

Unit 1

Describing things

Lesson	Materials	Topic area	Activities	Language
1	SB4–5 AB4–5	<i>At the mall</i>	Revise vocabulary related to public places and shops. Revise adjectives to describe objects. Read and understand a description. Describe a local shopping mall and people orally. Complete a gapped description. Read about a mall. Write about a mall.	<i>There is/are ..., It has ...</i> Adjectives Vocabulary
2	SB6 AB6–7  1	<i>Hurry up! It's time to go!</i>	Revise telling the time. Listen for specific information. Understand aspects of spoken language. Write diary entries and exchange information in pairs.	Telling the time in three ways Present continuous/ Past continuous
3	SB7 AB8–9	<i>Car of the Year!</i>	Revise and develop vocabulary related to cars. Read and understand a newspaper article. Guess words in context. Develop understanding of adjectives.	Adjectives Modifiers and intensifiers: <i>quite, very, really</i> Vocabulary
4	SB8 AB10–11  2	<i>Buying and selling</i>	Develop vocabulary. Listen for gist. Listen to understand style. Read and understand advertisements. Express purpose orally and in writing.	<i>so you can/can't ... to help you ...</i> Vocabulary
5	SB9 AB12–13  3	<i>What are they for?</i>	Understand the language of advertising. Listen for specific information. Read for specific information. Write an email to a friend.	<i>so you can/can't ... to help you ...</i> Vocabulary

6	SB10 AB14–15	<i>What do they look like?</i>	Read for specific information. Describe people orally and in writing.	Language for describing people <i>He/She is ...</i> , <i>He/She has ...</i> , <i>He/She is wearing ...</i> Vocabulary
7	SB11 AB16–17	<i>Good friends</i>	Develop vocabulary for describing characteristics of people. Read for specific information. Make positive and negative comments about people. Develop writing at sentence and text level.	<i>He's/She's not ...</i> <i>He/She can't ...</i> Adjectives Vocabulary
8	SB12 AB18–19	<i>Writing an advert</i>	Read for specific information. Identify features of adverts. Design and write an advert.	Comparatives: <i>big/bigger/biggest</i> , <i>most/least expensive, best</i>
Round up	SB13 AB20  4	Round up page Revision exercises	Revise language from the unit.	Revision
Story time	SB14–15 AB21  5	<i>Lucky customer 50</i>	Read a story for enjoyment. Evaluate the story.	
Project 1	SB16–17	<i>More than just shopping!</i>	Read a text describing different malls. Follow written instructions. Design and describe a new type of mall.	Revision

Unit objectives

Listening

- Develop listening for specific information; understanding aspects of spoken language.
- Listen for gist and to understand style.

Speaking

- Describe a local shopping mall and people.
- Exchange information in pairs.
- Express purpose orally.
- Make positive and negative comments about people.
- Present information to a group.

Reading

- Read and understand a description.
- Read and understand a newspaper article.
- Read and understand advertisements.
- Develop reading for specific information.

Writing

- Complete a gapped description.
- Write diary entries.
- Express purpose in writing.
- Write an email to a friend.
- Develop writing at sentence and text level.
- Write a description of a friend.
- Design and write an advert.
- Design and describe a mall.

Project work

Design and describe a mall

In *3rd Intermediate*, students will continue to read different genres of text. They will learn how texts are structured for specific audiences and they will identify the grammatical features of different texts. Students will then apply their knowledge in creative project activities. In Unit 1, students read about different types of malls and create their own mall where people can do more than shopping.

Unit 1 Lesson 1

SB4-5 AB4-5

Objectives Revise vocabulary related to public places and shops.
Revise adjectives to describe objects.
Read and understand a description.
Describe a local shopping mall and people orally.
Complete a gapped description.
Read about a mall.

Language *There is/are ..., It has ...*

Adjectives

Vocabulary escalator, information desk, lift, queue, security guard, shop assistant, loads of, walkie-talkie

Introduction

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

A Look at the photographs. Match the numbered items with the words in the box.

- Quickly discuss the photographs. Elicit what is shown and what the students can see. Then elicit the words in the box and get the students to find the matching objects in the photographs. Say the words and elicit the numbers.
- Present the new vocabulary. Say the word and encourage the students to match what you say with the correct photograph. Then clarify the meaning and practise pronunciation.

Answers

- lift
- plant
- clock
- escalator
- information desk
- cinema
- shop assistant
- security guard
- queue

B Read what Richard says about a mall in England. What does he like?

- Point out that Richard is in a mall in England. Tell the students to read and answer the question *What does he like?*
- Ask other questions about the text. For example:
Why does Richard's father like electronic shops?
What can't people buy at the mall?
What does Richard find funny?

Note: *loads of* is a common colloquial expression that means the same as *lots of*. Also note the use of *you* in the sentence *I like going up and down in the lift because you can see everything*. Here, the word *you* refers to the idea that everyone, i.e., all people who go up and down in the lift, is able to see everything. This is a compound sentence with, in this case, two pieces of information joined by the connective *because*.

Answers

going to the mall with his family
the sports shops and the shops that sell video games
going up and down in the lift

C Talk about a local mall. Use the language below to help.

- Elicit sentences from the language box. Establish that they are all true about the mall in the photograph. Tell the students to find the things that Richard talked about in the text they have just read.
- Tell the students to think about a mall they visit themselves. Get them to work in pairs and tell their partner about the mall they go to.

D Choose a person or a place from one of the photographs. Describe it for your partner to guess.

21st century skills

Communication Presenting ideas and information clearly

- Tell the students to study the photographs and find three people, each doing different things. Elicit an example first and write it on the board. For example: *There's a man on a walkie-talkie.* Let the students do this in pairs. Remind students they can describe a person or a place.
- Elicit single examples from different students in the class.

Activity Book

1 Match to make sentences.

- Tell the students to read and match the sentence halves. Ask them to write the number next to the matching sentence half.

