



Republic of Iraq,
Ministry of Education,
General Directorate of Curricula

English for Iraq

4th Preparatory Teacher's Book

Editorial and Adaptation Committee

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by Caroline de Messieres and Edward Alden

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Ministry of Education
General Directorate of Curricula

English for Iraq

4th Preparatory Teacher's Book

Caroline de Messieres and Edward Alden

قد رعى اللغة الانكليزية
رؤس الادب
٧٨٠٠٠٥٤٤٨٩

استناداً إلى القانون يوزع مجاناً
ويمنع بيعه وتداوله في الأسواق.

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Introduction

1 Introduction to *English for Iraq*, 4th Preparatory New Edition

The features of this New Edition include:

- a contemporary design with updated photos and illustrations.
- a predictable unit structure making it easier for teachers to navigate and use.
- tests that offer learners the chance to consolidate learning.
- integrated 21st century skills.
- values provide students opportunities for discussion and the chance to reflect on how to become better global citizens.
- new Literature Focus using classic novels from English literature

Integrated 21st century skills

Learners today face economic, environmental and social challenges that are very different to the ones their teachers and parents grew up with, and as such, traditional school subjects cannot always prepare them for the demands of modern life. With technology changing our society and jobs dramatically, it is vital that students are equipped with the tools to deal with life in the 21st century. Therefore, it is vital that 21st century skills are integrated into your curriculum.

These 21st century skills can be broken down into the '4Cs':

- Creativity and innovation
- Critical thinking
- Communication
- Collaboration

Where they are relevant and to support students, lessons now include opportunities to highlight and discuss the 4Cs: Collaboration, Communication, Creativity and Critical thinking. These are signposted within the teaching notes. Each of the 4Cs was outlined in detail in the Introduction to *English for Iraq 1st, 2nd and 3rd Intermediate*.

What are the 4Cs?

Collaboration: It is more crucial than ever that our learners understand how to work effectively with each other. Collaboration occurs when students work in pairs or groups and contribute their knowledge, experience and resources to help achieve a goal. You don't always need to have students work with classmates of the same level or ability, so experiment with putting students of different levels together.

Communication: Communication is no longer just the words we use. Students today must learn to communicate not only in a face-to-face setting, but in online contexts, too. To foster communication, set up your classes and activities to encourage students to communicate in a variety of ways, such as discussing questions in pairs or taking on the role of a teacher to help their group mates learn. Teach students that giving and receiving feedback from their classmates is an excellent way to improve their language skills.

Creativity: Adding creativity and innovation into your lesson means getting your students to brainstorm ideas about topics or to question what is presented to them in their learning. Enhance creativity and innovation by asking students to work in groups to encourage critical thinking and problem-solving.

Critical thinking: It is now more important than ever that our learners are able to challenge and interrogate new information that is presented to them. By asking questions such as *Who wrote this? Why did they write it? Why is the writer qualified to talk about this subject? Can I check the facts?*, etc., learners will soon be able to discriminate between information based on research and information created to convince. This means students must communicate and collaborate with each other, as a learning process and as an outcome, and this helps them feel closer to the learning content.

21st century skills in English for Iraq 4th Preparatory

By incorporating 21st century skills into your classroom, you are helping your students to succeed in today's fast-paced and challenging world. To help you, lessons in *English for Iraq, 4th Intermediate* have been written to foster these skills, and those lessons that encourage the use of these skills are identified in the teaching notes.

Ensure that when you plan your lesson you include time for students to work on these skills, and remember that in many cases, these skills will overlap. It may take time for students to become familiar with some of the approaches, or indeed the teacher, but once students start to build these skills, they will become second nature.

The New Edition is now easier to use.

- Each core unit now has ten lessons.
- Review Units 4 and 8 now have four lessons each.
- Every lesson in the Student's Book now has a complementary two-page lesson in the Activity Book.
- Every lesson now has a unit test in the Activity Book.
- In Review Units 4 and 8, there is one Activity Book page per lesson.

2 Approach to teaching

Description of the approach

English for Iraq, 4th Preparatory 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.

English for Iraq, 4th Preparatory 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 and experiment with the language. However, the teacher has a clear role in bringing clarity to the process with regular class-based summaries of progress. The Round up lesson is a useful reminder to do this at the end of each unit.

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

3 Components of the course

Student's 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 Student's Book also provides regular opportunities for speaking practice, in the form of group discussions, pairwork, model conversations and role-plays.

Activity Book: This book contains tasks to consolidate and practise language presented in the Student's Book. The exercises also develop the skills of listening, reading and writing and help the students improve their learning skills. There are listening and speaking tasks to practise specific pronunciation points and gradually introduce the phonemic alphabet.

Audio: The audio extracts are an essential part of the course. They comprise recorded discussions, dialogues, conversations and monologues as well as pronunciation exercises at word and sentence level.

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

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

their lesson timings in the Student's Book and Activity Book exercise.

Each unit of the Teacher's Book also has a summary of the language and activities included and a unit wordlist.

Explanation of abbreviations

SB4:	Student's Book page 4
AB6:	Activity Book page 6
 8:	Track 8
TB24:	Teacher's Book page 24
GR44:	Grammar and Functions Reference page 44
	Pairwork activity
	Group work activity
	Homework assignment
T:	Teacher
S:	Student
C:	Class
G:	Group

Appendices: These contain:

- guidance notes for the Literature Focus
- a set of photocopiable activities

4 Organization

4th Preparatory is organized into eight units. Units 1–3 and 5–7 are organized on a topic basis and present new language. Units 4 and 8 revise language from the previous three units. There are ten lessons in each of the 'presentation' units and four lessons in each review unit. The Book Map at the end of this Introduction contains detailed unit-by-unit information on the objectives, activities and language items covered.

5 Features of the course

5.1 Unit tests

The last lesson of the Activity Book in each unit is set aside for a progress test. Each test assesses the skills of listening, reading and writing, as well as specific language points and vocabulary from the unit.

