdzik(ə)l/ publish (v) - /'p\blif/ receptionist (n) - /rɪˈsep[ənɪst/

remind (v) - /rɪ'maɪnd/ reminder (n) - /rɪ'maɪndə(r)/ science fiction - /'saɪəns 'fɪk[ən/ sector (n) - /'sɛktə/ seriously (adv) - /'sɪəriəsli/ soap opera (n) - /səup 'pp(ə)rə/ special effects (n) -/ˈspeʃəl ɪˈfekts/ still life (n) - /stil laif/ stress (v) - /stres/ stunned (adj) - /st/nd/ sub-editor (n) – /sʌb 'edɪtə/ take (~ a photo) (v) - /teik/ thriller (n) – /' θ rɪlə(r)/ unforgettable (adj) -/ˌʌnfə(r)'getəb(ə)l/ vacancies (n) - /'veɪkənsiz/ 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: cartoon, chat show,

lifestyle, soap opera,

drama, decorate (a house)

21st Century Skills: Media Literacy: Classifying

genre, Study Skills: Conducting surveys

Reference: Course Book page 66,

Workbook page 78, 652

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 \$\infty\$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.

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

2

Host: Rose Johnson, welcome

to London.

Rose: Thank you, Alan.

Host: You've just finished a film with

average, though.

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 Cartoon
- 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 cartoons 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: stress, vacancies, sector,

elevated, motivation

21st Century Skills: Media Literacy: Identifying

suitable headlines, Communication Skills: Listening to complete

information

Reference: Course Book page 67,

Workbook pages 79 and 80, \$\int_{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 'Global engineer shortage could slow economy, report warns'.

C Read the speaking tip. Then do Exercises A to D on pages 79 and 80 of the Workbook.

- Go through the Speaking tip. 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 page 67 of the Course Book 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 \$\infty\$53.

Track 53 Listen and complete this text about the same event as the one in your Course Book.

Newsreader:

A new report has come out about engineering. It says that the world's economy is going to be in trouble if we don't get more engineers. It says that engineers, politicians and scientists are very important for our future. However, even though we need more and more engineers, a lot of companies can't find enough of them.

There are three reasons for this problem. One is that after the recession of 2008, loads of experienced engineers changed careers. Also, senior engineers earn lots of money and don't need to look for new jobs. Finally, not so many students are taking engineering courses these days, because they're so expensive. The shortage is a bigger problem for small engineering firms than for big ones. Large firms can afford to train their junior engineers on the job, but smaller ones need guys who know what they are doing from the start.

Answers

- 1 report
- 2 economy
- 3 politicians
- 4 scientists
- 5 recession
- 6 senior
- 7 courses
- 8 expensive
- 9 shortage
- 10 job
- 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 Read the two versions of the story aloud, sentence by sentence. What differences do you notice?

• Tell the students to compare the two versions of th article and to compare the style used in each one. Ask them which they think is the most formal article (the one in their Course Book). Give them an example of the difference in language, for example at the end of the article in their Course Book, it says: ... smaller companies require engineers who know what they are doing from day one of the job ... whereas the article in their Workbook says: ... smaller ones need guys who know what they are doing from the start.

WB C Find the informal version of each extract.

• Tell the students to do the exercise individually.

1 economic growth across the world will slow down if the gap between the demand for and the supply of engineers is not reduced	the world's economy is going to be in trouble if we don't get more engineers
2 along with politicians and scientists, it is engineers who will shape the future of our planet	engineers, politicians and scientists are very important for our future
3 while there is a clear increase in demand for engineers in many countries, many job vacancies cannot be filled	even though we need more and more engineers, a lot of companies can't find enough of them
4 many experienced engineers left the industry to work in different sectors	loads of experienced engineers changed careers
5 senior engineers with elevated salaries lack the motivation to look for work elsewhere	senior engineers earn lots of money and don't need to look for new jobs
6 every year, fewer and fewer students are qualifying as engineers. The report blames the rising costs of university courses for this trend	not so many students are taking engineering courses these days, because they're so expensive

WB D Find six words or short phrases in the informal version of the story that would never appear in a formal article. Think of a formal version.

 Make sure the students understand what they have to do. Ask them to complete the exercise.