Answers

a2, b4, c6, d5, e3, f1

2 Look at the picture and write six sentences about the items in the box below. Use *There is/Isn't* and *There are/aren't*.

- Tell the students to study the picture and write six sentences. Elicit an example first and write it on the board. For example: *There is a clock.*

- Elicit examples from different students in the class and write the sentences on the board.

3 Complete the texts with the words in the boxes.

- Use Exercise 3 to further revise the language of description. Go through both texts orally. Encourage the whole class to think, rather than accepting the first answer. They will then be able to write the answers themselves when asked to do so. Make sure the students do not write at this stage.
- Tell the students to work on their own and complete the task.

Answers

- a young
- b is
- c name
- d has
- e eyes

- a a
- b his
- c wearing
- d has
- e and

4 Read a text about a mall and answer the questions.

- Tell students to read the text about Cevahir (/dʒvəhɪə/) Mall.
- Ask some *Yes/No* questions to check understanding. For example: *Is there a bank?* (No, there isn't.) *Are there four floors?* (No, there aren't.) *Is the mall in Europe?* (Yes, it is.) *Are there 400 shops?* (Yes, there are.).
- Tell students to answer the questions with full sentences.

Answers

- a It's in Istanbul, Turkey.
- b It opened in 2005.
- c It has six floors.
- d Yes. There is a mosque at the mall.
- e No. It doesn't open until 10 a.m.

Unit 1 Lesson 2

SB6 AB6–7  1

- Objectives** Revise telling the time.
Listen for specific information.
Understand aspects of spoken language.
Write diary entries and exchange information in pairs.
- Language** Telling the time in three ways.
Present continuous/Past continuous.
- Vocabulary** worried

Introduction

- Greet the class and tell students about your morning routine. For example: *I woke up at six o'clock. I ate breakfast at half past seven. I arrived at school at eight o'clock.*
- Ask the class about their routines: *What time did you wake up? What time did you eat breakfast? What time did you arrive at school?*

A Which clocks show the same time? Practise saying the times.

- Write 20:00 on the board. Then ask: *What's the time?* Elicit the response, *It's eight o'clock.* Remind the students of the 12-hour and 24-hour clock. Point out that we sometimes see the 24-hour clock, but we rarely say the time using it. Write 20:15 on the board and elicit that this is either eight fifteen or quarter past eight. Recycle these two ways of telling the time through the rest of the unit.
- Tell the students to match the analogue and digital clocks which tell the same time. Elicit the matching time in the two ways revised above.
- Ask students to work in pairs to practise saying the times, first one way and then the other.

Answers

- b: twenty past three; three twenty (15:20)
- a: ten past twelve; twelve ten (12:10)
- f: half past nine; nine thirty (21:30)
- c: ten to six; five fifty (17:50)

B Look at the pictures and answer the questions.

- Ask students to look at the pictures and read the questions. Ask them to answer the questions with their partner. Elicit some answers. (The children are not back on time; she is asking the children to come back immediately.)

C 1 Listen to the four conversations. Point to the correct picture.

- Tell the students to listen to Track 1 and identify the children in each picture. Tell them to point to each picture as they listen.
- Tell the students to read the conversations at the bottom of page 6. Elicit that they are in the order that the events took place, first the mother talking to Salwa on the phone and second the father speaking directly to his daughter. Discuss the reason why each tense is used – both describe an ongoing situation, one in the present and one in the past.

1

- Ibrahim** Hello? Ibrahim, here.
- Mum** It's your mum. Look Ibrahim, it's five past one. What are you doing?
- Ibrahim** Oh, hi Mum. I'm in the lift. I'm just coming to the ground floor now.
- Mum** Oh, well hurry up, then! And what about Salwa? What's she doing?
- Ibrahim** Sorry. What was that?
- Mum** Salwa! What's she doing?
- Ibrahim** I don't know.
- Mum** Aren't you with her, then?
- Ibrahim** No, I'm with Ameena.
- Mum** Who did you say?
- Ibrahim** Ameena. Don't worry, Mum. We're coming. See you in a minute. Bye!

- Salwa Hello? Who is it?
Mum Salwa! It's me. Look. It's five past one! What are you doing? We're waiting for you!
- Salwa I'm waiting in a queue.
Mum In a queue? Do you know the time? It's five past one – almost ten past one. What are you queuing for?
- Salwa I'm buying an ice cream. It's very busy ...
Mum There's no time for that. Come back right now, Salwa. Please.
- Salwa I'm really sorry, Mum. See you in a minute.
- Hasan Hello?
Mum Hasan! It's Mum. What are you doing? It's five past one!
- Hasan Oh, hi, Mum. It's all right, I'm just coming down the stairs. Can you see me?
Mum Not yet. Be careful.
Hasan Mum. I'm OK. See you in a minute. Bye!
- Jassim Hello. Jassim here.
Mum Yes, I know who it is. But what are you doing?
- Jassim Nothing.
Mum You sound funny. Where are you?
- Jassim I'm in the restaurant. I'm having a burger.
Mum In the restaurant? But it's five past one! Where's Fahad? Is he with you?
- Jassim Yes, he was thirsty. He's having a cola.
Mum Look, Jassim. Will you hurry up, please! Bring the burger with you. Tell Fahad to bring his cola.
- Jassim OK, Mum. Sorry. We're coming.
Mum Quickly!

Answers

- 3 Ibrahim (*I'm in the lift. I'm just coming to the ground floor now.*)
- 2 Salwa (*I'm waiting in a queue. I'm buying an ice cream.*)
- 4 Hasan (*I'm just coming down the stairs.*)

- 1 Jassim (*I'm in the restaurant [with Fahad]. I'm having a burger.*)

Activity Book

1 1 Listen again. Complete the sentences with the words in the box.

- Tell the students to read the sentences. See if they can fill in the gaps in the sentences before listening again.
- Play Track 1 again and let students check. Ask for volunteers to read out each sentence.