Students should already be used to the idea that they will be assessed near the end of each unit. However, they will need to be reminded in advance so that they have plenty of time to revise. The

teacher should guide students through each test, explaining the activities before the students begin – the students are not being assessed on their ability to understand written instructions, but on their listening, reading and writing skills.

Wherever possible, the tasks in the test are very similar to tasks the students have encountered before in the Student's Book or Activity Book. The students are required to apply the particular listening, reading and writing sub-skills they have been practising in the unit.

Tasks in the tests include:

- listening to a conversation and completing multiple-choice questions or writing notes
- 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

There are photocopiable role-play activities in Units 1, 6 and 7 of the Teacher's Book to help teachers monitor progress in speaking.

It should be possible for all the students to finish the written tests in the time given. At the end of each test, the teacher should collect all the Activity Books 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, vocabulary, writing). The allocation of marks has been left to the teacher to decide. The actual allocation of marks is less important than the consistency of marking. Consistency is necessary in order to measure the students' progress.

In the last lesson of each unit, it is advisable to review and practise any parts of the test that posed problems. This should be done before the marked tests are returned to the students so that they are not distracted by looking at their own results. Praise the students whose test results improve over time, not just those who consistently achieve well.

5.2 Grammar and Functions Reference

This is a key feature of the *English for Iraq* series. Specially written pages at the back of the Student's 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 yellow Language boxes in the Student's Book contain page references to link them to the relevant entries in the Grammar and Functions Reference.

5.3 Round up page

Revision of Units 1–3 and 5–7 consists of a *Round up* page that allows 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 Reference 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.

5.4 Homework activities

Each unit in *4th Preparatory* has homework tasks. These do not always involve written work, but may require the students to find out information at home, interview relatives or prepare things to bring into class.

5.5 Using a dictionary

As a step on the way to becoming independent learners, the students should begin to make more use of monolingual dictionaries when they read and write. This is a habit that needs a lot of encouragement.

Students are reluctant to use dictionaries for a number of reasons. One reason is simply that they are not sure how to access all the information that dictionaries contain. This is why the students are shown how to do this in the very first unit of the Preparatory course, then encouraged to practise referring to dictionary entries throughout *4th* and *5th Preparatory*.

The students are also shown how to make use of phonemic script, as this is an essential aid to pronunciation. All the symbols that represent vowel sounds in English are presented by the end of *4th Preparatory*, and the introduction to phonemic script is completed (with consonant sounds, stress marks, etc.) at *5th Preparatory*.

6 Advice to teachers of 4th Preparatory

6.1 Teaching English to young adults

It is important for teachers to be aware of some of the characteristics of 16- to 18-year-olds 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:

- 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.
- 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.
- 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.
- 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:

- 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.
- Critical thinking: the ability of students to evaluate alternative courses of action can be harnessed to promote spoken and written skills.
- 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 Unit summary and 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. 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 Student's Book are designed to be as realistic as possible), learners respond well to three-dimensional stimuli. The time taken in finding realia will be well rewarded by the opportunities for practice and stimulating discussion that objects, pictures and articles provide in class.

6.3 Recycling language

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

Other points that can be revised during a lesson include:

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

6.4 Organizing pairwork and group work

Activities in *4th Preparatory* 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 then not dominate the group. With some activities, 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. 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 *5 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 Activity Books are collected in. Written homework can be graded, but this should be carried out sensitively (see below).

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

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

6.6 Homework

It is important to keep a record of the students who complete their homework on time. If you make it clear that you are keeping track of those students who fail to hand in homework, the students will be more likely to make an effort.

Correction of homework should promote positive reinforcement at the same time as giving constructive criticism. At this level, the students can be directed towards areas that require improvement (in the case of written work, for example, they should be advised if they are not

doing enough planning, if their work is not organized satisfactorily or if they need to proofread their work more carefully before they hand in a final version). Instead of correcting errors of grammar, spelling or punctuation straight away, it is a good idea to highlight mistakes and get the students themselves to work out how to correct them. Self-correction is a valuable skill that needs to be developed if the students are to improve the quality of their written work.

To be fair to the students, make sure that you set and explain homework clearly and that students know the deadline for handing in their work. The students need clear rules so that they can successfully organize their own time.

Teachers do not necessarily need to assign the homework activities included in the Teacher's Book. Depending on the class and the students, teachers are advised to adapt the existing or assign new homework.

7 Teaching in English for Iraq, 4th Preparatory

7.1 Listening

Listening text types in *4th Preparatory* fall into the following broad types:

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

7.1.1 Activities to develop the skill of listening

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

- recognizing context
- making predictions about content
- comparing and revising predictions during and after listening
- dealing with unknown words
- identifying remarks made by different speakers
- listening for gist and detail
- listening and taking notes
- following the main points of a text

- identifying important/relevant information
- summarizing the main points of a text
- noticing and dealing with features of spoken language (e.g., turn-taking, hesitancy and redundancy)
- identifying grammar and language features
- identifying the feelings and attitudes of speakers

There are also dialogues and short texts that are used to model and contextualize new language structures and vocabulary or for pronunciation practice.

It is important to read the teacher's notes carefully in order to identify whether a listening exercise is aimed at developing specific listening sub-skills, modelling new language and/or is to be used for extensive listening.

In general, the teacher should aim to make the students feel as comfortable as possible with listening to the audio. Students should never come to a listening unprepared as it is unrealistic and will cause unnecessary anxiety. As long as it does not interfere with the aims of the task, the teacher should tell the students how many people are speaking, and who and where they are, before playing the audio. The Student's Book illustrations should be used as much as possible to aid understanding, since in real-world listening tasks, listeners usually have visual clues to help them (e.g., setting, gestures and facial expression of the speaker).