Suggested answers

Informal Formal

be in trouble experience difficulty can't find are unable to locate loads a large number of lots of money good salaries

guys staff / people / employees

from the start from day one

WB E 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

- 1 It is quite difficult to work with all this noise.
- 2 Goodbye! And thank you very much.
- 3 I am the director of a small company in Tripoli.
- 4 My mother told the children to be quiet.
- 5 They were watching a football match on television.
- 6 We are having a fantastic time.
- 7 It became so hot that we could not go out.
- 8 The teacher instructed the students to complete their projects in class.
- 9 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

21st Century Skills: Communication Skills:

Inferring information from

interviews or conversations Reference: Course Book page 68.

> Workbook pages 81 to 84, \$654, 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
- ... 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 6 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.

1

William: I still live at home with my parents.

2

William: I lived in China until I was fifteen.

3

William: I've always liked writing stories.

I'm no good at anything else.

4

William: I'm going to relax in Spain for

a month.

5

William: 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: 1 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

- 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.
- 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.
- 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.
- 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.

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

21st 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

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

- 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'). he 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 \$655 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.
- 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 \$656 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!

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

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

21st Century Skills: Communication Skills:

Inferring information from interviews or conversations

Reference: Course Book pages 70

and 71, Workbook pages 86 and 87, \$657

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. B Imagine you are going to interview Ali Omar Ermes 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 Ermes, 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 \$657 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

21st 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 deadlines 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.

• 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.

- 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.

 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.

• 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 a 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

- 1 You know Nabil is coming in November.
- 2 My Lebanese friend Mohamed Al Mansour loves football.
- 3 My email address is fareed.seeham@ hotmail.com.
- 4 I think the Eshtar Hotel is in Al Sa'adon Street.
- 5 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

- 1 Before we left, my aunt gave us tea and some little cakes.
- 2 If you want to visit Jameel, Saeed will give you a lift.
- 3 When the police car stopped, the man started running away.
- 4 I take photos of flowers, trees, hills, the sea and the sky.
- 5 While we were waiting for the plane, we talked about our families.
- 6 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: — 21st Century Skills: —

Reference: Course Book page 74,

Workbook pages 91 and 92, \$658, 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. \$658\$
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	С
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
 - '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 ...'

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

21st 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

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.

- 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.



Unit 7

Leisure

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

21st 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

About time! - /ə'baʊt taɪm/ accurate (adj) - /'ækjʊrɪt/ Arctic Circle (n) -/'aːktɪk 'sɜː(r)k(ə)l/ attractive (adj) - /ə'træktɪv/ autograph (n) - /'pita.graif/ bravely (adv) - /'breɪvli/ concert (n) - /'kpnsə(r)t/ confidence (n) - /'kpnfid(ə)ns/ construct (v) - /kən'strʌkt/ contact lenses (n) -/'kpntækt 'lenziz/ continually (adv) - /kən,tɪnjʊəli/ converted (v) - /kən'vartıd/ dagger(n) - / dæqə(r) /decision (n) - /d1's13(ə)n/ decisive (adj) - /dɪ'saɪsɪv/ decorate (a house) (v) -/'dekəreit/ demands (n) - /dɪˈmaɪndz/ dependent (adj) - /dɪˈpendənt/ embroidery (n) – /ɪmˈbrɔɪdəri/ estimated (v) - /'estimeitid/ Euro (n) - /'jʊərəʊ/ fashionable (adj) - /'fæʃ(ə)nəb(ə)l/ finite (adj) - /'fainait/ furious (adj) - /'fjʊəriəs/

generated (v) - /'dzenəreitid/ harmful(adj) - / har(r)mf(a)l/harmless (adj) - /'haɪ(r)mləs/ harnessed (v) - /'harnist/ I guess not - /ai ges not/ I suppose so - /ai səˈpəʊz səʊ/ immature (adj) – / iməˈtjʊə(r)/ immoral (adj) - /I'mprəl/ impractical (adj) -/im'præktik(ə)l/ impress (v) - /im'pres/ incense (n) - /'insens/ incredible (adj) – /ɪnˈkredəb(ə)l/ independent (adj) -/,IndI'pendənt/ inexpensive (adj) - / inik'spensiv/ insensitive (adj) - /ɪn'sensətɪv/ It's a deal - /its ə diː/ learn by heart (v) -/ls:(r)n bai hai(r)t/ liquid (n) - /'lɪkwɪd/ massive (adj) - /'mæsɪv/ mature (adj) – /məˈtʃʊə(r)/ melt(v) - /melt/model agency (n) -