Answers

- a doing
- b in
- c queue
- d queuing
- e no

2 1 Listen again and see how the expressions are used.

- Go over the spoken language in Exercise 2. Encourage the students to think about how the words are used.
- Play the first part of the conversation. Tell the students to listen and put their hands up when they hear *look*, *just*, *then* and *See you in a minute*. Get them to repeat the sentences containing the words and discuss how they are used:
look: used to make Ibrahim pay attention.
just: emphasizes the shortness of time; in this case it won't be long until Ibrahim returns.
then: shows that the mother's response is connected with what Ibrahim has just said.
See you in a minute: a very common way of finishing a telephone conversation; if you won't see someone until later on you say: *See you later*.
- Play the second part of the conversation. Tell the students to listen and put their hands up when they hear *look*, *right* and *really*. Get them to repeat the sentences containing the words and discuss how they are used:
look: again used by Mum to make Salwa pay attention as Mum is getting annoyed.
right: emphasizes that Salwa should come back now, i.e., *not only now*, but right now.

really: Salwa uses this to emphasize that she is sorry.

- Play the third part of the conversation. Tell the students to listen and put their hands up when they hear *just*. Get them to repeat the sentence containing the word and discuss how it is used: *just*: emphasizes the shortness of time before Hasan will be back.

3 What were the children doing at five past one? Complete the sentences with the verbs in the box.

- Ask the students to complete the sentences. Elicit that they should use the past continuous.

Answers

- a was eating
- b was drinking
- c was waiting
- d was coming
- e was coming
- f was waiting

4 Work in pairs.

21st century skills

Communication Sharing information clearly

- Introduce the first diary, marked *You*. Ask what different students were doing on the days and at the times stated. For example: *What were you doing on Monday at six o'clock?*
- Tell the students to write about what they were doing on the days and times stated. Encourage them to think about what they were really doing. This might mean you have to give the students new words so they can express themselves. While the students work, go round helping them with any information they need.
- Discuss as a class any new words that students have used in their diaries. Write them on the board and explain the meaning.
- Practise the question the students will need to ask, using the example in the speech bubble in the Activity Book. Get the students to substitute the four days and times.
- Tell the students to exchange information in pairs.

Unit 1 Lesson 3

SB7 AB8–9

Objectives Revise and develop vocabulary related to cars.

Read and understand a newspaper article.
Guess words in context.
Develop understanding of adjectives.

Language Adjectives

Modifiers and intensifiers:
quite, very, really

Vocabulary airbag, Bluetooth connection, GPS, sunroof, tinted, everyone, gaze, dream, hybrid, engine, built-in, standard, run (a car or machine), expensive, actually, litre, warranty, safety features, extra

Introduction

- Greet the class and start a discussion about travel to school. For example: *How did you get to school? What is the most expensive way to travel to school? Is it better to travel by bus or car?* Talk about your car, or one you know of, and describe it. Then ask students if their family has a car and encourage them to describe it.

A Match the numbered car features with the words in the box.

- With Student's Books closed, draw a quick sketch of a car on the board. Elicit what parts the students already know in English. Then talk about the words in the box on page 7. The students know most of the individual words and should be able to guess the meaning. The only completely new item is GPS, although some students may already know this. The letters stand for Global Positioning System and describe the satellite navigation system fitted to cars. The students only need to know the initials, GPS.

- Student's Books open. Tell the students to match the words in the box to the photographs on page 7.

Answers

- 1 sunroof
- 2 electric windows
- 3 airbags
- 4 Bluetooth connection
- 5 GPS
- 6 tinted windows

B Read the newspaper article.

- Introduce the reading task. Elicit what the students would expect the writer to say if he likes the car, or what he would say if he does not like it. Elicit any adjectives that could describe a car. Then tell the students to skim the text quickly to confirm whether the writer likes the car or not.
- Tell the students to scan the text to find different examples of positive things the writer says about the car. Tell them to underline anything positive they find. During feedback find out if there were any negative points made in the article – there were none.
- Ask students to read the text and find specific features of the Panther 3.0D. Ask students to decide if the car in the photograph is the Panther 3.0D.
- Ask individual students to say if the photograph is the Panther 3.0D and to give reasons. For example: *The photograph is the Panther 3.0D because it has Bluetooth connection. The photograph isn't the Panther 3.0D because it doesn't have seats for eight people.*

Activity Book

1 Read the newspaper article in the Student's Book. Complete the information for the fact file.

- Introduce the task. Make sure the students understand the five headings in the Activity Book. Present the new word *features*.
- Tell the students to read and complete the table.

- Ask a few more questions about the text. For example:

Who is talking about the car? (everyone)

Why? (because it is new and very good)

What's the engine like? (beautifully made/looks like an engine from a more expensive car)

- Use this opportunity to present some of the new words and recycle.

Answers

Name of car: Panther 3.0D

Number of seats: 8

Kilometres per litre: 12

Safety features: airbags for the driver and passengers, as well as many other features

Extra features: electric seats, electric windows, video-game player, GPS, sunroof, tinted windows, Bluetooth connection

2 Find the following words in the text and write the line number.

- Write the four new words from Exercise 2 (*gaze*, *dream*, *built-in* and *warranty*) on the board. Tell the students to scan the text, find the words, underline them and write the line numbers. Help by marking where they are: paragraph 1: gaze and dream, paragraph 2: built-in, paragraph 4: warranty.

Answers

- a gaze 5
- b dream 6
- c built-in 18
- d warranty 31

3 Read the sentences and mark them true (T) or false (F).

- Tell the students to complete Exercise 3. Warn them to think carefully about the first sentence (Not all passengers can feel safe inside the Panther.).
- Let students check their answers with a partner.

Answers

- a F
- b T
- c F
- d T

4 Look at the text in the Student's Book. Find the adjectives and the nouns they describe and write them in the table.

- Introduce the task by revising word classes. Write *adjective* and *noun* on the board. Say words and ask the class to say the word class. For example: *car* (noun), *fast* (adjective), *new* (adjective), *bag* (noun), *dream* (noun).
- Go over the information in the language box on adjectives. Explain as necessary.
- Tell students to look at the table. They look at the line number in the text, find the noun being described and the adjective and write the words in the table.