A basic procedure for listening tasks is as follows:

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

Note: Listening tasks should not be used as a test of the students' listening ability. The main aim of the tasks is to develop their ability. This 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 *4th Preparatory*. For details of tasks in particular lessons, see the Book Map and Unit summaries. In *4th Preparatory* the students will work towards the following competencies:

- greeting people and saying goodbye in formal and informal situations
- giving and asking for personal information
- asking and responding to questions
- making and responding to requests for information
- making and responding to suggestions, stating preferences and giving reasons
- making and confirming arrangements
- asking for, giving and responding to advice
- expressing, asking for and responding to views and opinions
- expressing gratitude
- interrupting politely
- showing interest when someone is speaking
- providing feedback and confirmation in a conversation
- describing people, places and things
- checking what someone has said and asking for confirmation/clarification
- confirming information for listeners and correcting misunderstandings
- giving simple explanations

7.2.1 Discussion work, problem solving and decision making

4th Preparatory contains pairwork and group work activities where students are required to discuss an issue, reach agreement or make a decision. They are encouraged to work together to compare ideas and answers. At this level the students should be encouraged to use English to complete the activity. They will be better able to do this if they are reminded of simple structures

for suggesting, agreeing and disagreeing, e.g., *Let's .../Yes, I think so./Yes, that's right./No, that's wrong.*

7.2.2 Extended turns

The students should practise engaging in extended turns at the Secondary stage, 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 *4th Preparatory*, students should be able to produce about four sentences in a single conversational turn and around 20 sentences in a presentation.

7.3 Reading

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

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

The following sub-skills are covered in *4th Preparatory*:

- skimming a text to establish topic(s)
- scanning a text for detail
- recognizing the purpose of different types of text
- identifying the audience of different types of text
- using features such as headlines, subtitles and topic sentences to locate information
- extracting and collating information from a range of texts
- using prior knowledge and experience to make predictions about the content of a text

- understanding and summarizing the main ideas of a text
- guessing/working out meaning in a text where the topic is familiar
- using knowledge of language (grammar, vocabulary, etc.) to follow a text and understand a sequence of events
- following texts that contain some unknown vocabulary where meaning is clear from context
- developing strategies to deal with unknown vocabulary
- understanding how different texts are organized and constructed
- using active reading techniques

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

7.4 Writing

4th Preparatory concentrates on the development of writing as a skill. At this level the students will be working on writing tasks in various registers (from informal notes and emails to reports or application forms). They will also be attempting longer pieces of writing than they did at the Intermediate stage. In addition to these freer activities, there are familiar controlled writing exercises (such as sentence completion, reordering and gap-filling) to consolidate language patterns and structures that have been introduced and practised orally. The following text types will be produced at *4th Preparatory*:

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

Writing exercises still require scaffolding. It is important not to set a challenging writing task without adequate preparation. In most cases the students are taken step-by-step through a process of brainstorming, planning and writing, as well as being given a model to follow. Wherever appropriate, the teacher should refer back to

the model text and draw attention to how it is organized and how sentences are structured. The teaching notes provide detailed advice for each writing activity of this type.

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

There will be a range of writing ability in the class, and teachers should not expect all the students to produce the same amount of writing or the same quality of handwriting. Writing tasks are sometimes open-ended (there is no word limit), so that stronger students have the opportunity to stretch themselves and write as much as they need to. It is important to encourage the students to use their ideas and imagination so that they have the chance to show their creativity, even if they need to improve their grammar, spelling or mechanical writing skills.

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

Students are sometimes required to work collaboratively on writing and to read each other's work. They are asked to edit and correct texts written by other groups or individuals. This type of activity is highly motivating. It means that

students have a clear audience for their work and encourages all the students to be involved in the writing and editing process.

While the students are writing, it is important to go round and monitor their work, acting as a resource for ideas and 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 *4th Preparatory* include:

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

Unit 1

Language learning

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

- Making and responding to requests for information
- Exchanging personal information
- Agreeing and disagreeing
- Greeting people and taking leave
- Making a poster
- Filling in an application form
- Practising proofreading

Unit 2

Education

- Education, schools and academic subjects
- Collocations (*take an exam, watch a film, etc.*)
- *Lend vs borrow*
- Words for making comparisons
- Sequencing words and phrases (*just before, then, a little later, etc.*)

- Listening for and saying plural words
- Comparing and contrasting
- Asking and talking about past events
- Writing interview questions
- Carrying out an interview

Unit 3

Travel

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

- Listening to telephone conversations
- Checking and confirming information
- Talking about timetables and itineraries
- Making and responding to polite request
- Listening to directions and explaining where things are
- Describing a place
- Writing a postcard or email to a friend

Unit 4 Review

- Revision and practice of skills, grammar and lexis from Units 1–3.

Unit 5

Family and friends

- Adjectives to describe appearance and character
- Extreme adjectives
- Intensifying adverbs
- Words connected with celebrations and family occasions
- Family-related words
- Determiners
- Conjunctions: *while, as a result, a little later, when, after that, because, once*

- Reading short film reviews and expressing an opinion
- Listening to and practising contracted forms in speech
- Giving invitations, making offers and promises
- Describing people's appearance and character
- Describing a person in writing
- Writing about wedding customs in Iraq

Unit 6

Health and fitness

- Vocabulary related to health and fitness
- Prefixes and affixes
- Compound words

- Discussing healthy eating and the importance of sleep
- Explaining problems, asking for and giving advice
- Speculating about the future
- Listening to and practising when to pause in extended speech
- Listening to and practising conventional phrases used in a talk
- Role-playing conversations between a doctor and a patient
- Writing paragraphs about eating habits and preferences, about own lifestyle and about possible future events
- Writing about a future school event

Unit 7

Science and technology

- Words related to science and technology
- Collocations
- Adverbs of certainty/uncertainty: *perhaps, probably, definitely*

- Using pictures to describe a process
- Exchanging information
- Giving a presentation
- Discussing the advantages and disadvantages of online shopping
- Writing an email with definite and possible plans for the next day
- Writing a report on a marine animal
- Studying and discussing ways of revising

Unit 8 Review

- Revision and practice of skills, grammar and lexis from Units 5–7.