/'mpdl 'eɪʤənsi/

moral (adj) – /'mɒrəl/

opponent (n) - /ə'pəʊnənt/ optician (n) - /pp'tɪʃ(ə)n/ plumber (n) - / plnma(r) /positive (adj) - /'ppzətɪv/ powerless (adj) - /'pauə(r)ləs/ practical (adj) - /'præktik(ə)l/ reflect (v) – /rɪˈflεkt/ relieved (adj) - /rɪˈliɪvd/ renewable (adj) -/rɪ'njuxəbl/ reopen (adj) – /rix'əupən/ solar (adj) - /'səʊlə/ specialize (v) - /'spe[əlaɪz/ style (n)(v) - /stail/Sweden (n) – /'swidən/ sword(n) - /sor(r)d/take ages - /teik 'eidʒiz/ tonne $(n) - /t \wedge n /$ unfashionable (adj) -/ʌnˈfæ[ənəb(ə)l/ victory (n) - /'vɪkt(ə)ri/ What a pity! - /wpt ə 'pɪti/ What a shame! - /wpt ə feim/ You poor thing! - /jux ρυθ θιη/

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

21st Century Skills: Communication

Skills: Role playing a

conversation

Reference: Course Book pages 80 and

81, Workbook pages 94 and 95, \$659, 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 ho 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

Note: 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.

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

21st 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.

STEAM in Practice!

Do you want to know more about how you can integrate Science, Technology, Engineering, Arts and Mathematics?

We are professional teachers and specialise in STEAM to help you learn faster and better. Call us today for classes!

STEAM Centre Tripoli, Libya 21321322

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 Mathematics
- 5 professional
- 6 better
- 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.	
The second second		

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.

- Your earrings look nice. When did you get your ears pierced? Yesterday./Last night/Monday./A week ago.
- 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

21st 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

- 1 The Souq Al Mushir is full of magnificent souvenir shops.
- 2 Anyone who is interested in traditional things.
- 3 Bab Al-Hurya market.
- 4 Parrots, monkeys and falcons.
- 5 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

- 1 whose
- 2 whose
- 3 where
- 4 whose
- 5 where
- 6 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

- 1 *Halwa* is a new magazine which/that has articles about food and fashion.
- 2 That man is a Lebanese TV presenter whose show is very popular.
- 3 Tobruk Gate is a very expensive shop where you can buy wedding presents.
- 4 There's a boy in our class whose brother won a gold medal in the Asian games.
- 5 Libyan Tours has excellent tour guides who really know the country well.
- 6 The Rokia 22 is an inexpensive mobile phone which/that takes good photos.
- 7 There's a lovely café overlooking the river where we could meet for a coffee.
- 8 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 <u>object</u> of a verb, we <u>can</u> leave it out.

When the relative pronoun who, that or which is the <u>subject</u> of a verb, we <u>can't</u> 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

- 1 We're watching the DVD (which/that)
 Alan lent us.
- 2 Can I borrow the magazine (that) you got yesterday?
- 3 Who was the man (that) we met at the market this morning?
- 4 He's somebody who works in my father's shop.
- 5 The new teacher who started at our school this week comes from Jordan.
- 6 Can I borrow the pen (which/that) you were using a minute ago?
- 7 What did you think of the musician who was playing the trumpet?
- 8 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

- 1 I like people who are generous.
- 2 I don't like people who always make conversations about themselves.
- 3 The kindest person I've ever met is a nurse in the hospital where my grandmother stayed.
- 4 The first thing that I ate this morning was a boiled egg.
- 5 One thing that I enjoy is getting up before everyone else in my house.

Unit 7 Lesson 4: Running Out of Energy

Objectives: Read a text about

renewable energy sources. Work out and look up meanings of words. Answer questions.

Discuss renewable energy. Listen for pronunciation.

Then practise reading aloud.

Identify new passive forms.
Rewrite active sentences

in the passive.

Write passive questions.
Write a text about one

source of renewable energy.

Language: The passive: present/

past perfect; present/
past continuous; modal;

infinitive

Vocabulary: continually, converted,

demands, estimated, finite, generated, harnessed, liquid, massive, reflect,

renewable, solar

21st 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, **6**2

Warm up

- Find what students know about different sources of energy. What do they think the problems are with non-renewable energy sources?
- Check understanding of renewable energy.