Answers

Line	Adjective	Noun
4	<i>fantastic</i>	<i>car</i>
5	<i>beautiful</i>	<i>shape</i>
20	<i>excellent</i>	<i>Bluetooth</i>
23	<i>fun</i>	<i>features</i>
28	<i>expensive</i>	<i>car</i>
32	<i>important</i>	<i>something</i>
33	<i>safe</i>	<i>car</i>

5 Complete the table with the adjective opposites in the box.

- Tell students to look at the table again. Revise opposites and elicit some examples from students, i.e., *big – small*.
- Ask students to complete the final column with an opposite form of the adjectives in the table.

Answers

Line	Adjective	Opposite
4	<i>fantastic</i>	<i>terrible</i>
5	<i>beautiful</i>	<i>ugly</i>
20	<i>excellent</i>	<i>awful</i>
23	<i>fun</i>	<i>boring</i>
28	<i>expensive</i>	<i>cheap</i>
32	<i>important</i>	<i>unimportant</i>
33	<i>safe</i>	<i>dangerous</i>

6 Complete the sentences with *quite* or *really*.

- Remind students that in a conversation, we can modify adjectives to show how we feel about things. For example:
I like English.
I quite like English.
I really like English.
- Go over the information in the language box about *quite* and *really*.
- Tell students to do Exercise 6 and to think carefully about the meaning and the way the sentences are constructed.
- In feedback, get the students to explain why they have chosen their answers.

Answers

- a really
- b really
- c quite
- d quite
- e really
- f quite

Note: These sentences are to promote discussion, so it does not matter if there is a bit of uncertainty.

Unit 1 Lesson 4

SB8 AB10–11  2

- Objectives** Develop vocabulary.
Listen for gist.
Listen to understand style.
Read and understand advertisements.
Express purpose orally and in writing.
- Language** *so you can/can't ...*
to help you ...
- Vocabulary** mountain bike, disc brake, suspension, comfortable, put up

Introduction

- Greet the class and start a discussion about buying and selling. For example, ask students: *What have you bought recently? Why? Have you sold anything? What did you sell?*

A 2 Look at the photographs. Then listen and think. Which objects are the people describing?

- Briefly discuss the photographs. Check understanding of *mountain bike* – the students should already know the two individual words – and *tent*.
- Tell students to listen to the two recordings and decide what is being described in each case. Play Track 2. Elicit what helped the students decide their answers.

2

1

- Voice 1** You'll love this new model from Trekkers! It's very fast, but really safe!
- Voice 2** There are front disc brakes to help you stop quickly.
- Voice 1** And it has the latest front and back suspension to keep you on the road.
- Voice 2** It's really comfortable.
- Voice 1** And it's a great buy!

2

- Boy** I think it looks good. Do you think it is big enough?
- Dad** It says it sleeps two so that should be big enough.
- Boy** I'm glad it is insect-proof.
- Dad** Mmm. Yes. I don't want to get bitten.
- Boy** Yes ... and look, it only takes 30 minutes to put up. You'll like that!

Answers

Conversation 1: mountain bike

Conversation 2: tent

B Look at the photographs. What is being described?

- Tell students to read the sentences and decide which item is being described.
- Elicit who the students think is talking in each case. Discuss their reasons.
- Encourage the students to guess the meaning of all the new words. Prompt using what they heard on the audio. Play again if necessary. Also prompt them with what they already know, e.g., *disc* and *brake* put together for *disc brake*.

Answers

- tent
- bike
- tent
- bike
- tent
- tent

Note: Disc brakes are like the ones used on cars. The brake is in the middle of the wheel instead of the outside edge. They are better than standard bike brakes. Suspension on bikes makes them more comfortable to ride. They also help keep you safe on a bumpy road or track.

Answers

Two people advertising the bike on the radio.

A father and son who are thinking about buying a tent.

C Discuss the new vocabulary. What do the words mean?

- Go over the information on compound words in the grammar box on page 8. Ask the students to work in pairs and think of other compound words they know already. Prompt them to find examples in the Student's Book.

Activity Book

1 Match the words to make compound words.

- Tell the students to work on their own and match words in Exercise 1 to make compound words. Let the students check in pairs before eliciting the answers as a class.

Note: There are three types of compound words – closed, hyphenated and open. Teachers can ask students to find an example of each of these in Lessons 3 and 4. Sometimes knowing when to write compounds as single words, hyphenated words or separate words is difficult. That's because some compound words change their type based on their function in a particular sentence. For example: *I bought a new video game.* Here it is a noun. However, in the text in Lesson 3 ... *with built-in video-game player.* Here it is acting as an adjective.

Answers

a5, b11, c9, d7, e2, f1, g10, h3, i8, j6, k4

2 What are they for? Use *so you can/can't*.

21st century skills

Information literacy Finding and analyzing information

- Go over the information in the second grammar box on page 8 of the Student's Book.
- Refer back to the features listed in the box on page 7 of the Student's Book. Elicit what they are for and get the students to try to express them in their own words.
- Elicit features and what they are for again, but this time help the students and write them on the board.
- Rub the information off the board. Tell the students to do Exercise 2 on their own.

Possible answers

- b There is a Bluetooth connection so you can listen to music.
- c It has a GPS so you can't get lost.
- d There are electric windows so you can open the windows easily.

- e There is a sunroof so you can let sunlight into the car.
- f There are tinted windows so you can't see into the car easily.

3 Read the sofa advert. Circle eight adjectives.

- Tell students to look at the advert and circle the eight adjectives in the advertisement.

Answers

new, comfortable, soft, recycled, stylish, slim, removable, elegant (wooden)

4 Match to make sentences.

- Tell students to complete the sentences by writing the matching numbers in the gaps provided.