Language learning activities

Grammatical areas

Pronunciation & phonology

- Listening for gist and specific information
- Interpreting graphs and tables
- Skimming and scanning
- Identifying topic sentences and using them to find information
- Brainstorming ideas before writing

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

- Phonemic alphabet: /i:/ and /e/
- Listening for main stress and number of syllables

- Listening to identify the attitudes and feelings of speakers
- Listening for the gist of a discussion
- Skimming and scanning
- Recognizing the purpose of a text
- Using grammar and syntax to follow a sequence of events
- Proofreading and editing
- Planning and organizing an essay (paragraphing)

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

- Phonemic alphabet: /z/ and /ɪz/
- Guessing the meaning of new words from context
- Listening to identify linking words

- Listening to identify topic and context
- Reading to identify features and purpose
- Using a contents page
- Scanning a range of texts and transferring information
- Identifying the main idea of a paragraph

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

- Phonemic alphabet: /eɪ/, /æ/ and /ə/

- Dealing with unfamiliar vocabulary
- Working out meanings from context; using dictionaries to check
- Listening for pronunciation, gist and specific information and taking notes
- Extracting information from factual articles about wedding customs and glass-blowing
- Identifying types of language in different types of invitations and announcements

- Future simple to express firm decisions, make predictions and promises
- Future continuous to talk about events that will be happening at a specified time in the future
- Present perfect simple and continuous
- Causative *have, get*
- Verbs followed by *to* + infinitive
- Modals *will, shall, would*

- Working out the meaning of new words from context and clues in pictures
- Listening to check predictions
- Listening and taking notes
- Skimming and scanning
- Predicting content of a text
- Identifying topics and main points in a text

- Reported speech
- Modals *could, should, ought to* for advising
- Modals *may, might* to talk about possible events

- Working out meanings of unfamiliar words from context and clues in pictures
- Highlighting important information in texts
- Listening for details in a weather report
- Skimming and scanning
- Reading a variety of texts, mainly factual, for detail, language and organization
- Reading and sequencing paragraphs
- Reading for pleasure

- Zero conditional to talk about events that are always true when a condition is met
- First conditional to talk about possible future events if a condition is met
- Passive voice
- Conjunctions *however, although, but* to introduce contrast

- Listening for and practising contrastive stress in sentences

Lesson	Materials	Topic area	Activities	Language
1	SB6-7 AB4-5  1-2 GR88	<i>How do you learn?</i>	Revise and extend vocabulary related to language learning. Listen for information. Discuss the challenges of language learning and develop learning habits. Complete sentences with verbs in the present simple.	Vocabulary related to language learning Present simple
2	SB8 AB6-7 GR88	<i>Changes</i>	Read for information. Develop vocabulary.	Words for describing change Present continuous
3	SB9 AB8-9	<i>Choosing a summer programme</i>	Skim a leaflet to identify main ideas. Read for detail.	Adjectives ending in <i>-ing</i> and <i>-ed</i>
4	SB10 AB10-11  3-7	<i>So do I!</i>	Listen for detail. Match opinions with responses and discuss study programmes.	Phrases for expressing opinion, agreeing and disagreeing
5	SB11 AB12-13  8-9 GR89	<i>Asking for information</i>	Listen for specific information. Write indirect questions.	Indirect questions Words and abbreviations typically used on application forms
6	SB12 AB14-15  10-11	<i>A tour of the self-access centre</i>	Revise and extend language for giving directions. Listen and follow instructions. Develop vocabulary by matching words from fixed collocations. Practise polite requests.	Language for giving directions Imperatives Verb + noun collocations Indirect questions
7	SB13 AB16-17  12-14	<i>Meeting and greeting</i>	Listen and identify the number of syllables in words. Listen for general understanding.	Phrases for greeting and showing interest
8	SB14 AB18-19  15	<i>Arabic and English</i>	Listen for detailed information. Read an article for general information.	Words for describing languages (e.g., <i>dialect</i> , <i>meaning</i> , <i>synonym</i>)

9	SB15 AB20–21	<i>Official languages</i>	Read and identify topic sentences. Read for information. Practise guessing the meaning of words from context.	Country names and languages Revision and extension of words to describe places
Revision	SB16 AB22–23	<i>Round up</i>	Revise language from Unit 1.	Revision
Test	AB24–25	Test	Do a test on Unit 1.	–

Unit 1 Lesson 1

SB6-7 AB4-5 1-2 GR88

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

Language Revision of the present simple for talking about facts or habits.

Vocabulary *interpreter, exchange programme, self-access centre, bilingual dictionary, index card, learning diary, look up*

The list of key words is organized unit-by-unit. This list enables you to set a vocabulary or spelling test at the end of each unit: you can simply ask students to revise all (or a selection) of the words from the relevant list.

Stage 1

Ice breaker

- Go around the class, asking each student to say their name and to give some brief information about themselves in English. Write the beginnings of some sentences on the board before you begin to help the students decide what to say (e.g., *I live in (Basra). I like (listening to music). I have (two brothers). My favourite (subject) is ...*).

Stage 2

Introduce topic and discuss pictures

SB6

- Read the title of the lesson with the class. Ask the students what the people in the pictures on page 6 are doing.
- Teach the new vocabulary from the labels and clarify meaning as necessary.

Stage 3

Listen and check

SB6 1

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

Track 1

Listen and check your ideas.

1

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

2

Boy

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

3

Teenage boy *I like reading newspapers to help me learn English. Of course I don't know all the words, but I know a lot about sports, so I can understand most of the sports pages. Sometimes I look up new words in a dictionary – you know, one that has translations from English to Arabic. Then I write the words in a notebook. I'm going to take a summer course in England next year. I'll learn English and watch a lot of football, too.*

4

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

5

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

6

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

Stage 4

Listen for detail
AB4 Ex A 

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

Track 2

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

[Track 2 is a repeat of Track 1.]

Answers

- 1 False – He speaks English and French.
- 2 True
- 3 True
- 4 False – He thinks it's difficult.
- 5 False – He knows a lot about sport.
- 6 False – He's going to England.
- 7 True
- 8 True
- 9 True
- 10 True
- 11 False – She writes in the diary after every class.
- 12 False – Her teacher reads the diary, too.