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

What are renewable energy sources? Well, renewable energy sources include sources of heat that are, as the name suggests, naturally renewable – sources such as sunlight, wind, rain, and geothermal heat. Included in this definition is electricity and heat generated from solar, wind, water, biomass (energy from plants) and geothermal (energy from inside the earth) sources.

Renewable energy has the power to help solve some of the main environmental problems that are affecting us on a global scale today. Renewable energy can help with things such as climate change and global warming, air pollution, water pollution and acidity in rivers and seas around the world.

Natural fossil fuels like coal, oil and gas, are not considered renewable energy sources because they are <u>finite</u> and will, one day, run out. Human use of fossil fuels creates a decrease in the 'stocks' of this type of fuel – the more we use it, the less there is left.

For billions of years, the sun has produced energy. It is <u>estimated</u> that the sunlight that shines on the Earth for one hour is capable of meeting the energy <u>demands</u> of the whole world for an entire year! Can you imagine that?

Solar energy can be <u>converted</u> into other forms of energy, too, most commonly heat and electricity. Today, people use solar energy every day for all sorts of things, from heating water in homes to space heating in buildings, from drying farm products to generating electrical

energy. Surprisingly, solar power is not only for the daytime. The power from the rays of the sun can actually be stored in salt and then used on very cloudy days or even during the hours of darkness. The first thermosolar power station that works 24 hours a day, was built in Andalusia, Spain, in 2011. It has 2,600 solar mirrors, each one 120 square metres, set in a huge circle. The mirrors reflect the sun's rays, making them 1,000 times stronger. The energy that is produced is then stored in a massive container filled with liquid salts at a temperature of more than 500 degrees C. Those salts are used to produce steam to turn the turbines and produce electricity.

There is a strongly held belief amongst the researchers that solar power could be the world's main energy source by 2050. Wind is classified as renewable because wind will continually be produced as long as there is sunshine. Wind is caused by the uneven heating of the earth's surface by the sun. Today, wind energy is used to generate electricity. One basic wind turbine can produce enough energy to power 1,400 homes for a year, make 230 million cups of tea, or run an average computer for over 2,000 years! The use of wind generated electricity is growing around the world.

The amount of available energy in water depends on the flow of the water and the fall of the water. This is one of the oldest sources of energy harnessed by humans. In fact, water wheels were used over 2000 years ago. Electrical power can be generated from water. The Itaipu Dam in Brazil is the largest producer of energy from hydropower in the world.

It provides 76% of Brazil's electricity. In Iceland, 100% of the energy is supplied by geothermal and hydropower sources!

B Now do Exercises A to H 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

It is important that we use renewable sources of energy in future.

The amount of fossils fuels will decrease more every year.

Finding new sources of renewable energy is relevant for everyone interested in protecting the environment.

Some countries use huge amounts of energy that is generated by the sun and the wind.

Scientists are continually looking for new ways to produce energy.

A lot of people use energy from the sun to provide solar power in their homes these days.

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 Sources of heat that are, as the name suggests, naturally renewable - sources such as sunlight, wind, rain, and geothermal heat.
- 2 Biomass is energy from plants.
- 3 It can help to help solve some of the main environmental problems of today.
- 4 coal, oil and gas
- 5 heat and electricity
- 6 It works 24 hours a day.

- 7 They believe that solar power could be the world's main energy source by 2050.
- 8 The uneven heating of the earth's surface by the sun.
- 9 It can produce enough energy to power 1,400 homes for a year, make 230 million cups of tea, or run an average computer for over 2,000 years!
- 10 By geothermal and hydropower sources!

WB C In pairs, discuss the importance of renewable energy. You can use some information from your answers in exercise A, but try not to look back at the article in your Course Book.

• You can do this as a class or 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

generated from can be converted be stored was built is produced is then stored are used be produced is caused is used were used is supplied

• 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

- 1 Global warming will be improved by renewable energy.
- 2 For billions of years, energy has been produced by the sun.
- 3 Solar energy can be converted into other forms of energy.
- 4 Solar power is used (by people) for all sorts of things.
- 5 The sun's rays are reflected by the mirrors in the power station.
- 6 Wind will continually be produced as long as there is sunshine.
- 7 Energy from the wind has been use (by people) for a long time.
- 8 Water wheels were used (by people) over 2,000 years ago.

WB F Use the numbers and facts from the text on pages 84 and 85 of your Course Book to write sentences about renewable energy.