Answers

a3, b5, c4, d6, e2, f1

Unit 1 Lesson 5

SB9 AB12–13  3

Objectives Understand the language of advertising.
Listen for specific information.
Read for specific information.
Write an email to a friend.

Language *so you can/can't ...*
to help you ...

Vocabulary cool (= fashionable), stylish

Introduction

- Greet the class and get them to tell you what examples of English they have seen outside of school. Introduce the idea of advertisements. For example, ask students where they see adverts and what makes them remember adverts. Can they remember any words they have seen on advertisements?

A Look at the adverts. How can these things help you?

- Start the lesson with a quick review of 'how things help' to review the language *so you can/can't ...* and *to help you ...*
- On the board write the following: *Why do we have (disc brakes, electric windows, GPS, airbags, suspension, mountain bikes, windproof material)?*
- Ask students to work in pairs or small groups to think of their responses and give them a few minutes to decide. Encourage them to look back at Lessons 3 and 4 if they need help. Ask each question; the pair or team with the first correct response gets a point. If mistakes are made, you can ask other pairs or groups to suggest the correction.
- Discuss advertising as an industry and what it is for – to help sell things. Discuss how adverts do this. Prompt the students to say that advertisers try to show that their product is better than others.
- Tell the students to read the four adverts. Ask them to think about how the adverts say the objects will help. Write *so you can* and *to help you* on the board.

Note: In this context, *cool* is used to describe something in a very positive way; it means it is modern and attractive, or you could just say *fashionable*.

Possible answers

- So you can have the colour you want.
To let you choose/have the colour you want.
- So you don't hurt your eyes. To help you protect your eyes.
- So you can run faster. To help you run faster.
- So you can turn quickly/easily. To help you turn quickly/easily.

B Match the adverts above with what people say.

- Introduce the matching activity on page 9. Explain that each of the sentences 1 to 7 matches one of the four items in the pictures. Tell the students to read and match.
- During feedback, discuss what clues they used to match. For example, *Huda wears her pair ...* must refer to something that can be referred to as a pair, i.e., sunglasses.

Answers

1d, 2b, 3c, 4a, 5a, 6b, 7c

Activity Book

1 Read the adverts. Find five compound words.

- Introduce the activity by asking students to name some compound words.
- Tell students to read the adverts on page 12 and circle five compound words.

Answers

smartwatch, clock face, household, bathroom, audiobooks

2 Read the adverts again. Find the adjectives with the following meanings:

- Tell students to read the adverts again and write adjectives with the same meanings as a–f.

Answers

- slim
- easy
- different
- attractive
- whole
- portable

3 Listen to a review and choose the correct words.

- Introduce the task. Explain that many people write reviews of products that they have bought and that this helps other people choose which products to buy.

- Tell students to read the review. Then ask them to listen and circle the correct words. Play Track 3.

3

Dania I bought a LoudHouse speaker and I'm really pleased with it. It came with a free USB cable, and the battery was fully charged after just three hours. It was easy to connect it to my phone. Although it's light, the sound is really good. It has a great battery life, which lasts for 20 hours. I got the pink one, and it's really pretty. Overall, I highly recommend this speaker.

Answers

- a fully
- b easy
- c light
- d good
- e great
- f pretty

4 Complete the email with the words and phrases in the box.

- Introduce the task. Explain that Salwa is writing an email to her friend Lucy about her new skateboard, the same skateboard as the one in the advert. Tell the students to do as much as they can on their own. Then go over the answers orally.

Answers

- a skateboard
- b saving up
- c fantastic
- d well
- e easy to put together
- f so
- g can go
- h help you
- i can

Note: We use the pronoun *you* to refer to people in general. When Salwa says *you can go really fast*, she is referring to herself and anyone else who uses the skateboard.

5 Imagine you have a new item from adverts a–d in the Student's Book. Write your own email to a friend about your new item.

- Introduce the activity by getting students to look at the adverts on page 9 of the Student's Book. Ask students to choose the item they like and to explain why. For example:
I like the running shoes because they are stylish and comfortable.
I like the sunglasses because they look cool and they will protect my eyes.
- Tell the students to imagine that they have bought one of the items on page 9 of the Student's Book. They are going to write to a friend and describe the item. Explain that they can look at the examples in Exercises 3 and 4 to help them choose phrases and vocabulary.
- Invite some students to read their emails to the rest of the class.

Unit 1 Lesson 6

SB10 AB14–15

Objectives	Read for specific information. Describe people orally and in writing.
Language	Language for describing people <i>He/She is ...</i> , <i>He/She has ...</i> , <i>He/She is wearing ...</i>
Vocabulary	appearance, character (= personality), artistic, friendly, hard-working, musical, sporty

Introduction

- Greet the class and compliment the students on their uniform and smart appearance in school. Describe what students in the class are wearing for others to guess. Use the language from page 10 as a model. Do the same for describing appearance.

A Look at the pictures of Sally and Ahmed. What do they look like?

- Introduce the two characters, Ahmed and Sally. Tell the students to study the language boxes and think about how to describe both of them. Then elicit sentences from individual students to build up a complete description. Point out that *has* and *is wearing* can be used interchangeably for clothes, but not for possessions (such as a bag).

Note: Include *short* and *long* to describe hair.

B Describe someone in the photographs below for your partner to guess.

- Write *He/She has ...* and *He's/She's wearing ...* on the board. Use the language to describe one of the people in the photographs and get the class to point to the correct photograph. For example: *She is wearing a blue top and she has a black book.* (the young woman on the right of photograph 4)
He has short, black hair and a white T-shirt. (the boy in photograph 1)
- Tell students to choose a person in one of the photographs. One student describes a person and their partner guesses. Then swap roles.

C Match the character words in the boxes with the people in the photographs.

- Tell students to match each character word with a person in the photographs on page 10 of the Student's Book.
- Ask students to complete the answers in the Activity Book.