Stage 5 Match the pictures and the text

SB6–7  **Ex 3**

21st century skills

Critical thinking Evaluating and analyzing information

- Tell the students to match the pictures of the people on page 6 with the speech bubbles on page 7.
- Discuss how useful each idea (A–F) is for language learning. What other ideas do the students have to help them learn English? Use the photographs below the speech bubbles to elicit ideas (discussing classes with friends, listening to the radio/CDs, going to classes, doing research).

Answers

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

Stage 6 Revise the use of present simple
when talking about facts and habits
SB7 GR88 AB5 Ex B

- Direct the students' attention to the Language box in the Student's Book.
- Refer them to the Grammar and Functions Reference section on the present simple (page 88). Either give the students time to read this information by themselves, or read it with the students, translating to Arabic as necessary and answering any questions they may have.
- Tell the students to complete the sentences in the Activity Book with the correct verb form.

Answers

- 1 I *study* English at school.
- 2 How often *do you go* to the self-access centre?
- 3 How much *does that dictionary cost*?
- 4 Interpreters *have* a difficult job, because they need to speak many languages very well.
- 5 He *doesn't speak* Arabic.
- 6 *Are you* at home right now?
- 7 I *write* in my diary after every class.
- 8 Where's Deema? She *isn't* in the classroom.

Homework

AB5

- Tell the students to make notes next to the questions and then use the notes to write a paragraph of about 50 words on their experience of learning English and other languages.

This lesson asks students to think about the ways that people learn. Use this as an opportunity to discuss the right of all people to receive a proper education.

Unit 1 Lesson 2

SB8 AB6-7 GR88

Objectives	Read for information. Develop vocabulary.
Language	Revision of present continuous tenses for talking about change
Vocabulary	<i>graph, expert, go down, linguist, communicate, abroad, degree, rise (v), fall (v), go up</i>

Stage 1 Revise topic of language study
AB6

- Let the students compare their answers to the questions they did for homework (AB5).
- Elicit some of their answers: *Which languages do the students speak? Which are they learning? What do they enjoy about learning English? What do they find difficult?* Keep note of the answers that the students tell you, but also make an effort to read what they have written when you can. Some students may be reluctant to speak about what they find difficult in front of the whole class.

Stage 2 Match the topic sentences
with the paragraphs
SB8 AB Ex 1

- Elicit topic sentences 1 to 4 and clarify that they represent a summary of the paragraph they introduce.
- Tell the students to match the topic sentences with the appropriate paragraph.

Answers

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

Stage 3 Read the paragraphs and match them with the graphs

SB8  Ex 2

- Briefly discuss in Arabic what kind of information diagrams like the ones on SB8 usually show. Try to elicit that they show changes, for example, in numbers or results. Tell the students that in English they are called *graphs*.
- Tell the students to match each paragraph with a graph.
- Present *expert* and *degree* (= qualification gained at university).

Answers

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

Stage 4 Revise use of present continuous to talk about change

SB8 GR88 AB6 Ex A

- Refer the students to Grammar and Functions Reference page 88. Give them time to read the information about the present continuous and circulate, answering any questions they may have.
- Tell the students to complete the sentences in the Activity Book with the correct form of the verb. Remind them that 'number' is singular (e.g., *The number of tourists is ...*).
- Let them compare answers in pairs before you elicit answers.

Answers

- The number of tourists *is going up*.
- The number of people who live in London *is rising*.
- The number of Europeans who don't speak English *is falling*.
- Sales of computers *are rising*.
- The number of people who don't have a computer *is going down*.

Stage 5 Recognize the different uses of the present continuous

GR88 AB6 Ex B

- Remind students of the three uses of the present continuous on page 88.
- Tell the students to match the sentences with the correct use of the present continuous.
- When correcting, elicit other examples for each use.

Answers

1A, 2C, 3B, 4C, 5A

Stage 6 Form sentences using the present continuous

AB6 Ex C

- Tell the students to write four sentences using the words in the box. The students should look at SB8 to check their ideas.

Possible answers

The number of international students studying in the UK is going down.
The number of languages in the world is going down.
The number of people learning Arabic at university is going up.
The number of American university students learning Spanish is falling.

Stage 7 Look at a dictionary entry and answer questions

AB7 Ex D

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

Answers

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

Stage 8**Practise putting words in alphabetical order**
AB7 Ex E

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

Answers

careful/click/communicate/diary/election/
icon/interpreter/password/software/solution

Unit 1 Lesson 3**SB9 AB8-9**

Objectives Read and understand a leaflet.
Language Adjectives ending in *-ed* and *-ing*.
Vocabulary *skim, leaflet, confusing, improve*

Stage 1**Introduce the lesson**
SB9

- Begin the class by asking if anyone has been on a study programme in Iraq or abroad. If they have, ask *Where did you go? How did you choose the course? Did you stay with a family? Did you study one subject in particular? What did you like best/least about the programme?*
- Read the question at the top of the page, and elicit ideas for what is important when choosing a study programme. Accept answers in English or Arabic (students may come up with *location, subjects, quality of teaching, price*). Write their ideas on the board.

Stage 2 Skim for the topics in the leaflet
SB9 AB8 Ex A

- Tell the students they are going to quickly read the leaflet to find out what ideas

are mentioned. Explain that this is called *skimming*, and that when you skim a text, you don't have to read everything in detail, but look at it quickly for words that give you a general idea of what it is about.

- Refer the students to AB8 Exercise A and compare the topics listed with what you wrote on the board in Stage 1.
- Tell the students to skim the leaflet and tick the topics that are mentioned in Exercise A.

Answers

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

Stage 3**Read for detail**
SB9 AB8 Ex B

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

Answers

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

Stage 4**Study the difference between adjectives ending in *-ed* and *-ing***
SB9 AB9 Ex C

- Direct the students to the Language box on SB9 and clarify how the different adjectives are used.
- Highlight the difference in the usage of the adjectives by asking: *Are you tired? When was the last time you were frightened? Are you excited about anything that's happening soon? Then ask Which subjects are interesting? Which subjects are boring? Is 'Star Wars' frightening?* Emphasize the *-ing* ending of the adjectives.
- Give the students a tip for remembering the difference between the adjectives: '*-ing* for things'. Remind them that whenever a word ends in *-ed*, it is describing a person's feelings and not the thing that makes them feel that way.
- Tell the students to do Exercise C. They must select the correct adjectives from the word box to complete the sentences.