 Again, it might be an idea to elicit these orally before the students write them.

Answers

- 1 As well as the sun and the wind, we can also produce energy from plants and from the heat inside the Earth.
- 2 Renewable energy can help with climate change, global warming and pollution.
- 3 Natural fossil fuels will run out one day.
- 4 The thermosolar power station Andalusia has 2,600 mirrors and each one is 120 square metres.
- 5 The mirrors reflect the rays of the sun and that makes them 1,000 times stronger.

- 6 Energy from the sun is stored in liquid salt at a temperature of 500 degrees.
- 7 One wind turbine can produce enough energy to make 230 million cups of tea.
- 8 The Itaipu Dam in Brazil produces 76% of Brazil's electricity.

WB G Write a description one renewable energy source in about 200 words.

- Tell students to look back at pages 84 and 85 of the Course Book and find out how the description is organized. Ask what information is included in the first paragraph (definition of renewable energy sources). Ask where fossil fuels are defined (in the second paragraph). Ask students which three main forms of renewable energy sources are described in more detail in the text (solar energy, wind energy and water energy).
- Sum up by saying that the writer has defined renewable energy then gone on to explain the various renewable energy sources in more detail, giving facts and figures to support his argument. Tell students that this is a good model to follow when they are writing their own texts.
- The task can be started in class if there is time, but it may have to be finished at home.

Sample description

There are several sources of renewable energy but the one which I believe is the most important is solar energy. According to research, some scientists believe this form of energy will be the main provider of the world's energy by the year 2010.

Solar energy is energy from the sun. The sunlight shines on Earth and the heat from those rays can be used to make energy. The sun can produce energy, heat or electricity. Scientists say that one hour of sunshine can produce enough energy for the world for one year. There are now solar energy power stations that can store the energy from the sun in liquid salt. The salt is very hot and it produces steam which turns turbines and makes electricity. This means some power stations can produce energy during the night when there is no sunshine.

The great thing about solar energy is that it won't run out like natural fossil fuels. Even if we use the heat of the sun to make energy every day, the sun does not get less powerful. In addition, solar energy can help us with environmental problems like global warming and air or water pollution. We should use more solar energy.

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.
- Invite students to share their assessments and to suggest how they feel they could improve their writing.
- 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.

- 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

What are renewable energy sources? Well, renewable energy sources include sources of heat that are, as the name suggests, naturally renewable - sources such as sunlight, wind, rain, and geothermal heat. Included in this definition is electricity and heat generated from solar, wind, water, biomass (energy from plants) and geothermal (energy from inside the earth) sources. Renewable energy has the power to help solve some of the main environmental problems that are affecting us on a global scale today. Renewable energy can help with things such as climate change and global warming, air pollution, water pollution and acidity in rivers and seas around the world.

Natural fossil fuels like coal, oil and gas, are not considered renewable energy sources because they are finite and will, one day, run out. Human use of fossil fuels creates a decrease in the 'stocks' of this type of fuel - the more we use it, the less there is left.

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.

21st Century Skills: Communication Skills:

Communicating formally or informally, Expressing feelings, Information Literacy: Classifying

information

Reference: Course Book page 86,

Workbook pages 105 to 107, 663 and 64

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? Or did you just say sorry? Discuss a couple of examples from the class.

A 663 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

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!

• 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.

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 N	disappointed <u>N</u>	relaxed <u>P</u>
fed up <u>N</u>	embarrassed \underline{N}	relieved \underline{P}
ashamed \underline{N}	energetic \underline{P}	thrilled \underline{P}
bored <u>N</u>	excited <u>P</u>	tired <u>N</u>
calm <u>P</u>	exhausted \underline{N}	upset, <u>N</u>
cheerful <u>P</u>	grateful <u>P</u>	worried <u>N</u>
confident \underline{P}	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 664 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

Girl:	1 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.

Boy: I can't believe it. I've won two tickets to New York. Isn't that

Unit 7 Leisure

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
Ь	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,

21st 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 665 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, and 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

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 8 Now listen and repeat. Try to copy the excited intonation!