Answers

- hard-working
- sporty
- musical
- friendly
- artistic

Activity Book

1 Read the description and complete the table.

- Introduce the activity by getting students to tell you as much as they can about the photograph. For example:
There are four people.
They are sitting on the grass.
She is wearing a scarf.
- Quickly elicit examples of verbs, adjectives and nouns from the class. Then tell the students to read the description and complete the table.

Answers

Person	Verbs	Adjectives	Nouns
uncle	is	tall	
	has	short dark	hair
	is wearing	blue	shirt
aunt	is wearing	black	trousers
		yellow	scarf
	has	nice	smile
		beautiful long	hair
niece	has	brown	eyes and hair
		green	eyes
		light brown	hair

2 Complete the description of Sally.

21st century skills

Information literacy Transferring facts from one form to another

- Tell students to look at page 10 of the Student's Book and complete the description.

Answers

- quite
- tall
- hair
- has
- jumper
- black
- has

3 Now write a description of Ahmed.

- Introduce the activity by saying some true/false sentences about Ahmed. For example:

He has a pink bag. (false)

He has a skateboard. (true)

He has curly hair. (false)

- Tell students to look at page 10 of the Student's Book and write a description of Ahmed.

4 You are going to write a description of someone you know. Make notes in the table.

- Tell the students to think of someone they know. Then ask them to write notes about this person. They can use page 10 of the Student's Book and page 14 of the Activity Book to help them with ideas and vocabulary. Remind students that notes do not have to be full sentences; they can be just words and phrases.

5 Use your notes to write a description of the person you know.

- Let students write a description of the person they know.
- For feedback, invite some students to read their descriptions to the rest of the class.

Unit 1 Lesson 7

SB11 AB16–17

Objectives Develop vocabulary for describing characteristics of people.
Read for specific information.
Make positive and negative comments about people.
Develop writing at sentence and text level.

Language *He's/She's not ...*
He/She can't ...

Vocabulary Adjectives
in common, helpful, good fun, guy, cool (= easy-going and attractive), talkative

Introduction

- Greet students and draw two columns on the board. Label one column *Appearance* and one column *Character*. Ask students to name as many adjectives as they can to describe people. As they do so, write the words in the correct part of the table.

A Read the two emails.

- Introduce the first email. Elicit that it is from a girl called Dina to her Auntie Amal. Explain that Dina is describing her best friend, Sally. Tell the students to look at the words in red and find out a few things about Sally. Clarify the meaning of the new words.
- Introduce the second email. Zaid is describing Ahmed to his friend Younis. Tell the students to look quickly at the adjectives to see if they can find things that Sally and Ahmed have in common, i.e., things that are the same. Elicit that they are both good fun and kind.

B Read the emails again. Who ...

- Tell the students to read the emails again and answer the questions.
- Ask students to complete the answers in the Activity Book.

Answers

- 1 Ahmed
- 2 Sally
- 3 Dina
- 4 Ahmed
- 5 Ahmed
- 6 Ahmed
- 7 Ahmed
- 8 Zaid

Activity Book

1 Read the sentences about Sally and Ahmed and mark them true (T) or false (F).

- Tell the students to read the two emails carefully and complete the true/false activity.

Answers

Sally

a T, b T, c F, d F, e F, f T

Ahmed

a T, b T, c F, d F, e T, f F

2 Correct the false sentences.

- After feedback, tell the students to correct the false sentences by writing them in Exercise 2.

Answers

Sally

- c She's very helpful.
- d She's not very good at Maths.
- e She's a bit short.

Ahmed

- c Ahmed's hair is short, black and straight.
- d He's been at Zaid's school since last week.
- f He's talkative.

3 Complete the sentences in a more polite way.

- Go through the information in the language box.
- Tell the students to make the sentences more polite in Exercise 3. Tell them they will have to think about sentence f as it is not in the examples. During feedback, teach *not much fun* as a phrase. It can be used to describe people or activities.

Answers

- a very clever
- b a bit
- c very good at singing
- d paint very well
- e very good at football
- f not
- g a bit unfriendly

4 Read and tick the correct descriptions.

- Write types of adjectives on the board: *size, number, colour, opinion, age*. Elicit some adjectives to go under each type.
- Tell the students that when we use more than one adjective, they follow an order. Ask students to look at the emails on page 11 of the Student's Book and put the types of adjective in order.

Note: Adjectives follow the order: number, opinion, size, age, colour.

- Tell students to read the sentences and tick the description with the correct adjective order.

Answers

- a friendly, little girl.
- b beautiful, curly, black hair.
- c ugly, little, old dog.
- d strong, pink fabric.

Unit 1 Lesson 8

SB12 AB18–19

Objectives	Read for specific information. Identify features of adverts. Design and write an advert.
Language	Comparatives: <i>big/bigger/biggest, most/least expensive, best</i>
Vocabulary	battery life, monitor (n, v), functions, water-resistant

Introduction

- Greet the students and quickly review comparatives and superlatives. For example, invite three students to the front of the class. Starting with the shortest student, say: *He/She is tall. He/She is taller. He/She is the tallest*. Put three items on the table and ask students to help you describe them in terms of height and size. For example: *The book is the heaviest. The book is bigger than the pen*.

A **Work in pairs. Look at these three adverts for smartwatches. Ask and answer questions about each of the smartwatches. Use the following prompts to help you.**

- Organize the students into pairs to ask and answer questions about the three types of smartwatch shown in the adverts. Students should use the prompts in the box to assist their discussion.

B **Choose a smartwatch from the adverts above. Tell your partner why you chose it.**

21st century skills

Evaluation Deciding on the worth or importance of something

- Tell the students to remain in their pairs. Each student should choose the smartwatch that they would like to buy. Students take turns to explain why they have chosen this one rather than the other two.

Activity Book

1 Look at the adverts. Read the sentences below and mark them true (T) or false (F).

- Students can either complete this exercise working individually and then compare their answers with a partner, or in small groups, or they can work together from the start and discuss which statements are true/false.