Answers

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

Stage 5

Practise using adjectives
ending in *-ed* and *-ing*
SB9 AB9 Ex D

- Refer students to Exercise D and ask them to think about whether the words refer to how the person is feeling or what is causing the feeling.
- Ask them to complete the task by adding *-ed* or *-ing*.
- Ask students to compare answers in pairs before eliciting the correct answers.
- As an extension activity, you can ask students to either remember a summer programme they went on, or to imagine one. They then write sentences about how they felt and why.

Answers

- 1 I had an *amazing* summer: I went to a summer camp to improve my English!
- 2 I felt a bit *embarrassed* on the first day because I didn't know anyone.
- 3 The teacher was very *surprised* with my English. He said it was really good!
- 4 The classes were really *interesting*: we talked about lots of topics!
- 5 Now that I'm back though, I'm really *tired*.
- 6 I need some *relaxing* days at home before I start school again!

Unit 1 Lesson 4

SB10 AB10-11 3-7

Objectives Listen for detail.
Express opinions on summer programmes.

Language Vocabulary Phrases for expressing opinions
find out, dormitory

Stage 1

Introduce the topic of
the reading
SB10

- Ask students what they would like from an English summer programme (e.g. sports, visits, social programme, skills practised). Write ideas on the board.

Stage 2

Read for detail
SB10 AB10 AB Ex 1

- Ask the students to read the speech bubbles 1-4. Which person do the students agree/disagree with?
- Students read the texts A-D and match the programmes with the people 1-4, writing their answers in the Activity Book.
- When correcting, ask the students which part of the text helped them decide which programme was best for each person.

Answers

1C, 2D, 3A, 4B

Stage 3

Listen for gist
SB10 3

- Refer students back to the people in Exercise 1 and whether they agree with the opinions or not.
- Play Track 3. Students listen and decide if their friends agree with them or not.
- Play the track again, one conversation at a time. Elicit and write on the board the phrases they used to agree or disagree.

- In pairs, students take turns in being the people in Exercise 1. The other student should agree or disagree (according to their own opinion), using the phrases on the board and giving reasons.

Track 3

Listen to the teenagers in Exercise 1 talking to their friends. Do they agree or disagree?

1

Male student *I want to visit lots of famous UK cities during my course.*

Female student *So do I! I'd love to go to London and Oxford.*

2

Female student *I'd like to do some sports while I study English.*

Male student *So would I! I love playing football and basketball.*

3

Female student *I want to improve my English, but I'd love to study another language, too.*

Male student *I wouldn't. English is hard enough!*

4

Male student *I think it's really important to practise speaking and listening.*

Female student *I disagree. I think reading and writing are the most important skills.*

Answers

- 1 agree
- 2 disagree
- 3 disagree
- 4 agree

Stage 4

Listen for detail
AB10 Ex A 

- Read the questions in Exercise A with the students. Make sure the meaning of *find out* (= discover) is clear.

- Tell the students to listen and write the answers to the questions. They don't have to write in full sentences. Allow them to compare with a partner before playing Track 4 again.
- Elicit answers, but don't worry about grammatical accuracy. It's more important that the students have identified the speakers' opinions.

Track 4

A Listen to Ali and Rashid talking about study programmes. Answer the questions.

Rashid *Hi Ali.*

Ali *Hi Rashid.*

Rashid *Did you see these posters for summer study programmes? I'd love to go on a study programme. I could improve my English.*

Ali *Me too. And I need to work on Maths.*

Rashid *Look. This poster says the school is in the country. I bet you can do lots of sports there. If I went on a summer programme, I'd like to go swimming and play basketball too, not just work.*

Ali *Well, I think it's better to learn about the history of the country. See – this poster says you can take classes in the morning or in the afternoon, and go to museums and visit the city the rest of the day.*

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

Ali *Yes, but I can play volleyball at home! Anyway, I think it's more important to learn about the culture of the country.*

Rashid *Well, I don't. I want to be in the country where there's lots of fresh air. Look, with this programme you stay in a dormitory at the school. That's great! You can really get to know the other students that way.*

Ali *Maybe, but it's much better to stay with a family. That way, you have to speak English, and you make progress much faster.*

Rashid *Well, I'm going to get more information about this programme. I want to find out about the sports they offer. I'd like to take drawing classes, too. Maybe I can go this summer.*

Answers

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

Stage 5 Talk about summer programmes AB10–11 Ex B and C

21st century skills

Critical thinking Expressing agreement and disagreement

- Tell the students to match the opinions with the responses, then listen and check their answers. (See the transcript.)
- Put the students in pairs or small groups and get them to discuss the opinions in Exercise B. Which do they agree with most? Which don't they agree with? Highlight useful phrases in the speech bubbles before they begin:
I agree.
I disagree.
I'd like/love to ...
I think ...
So do/would I.
I don't/wouldn't.
- Ask the students to list the kind of activities they would be interested in taking part in on a study programme. Alternatively, write a list of activities on the board for them to choose from.
- Elicit ideas and write the most popular activities on the board.

Track 5

C Listen and check your answers.

- 1
 - Boy 1 *I'd love to go on a study programme.*
 - Boy 2 *I wouldn't. I'd rather go on holiday with my family.*
- 2
 - Girl 1 *I need to work on my English.*
 - Girl 2 *So do I. I failed the exam last week.*
- 3
 - Boy 2 *I think it's really important to learn about the culture of the country you're in.*
 - Boy 1 *I agree. It might be very different from ours.*
- 4
 - Girl 2 *I want to be in the countryside where there's lots of fresh air.*
 - Girl 1 *I don't. I think it's boring. Cities are much more interesting.*
- 5
 - Boy 1 *I think it's much better to stay with a family.*
 - Boy 2 *I disagree. I'd rather meet lots of new people.*
- 6
 - Girl 1 *I'd like to take drawing classes.*
 - Girl 2 *So would I. I love art.*

Answers

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

Stage 6

Pronunciation revision AB11 Ex D

- Before letting the students write, point out that the symbols at the top of the columns show the sound in each word – they are not connected to spelling. Briefly explain that there is a system of symbols to represent sounds in English. The students will learn some of the most common symbols in this course.