- Tell the students to listen and repeat.
- **6**8 is a repeat of **6**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

21st 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

- 2 disappointed
- 3 embarrassed
- 4 furious
- 5 painless
- 6 anxious

Different kinds of people

- 1 hairdresser
- 2 jeweller
- 3 plumber
- 4 contestant
- 5 viewer
- 6 audience
- 7 guest

Natural world

- 1 snow
- 2 dawn
- 3 sunset
- 4 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

- 1 PERFUME
- 2 SERVE
- 3 INDECISION
- 4 FORGIVE
- 5 REFEREE
- 6 ANXIETY
- 7 WEDDING
- 8 ROPE
- 9 ROUND
- 10 CONSTRUCT
- 11 IMAGINE
- 12 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

21st 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

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.

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.

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;
 - 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:

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?

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.



Unit 8

Fun with English 2

• Skills, grammar and vocabulary from Units 5 to 7

21st 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

professionally (adv) /prə'feʃ(ə)nəli/
film extras (n) - /fɪlm 'ekstrəz/
publish (v) - /'pʌblɪʃ/

snowboarding (n) –
/'snəʊˌbɔː(r)dɪŋ/
whitewater rafting (n) –
/waɪt'wɔː(r)tə 'raː(r)ftɪŋ/

quad biking (n) – /kwpd 'baikin/ spectacular (adj) – /spek'tækjølə/ dunes (n) – /djuinz/ limit (v) – /'limit/



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

21st Century Skills: Communication Skills:

Describing objects in detail

Reference: Course Book page 94,

Workbook pages 114 to

116, 669

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. 669 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.

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 natural resource is anything which is created naturally.
- 2 A scientist is someone who works in the field of science.
- 3 Snow is small pieces of frozen water that falls from the sky.
- 4 An island is a piece of land surrounded by water on all sides.
- 5 An optician is a person who examines people's eyes.
- 6 Contact lenses are small lenses worn in the eyes to help people see better.
- 7 A documentary is a programme about real events.
- 8 A hybrid car is a car that works by using petrol and electricity.
- 9 A time limit is the amount of time allowed to complete something.
- 10 An advertisement is information, a picture or a film telling people about a product or service.
- 11 A still life is a type of painting of things like flowers or fruit rather than 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

21st Century Skills: Life Skills: Preparing for

an interview

Reference: Course Book page 95,

Workbook page 117,

6 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.

₩ 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

- 1 had
- 2 motorcycle
- 3 cinema
- 4 job
- 5 comedy
- 6 fun
- 7 apply
- 8 number
- 9 were

C Answer the questions.

Elicit answers to the three questions.

Answers

- 1 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 \$671 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

21st Century Skills: Communication Skills:

Reporting information, Taking notes from interviews, Life Skills: Critical thinking

Reference: Course Book page 96,

Workbook pages 118 to

120, 6 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

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

2 James said that they were all going to the cinema with Faisal.

- 3 Nadia said that her father wanted to speak to Ahmed.
- 4 Tim said that they would be at the bus station at 10 o'clock.
- 5 Sally said that she had found the keys of the office.
- 6 Kamal said that he was waiting in front of the supermarket.
- 7 Salwa said that she was going to be at her aunt's house until 5 o'clock.
- 8 Fawzi said that he had got two tickets for the football match.
- 9 Sara said that everybody must get to school early because of the trip.
- 10 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)

21st 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, 673

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 \$673 Listen and check. Then practise the dialogue.

• Play 673 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

- 1 interview
- 2 volunteer
- 3 job
- 4 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

- 2 How many languages do you speak?
- 3 Do you enjoy meeting people?
- 4 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.

WB B Play the game 'What's my job?' with four or more people.

- 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.

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.









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 21st Century Skills using a wide variety of reading and listening materials. Reading texts include websites, emails, articles, leaflets, reports with graphs and tables, guidebooks and advertisements. The students listen to dialogues, talks, phone calls, news items and discussions. The topics featured reflect the age and interest of the students and draw upon their knowledge and experience of the world.

The Course Book also includes a Grammar and Functions section – giving detailed explanations and examples of the language points covered in the course – and a list of Key Words, which provides definitions and phonetic transcriptions of the most important vocabulary used in the course.

The Workbook contains stimulating activities to consolidate vocabulary and grammar, and practise the four skills. The students have the opportunity to personalize the language presented in the Course Book, take part in communicative speaking activities and carry out structured writing tasks and project work.

The Teacher's Book contains an introduction with detailed practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Wherever possible, model answers are provided.

The Audio extracts comprise recordings of all the listening texts, exercises, and phonic work in the Course Book and Workbook.

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