Answers

a T, b F, c F, d T, e F, f T

2 Correct the false sentences.

- After feedback, tell the students to correct the false sentences by writing them in Exercise 2.

Answers

- b The Slimline 40 comes in six colours.
- c The Slimline 40 is the cheapest watch.
- e Only The Watcher 2.0 has a touchscreen.

3 Look at the adverts again. Tick what an advert includes.

- Tell the students to look at the adverts again and tick the correct sentences.

Answers

Students should tick: a, b, d, g, h

4 Think of a product. Draw your product and write an advert for it.

- Tell the students to produce their own advert. The advert should include a picture and the features they ticked in Exercise 3. It should be written in the present tense.
- While they work, go round the class helping with vocabulary.

Note: The new vocabulary the students use in this lesson will not help them directly in their exams. However, students are usually interested in vocabulary that suits their own needs. It is also a useful motivational tool to get the students interested in language for its own sake and to help them become more independent.

Unit 1 Round up

SB13 AB20  **4**

Objective	Revision
Language	Revision
Vocabulary	Revision

Introduction

- With books closed, ask students to tell you anything they remember about Unit 1. Encourage them to tell you about the things they liked and didn't like. Ask individual students to tell you three new words they learnt.

Note: Part of the purpose of the list on the Round up page (and of point 6 in particular) is to encourage students by showing them how much they have achieved. The Activity Book

exercises should need little, if any, preparation. Use a variety of ways of exploiting them. For example, students do them individually, in pairs or in groups. Similarly, answers can be corrected orally as a class, written on the board for self-correction or corrected by a partner. Go over the points on the Round up page.

In this unit, you have practised:

1 Describing places

- Read through the sentences together. Ask students which words are used with single nouns and which words are used with plural nouns. As an open class, ask students to make sentences about their school. For example: *There is a gym. It doesn't have a swimming pool.*, etc.

2 Describing a continuous state

- Write on the board: *Now*. Ask students how they describe an action that is happening now. Elicit that the action happening now is continuous.
- Now write *One hour ago* on the board. Ask students to say what they were doing one hour ago.
- Play a chain game. Say: *(Noora) is sitting down*. Ask a student to repeat what you said and to add an idea of their own. A third person repeats both the previous sentences and adds another. Carry on until students repeat themselves or make a mistake. Start the chain game again, this time asking students to say what they were doing at a time earlier in the day.

3 Telling the time

- Read through the example sentences together and elicit the different ways to tell the time. Elicit some further examples from the students. Ask a student to come to the board and draw a clock or write a time on the board. The class then says the time.

4 Adjectives

- Look at the table together. Put students in pairs and give them 60 seconds to think of as many adjectives as they can. Elicit some of their ideas and write them on the board. Make sure you have a lot of adjectives on the board – around 15 or 20.
- Get the student pairs to choose two or three adjectives from the board and make a sentence using those adjectives. For example: *My father drives a beautiful, new, red, Italian sports car.*

5 Describing people

- Look at the example sentences. Ask students to tell you the names of famous people they know. Ask them to give a description of that person, e.g., *She is tall and quite thin. She's a film actress.*

6 Compound words

- Read through the explanation and the examples. Put students in pairs and ask them to think of as many compound words as they can within a time limit. These can be words from the course or other words they know.

7 Giving reasons

- Read through the examples. Elicit how you give reasons using *so you can* and *to help you*. Ask students to work together to make new sentences giving reasons.

8 And you have ...

- Read through the remaining areas covered over the course of the unit and ask questions. For example: *How are formal and informal ways of describing things different?*

Activity Book

1 4 Listen to two conversations. Then write notes in the table to describe the two people.

- Before starting this activity, let students look at the table on page 20 of the Activity Book in pairs. Ask for example sentences using each of the categories. For example, for 'hair' see if students can make sentences such as: *She has beautiful, long, straight, dark hair.* Get students to offer ideas for sentences under each category. Play Track 4.

Note: If students have difficulty deciding on the order of adjectives, you can explain that the more subjective (i.e., a matter of opinion) an adjective is, the further away from the noun it goes when there are two or more adjectives. Here the most subjective adjective is 'beautiful'.

4

- 1 **Simon**
- Boy 1 Have you seen Simon?
- Boy 2 Who's he?
- Boy 1 He's the new boy.
- Boy 2 What does he look like?
- Boy 1 Well, he's tall with green eyes.
- Boy 2 Ah, green eyes, that's unusual.
- Boy 1 Yes, and he has curly brown hair.
- Boy 2 Is that him over there? He's tall ...
- Oh, no, he's got straight hair.
- Boy 1 No, look. There he is. He's wearing blue trousers and a red shirt.
- Boy 2 But that's Pete.
- Boy 1 No, he's not tall. Look, the one carrying a bag. He's wearing white shoes, well, I mean white trainers.
- Boy 2 Simon! Over here!

- 2 **Rachel**
- Girl 1 Hi, Sarah. Have you seen Rachel?
- Girl 2 Rachel, who's that?
- Girl 1 She's new in the school. Don't you know her?
- Girl 2 I'm not sure. What does she look like?
- Girl 1 Well, she's quite short.
- Girl 2 Yes? That could be anyone.

- Girl 1 I know. Look, she's got straight hair, straight black hair and brown eyes.
- Girl 2 Is that Rachel over there? She's short with straight black hair. Is Rachel's hair long or short?
- Girl 1 She's got long hair. Oh, I know. This morning, she was wearing a long green skirt and a white blouse.
- Girl 2 Well, you've got a good memory. What about socks and shoes?
- Girl 1 Yes, I do remember. She had black shoes and white socks.
- Girl 2 Oh, I know who you mean. And she was carrying a tablet.
- Girl 1 Yes, that's Rachel.