- Tell the students to listen to the words and repeat them, then write the words in the appropriate columns in Exercise D. Play Track 6.
- Play Track 7 so the students can check their answers. See transcript for answers.

Track 6**D Listen and repeat.**

Voice	<i>speak</i>
	<i>people</i>
	<i>test</i>
	<i>access</i>
	<i>three</i>
	<i>Chinese</i>
	<i>be</i>
	<i>get</i>
	<i>meet</i>
	<i>self</i>
	<i>website</i>
	<i>centre</i>

Track 7**Listen and check.**

Voice	/i:/ <i>speak, people, three, Chinese, be, meet</i>
	/e/ <i>test, access, get, self, website, centre</i>

Unit 1 Lesson 5**SB11 AB12-13 8-9 GR89**

Objectives Listen for specific information. Identify and use language for making polite requests. Read and complete an application form.

Language Vocabulary Indirect questions words and abbreviations on an application form, including *surname, forename, DOB, postcode*

Stage 1**Listen to a conversation****AB12 Ex A 8**

- Remind the students that Rashid saw a poster for a study programme in Lesson 4.

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

Track 8**A Listen and tick the things Rashid's mother wants to know about.**

Rashid	<i>I've just seen a poster for a summer study programme in the UK I'm interested in.</i>
Mother	<i>Really? Where is the school?</i>
Rashid	<i>I don't know exactly, but it's in the country, and I think I could do lots of sports. And it has English classes in really small groups.</i>
Mother	<i>What sports do they offer?</i>
Rashid	<i>I'm not sure yet.</i>
Mother	<i>You said you wanted to do some drawing this summer. Do they have art classes?</i>
Rashid	<i>I think so. I'm going to call them and find out.</i>
Mother	<i>That's a good idea. You should make a list of all the things you want to ask before calling.</i>
Rashid	<i>I will.</i>
Mother	<i>How long do you want to go for?</i>
Rashid	<i>I'd like to go for four weeks.</i>
Mother	<i>That could be expensive! How much does it cost?</i>
Rashid	<i>I don't know that either. I'll ask when I call them.</i>

Answers

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

Stage 2**Listen to a telephone conversation
AB12 Ex B 9**

- Tell the students to listen to Rashid's telephone call and write the answers to Rashid's mother's questions.

Track 9

B Listen to the telephone conversation and answer the questions.

- Secretary *Good morning, Fisher School, how can I help you?*
- Rashid *Hello. I'd like some information about your study programmes.*
- Secretary *Certainly. What would you like to know?*
- Rashid *First of all, could you tell me where the school is?*
- Secretary *Of course. It's near Cambridge. Do you know where that is?*
- Rashid *Yes, I do. Can you tell me if you have art classes?*
- Secretary *Yes, we do. We have drawing and painting classes.*
- Rashid *Oh good. I'd really like to do some drawing this summer. Could you also tell me what sports you offer?*
- Secretary *Yes, you can play volleyball or basketball.*
- Rashid *And could you tell me if you have a swimming pool?*
- Secretary *I'm afraid we don't. But it's a perfect area for cycling.*
- Rashid *Can I rent a bicycle there?*
- Secretary *Yes, of course. Can I help you with anything else?*
- Rashid *Yes, can you tell me how much it costs for four weeks?*
- Secretary *It depends how many classes you take, but probably around £1,500.*
- Rashid *Thank you. Goodbye.*
- Secretary *Goodbye.*

Answers

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

Stage 3

Practise indirect question forms using polite requests
SB11 GR89

- Direct the students' attention to the direct and indirect questions in the Student's Book and elicit the differences between the two forms. Direct them to page 89 of the Grammar and Functions Reference and give them time to read.
- When they have finished, ask them to practise the conversation with a partner.

Stage 4

Read and complete an application form
SB11 AB12-13 Ex C and D

21st century skills

Collaboration Sharing knowledge and ideas clearly

- Tell the students to look at Rashid's application form in the Student's Book and answer the questions about it in pairs.
- Circulate and help the students to guess the meaning of the new items and abbreviations. They should look at what Rashid has written to help them work out what the labels mean. You can do Exercise C as a class, if you think the students are having difficulty.
- Go through the answers to Exercise C before telling the students to complete an application form for themselves (Exercise D). Make sure the students understand the meaning of *forename*, *surname*, *DOB*, *postcode* and *country code*. Point out that Rashid has written a line in the 'postcode' section because he doesn't have a postcode.

Answers

Exercise C

1c, 2b, 3d, 4d

Stage 5

Make indirect questions

AB13 Ex E

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

Answers

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

Unit 1 Lesson 6

SB12 AB14-15 10-11

Objectives Listen for directions and instructions.
Develop vocabulary related to language learning.
Practise polite requests.

Language Vocabulary Revision of imperatives
vending machines, software, password, click, borrow, fill out, monitor, icon, put on

Stage 1

Revise vocabulary for giving directions
AB14 Ex A

- Elicit basic vocabulary for giving directions (*left, right, turn, straight on*).
- Look at the diagrams in the Activity Book and make sure it's clear that the orientation for each one is looking down the road. Do the first one as a class (*turn right*).

- Tell the students to write the rest of the words in the box under the pictures to complete the phrases for giving directions.

Answers

- Turn *right*.
- Turn *left*.
- Go *straight on*.
- Go *past* the school.
- Go *through* the gate.
- It's the *second* house on your left.

Stage 2

Revise giving and understanding directions
SB12 10

- Look at the map on SB12. Explain that it is a map of a school. Ask students to point at the telephones, the stairs and the lifts (marked with arrows on the right). Present *vending machine* and point out that the vending machines are in the corridor (the grey boxes on the left of the picture).
- Check that the students remember the meaning of *self-access centre*.
- Tell the students to listen to the audio and identify which of the rooms is the self-access centre. They should start from the room with the two figures (centre bottom).
- Play Track 10 again, then elicit the answer by getting the students to point to the correct room. Ask which room is opposite the self-access centre (the teachers' room).