Answers

Simon

Hair: curly, brown

Eyes: green

Height: tall

Clothes: blue trousers, red shirt, white shoes (trainers)

Other: carrying a bag

Rachel

Hair: long, straight, black

Eyes: brown

Height: short

Clothes: long green skirt, white blouse, black shoes, white socks

Other: carrying a tablet

2 Write the opposite of the words.

- Go through the adjectives together as a class. Ask students if the words have positive meanings or negative meanings.
- Tell the students to write the opposites of the adjectives. Ask them to compare their answers before checking together as a class.

Answers

a safe

b nice

c cheap

d unhappy

e young/new

f comfortable

3 Write words that match the definitions.

- Read through the first definition together. Ask students to think about how vehicles like cars and boats move and what parts of them are needed to do that. Write the first answer on the board.
- Ask students to read through the rest of the definitions and write the words that match them.
- Students compare their answers. Check the answers together as a class.

Answers

- a engine
- b advertisement
- c helpful
- d smartwatch
- e queue

Unit 1 Story time

Lucky customer 50

SB14–15 AB21  5

Objectives Read a story for enjoyment.
Evaluate the story.

Language –

Vocabulary imaginative, surge, patience, rewarded

Introduction

- Greet the students and get them to tell you the names of stories they can remember from *2nd Intermediate*. Tell the students to look at page 14 of the Student's Book and elicit the story title. Then ask what the students think the story might be about.

A 5 Listen, read and find out.

- Elicit the four questions orally, then tell the students to read the story and find the answers.
- Play Track 5 and ask students to read along and think about the questions.

5

For the story text, see pages 14–15.

Answers

- 1 hard-working, quiet, imaginative
- 2 *Islands of Salt*
- 3 collecting up small amounts of money over time so that you have enough to buy something quite expensive
- 4 *Islands of Salt* could literally suggest an island with lots of sand and salty seawater, or it could be used more figuratively to suggest a barren, desolate place.

Activity Book

1 Read the story and complete the information below.

- Tell the students to fill in the information box in exercise 1.
- In feedback, elicit some opinions from individual students.

2 Answer the questions.

- Ask students to scan the story text and answer the questions.

Answers

- a It takes place in Al Mutanabbi Street.
- b because there was a long queue forming outside
- c to be a famous poet one day
- d He was the 50th customer in the shop that day.
- e because his patience was being rewarded
- f Al-Nawab promised to read Kareem's poems and give him advice.

Patience is rewarded

In this story, a boy goes to a bookshop to buy a new book by his favourite poet. When he arrives at the bookshop, he is disappointed by the long queue because he wanted to buy the book first. When he finally enters the shop, he is the 50th customer, and his prize is to meet the poet. The poet arrives on time, and Kareem feels more happy and lucky. Although Kareem was initially disappointed, he then realized that patience is rewarded.

Unit 1 Project 1**More than just shopping!****SB16–17**

Objectives Read a text describing different malls.
Follow written instructions.
Design and describe a new type of mall.

Language Vocabulary Review unit vocabulary
basement, ground floor

Introduction

- Greet the students and get them to tell you the projects they have already done. Ask them some questions about where they go shopping. For example: *Where does your family go shopping? Have you been to a mall? What was in the mall?*

A Look at the map of a mall and answer the questions.

- Tell the students to look at the floor plans of a mall. Let them discuss the answers to the questions.
- Elicit answers to the two questions.

Answers

- It has eight shops.
- It's for shopping/buying things.

B Read about two malls. Which mall is better? Tell your partner why.**21st century skills**

Evaluation Deciding on the worth or importance of something

- Tell the students to read the two texts. Ask a few questions to check understanding. For example: *Is there a museum in a StudyMall?* (yes) *Which mall is surrounded by trees?* (EcoMall) *Does EcoMall have a café?* (yes) *Which mall doesn't have shops?* (StudyMall).
- Ask the students to tell their partners which mall they prefer and why.
- Invite some students to tell the class about the mall they prefer and why.

C Work in pairs. Discuss the sentences. Do they describe the StudyMall or the EcoMall?

- Tell the students to discuss and answer the questions.

Answers

- StudyMall
- StudyMall
- EcoMall
- EcoMall
- StudyMall
- StudyMall

D Design a new type of mall which is about more than shopping.

- Tell the students that they are going to design a mall which is about more than just shopping. Ask them to read the instructions.
- Ask some questions to check understanding. For example: *What do you do first?* (Think about how it will be different.) *What equipment will you need?* (paper, ruler, pencils, colouring pens) *What will you draw first?* (a floor plan) *What will you do at the end?* (share your mall with the class).
- Give students some time to think about their mall and start planning it.

21st century skills

Communication Presenting ideas and information clearly

- When students have finished their mall, organize the class into groups and let them take turns to present their malls to the group.

Unit 1 Word list

escalator 1.1	standard 1.3	musical 1.6
information desk 1.1	run (a car or machine) 1.3	sporty 1.6
lift 1.1	expensive 1.3	in common 1.7
queue 1.1	actually 1.3	helpful 1.7
security guard 1.1	litre 1.3	good fun 1.7
shop assistant 1.1	warranty 1.3	guy 1.7
loads of 1.1	safety features 1.3	cool (= easy-going and attractive) 1.7
walkie-talkie 1.1	extra 1.3	talkative 1.7
worried 1.2	mountain bike 1.4	battery life 1.8
airbag 1.3	disc brake 1.4	monitor (n, v) 1.8
Bluetooth connection 1.3	suspension 1.4	functions 1.8
GPS 1.3	comfortable 1.4	water-resistant 1.8
sunroof 1.3	put up 1.4	imaginative Story time
tinted 1.3	cool (= fashionable) 1.5	surge Story time
everyone 1.3	stylish 1.5	patience Story time
gaze 1.3	appearance 1.6	rewarded Story time
dream 1.3	character (= personality) 1.6	basement Project 1
hybrid 1.3	artistic 1.6	ground floor Project 1
engine 1.3	friendly 1.6	
built-in 1.3	hard-working 1.6	