10 Track 10

Listen and find the self-access centre.

- Rashid *Excuse me. Could you tell me how to get to the self-access centre?*
- Man *Of course. Er ... Go through the door and turn left. Go straight on until you see the vending machines, then turn right. Walk past the cafeteria. The self-access centre is the second door on your right, opposite the teachers' room.*
- Rashid *Thank you.*

Answers

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

Stage 3 Make and check predictions about a self-access centre

SB12  11

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

Track 11

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

- Rashid *Could you show me how to use the self-access centre?*
- Teacher *Of course. The computers are over here. They're for using our special language-learning software. The computers are always on. Just sit down and type your password. Then click on the icon for the program you want to use.*
- Rashid *I haven't got a password.*
- Teacher *Don't worry, I'll give you a password before you go.*
- Rashid *Do you have magazines and newspapers?*
- Teacher *Yes, we do. You have to read them here, though. Don't take the magazines out of the self-access centre. They are easy to lose. ... And here are the language books. We have hundreds of books in English. You can read them here, of course, but you can also borrow books to read outside.*
- Rashid *How do I do that?*
- Teacher *Fill out a card and bring it to the desk as you leave.*
- Rashid *Televisions! Can I watch television here?*

- Teacher *No, the monitors are only for watching videos. Don't try to change the channels.*
- Rashid *Do you have films in English?*
- Teacher *Yes. They are on the shelf by the door. Put on the headphones so you don't disturb other people in the self-access centre.*
- Rashid *Thanks.*
- Teacher *That's OK. Let's set you up with a password for the computers.*

Stage 4 Revise imperatives

SB12  Ex 3

- Direct the students' attention to the six sentences on SB12. Focus on the vocabulary and discuss the meaning of *change channels*, *put on*, *fill out*, *type* and *click*.
- Tell the students to match the sentences with the pictures (A to F).
- Elicit/revise that the imperative form is used to give instructions and directions.

Answers

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

Stage 5 Revise indirect questions and practise speaking

AB14-15 Ex B

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

- Go through the exchanges after the pairwork by making the questions yourself and nominating students to reply.

Model questions and answers

- Could you tell me how to use the computer?
Just type your password.
- Can you tell me how to borrow a book?
Just fill out a card.
- Could you tell me where the DVDs/CDs are?
On the shelf next to the door.
- Can you tell me when the self-access centre opens?
At 8 o'clock.

Note: Photocopy the role-play activity on page 168 of this book before your next class. You will need to cut each page in half so you can hand different instructions to each student.

Homework**AB15**

- Tell the students they are going to write a description of how to use the self-access centre using the information they have learnt in the lesson.

Unit 1 Lesson 7**SB13 AB16-17**  **12-14**

Objectives Listen and identify the number of syllables in words.

Listen for general understanding.

Language Phrases for greeting and showing interest

Vocabulary *syllable*

Stage 1**Warmer**

- Ask students to invent a new name for themselves. Students then walk around the room, presenting themselves to other students. Ask students to try to remember as many names as possible.
- Once students have settled down again, elicit the new names. How many do they remember?
- Then elicit phrases they used in the interactions, writing them on the board.

Stage 2**Lead-in
SB13**

- Tell students to look at the picture. Ask if anyone has been to this kind of event.
- In small groups, students tell each other what they know about the Iraq International Book Fair, and what usually happens at book fairs.
- Elicit some ideas as a whole class.

Stage 3**Recognize phrases for
meeting and greeting
SB13** 

- Tell students they are going to listen to two short conversations at the book fair. Ask them: *Do the speakers know each other?*
- Students listen. In pairs, they say if the speakers know each other. (*In the first conversation, they do, and in the second, they don't.*)
- Elicit what the situation is in each conversation. (*In Conversation A, two friends*

meet at the book fair. In Conversation B, one of them meets an author for the first time.)

- Correct as a whole class, eliciting which phrases helped them decide.

Track 12

Listen to two conversations at the fair.

Conversation A

Bassam *Hello, Susan! Good to see you here at the fair! How are things?*
 Susan *All good, thanks. And how are you?*
 Bassam *Fine, thanks. What are you waiting for?*
 Susan *My favourite author is coming, and I want him to sign my book.*

Conversation B

Fouad *Good morning! Sorry I'm late, everyone. I was lost in the fair!*
 Susan *Were you? Well, I'm glad you're here now, Mr Jassim.*
 Fouad *Please call me Fouad. What's your name?*
 Susan *I'm Susan. Pleased to meet you. Can you sign my book?*

Stage 4

Use phrases for meeting and greeting in context
AB16 Ex A 

- Students complete the conversations with the phrases in the box.
- Students listen again to Track 12 and check, then correct as a whole class, drilling the correct intonation. Elicit what the phrase *Were you?* does (*It shows interest.*).
- In pairs, students role-play the dialogues.

Answers

- 1 Good to see you here!
- 2 And how are you?
- 3 Fine, thanks.
- 4 Were you?
- 5 Please call me Fouad.
- 6 Pleased to meet you.

Stage 5

Practise phrases for showing interest

SB13 AB16  **Ex 4**

- Ask students to match the parts of the conversation and then elicit the correct answers.
- Ask students if they can identify in the conversation the expressions that show interest and the expressions for saying hello and why they think that.

Answers

- A 2 interest
 B 1 interest
 C 4 hello
 D 3 hello

Stage 6

Identify phrases for showing interest

SB13  **Ex 5**

- Ask students which of the sentences in Exercise 4 belong to Conversation A and which belong to Conversation B.
- Students check with Exercise A.

Answers

Conversation A: A, C, 2, 4
 Conversation B: B, D, 1, 3

Stage 7

Listen for gist **SB13** 

- Tell students they are going to listen to two more conversations. Ask them to try to identify who is speaking in each one, if they know each other and what they are talking about.
- Elicit ideas from the whole class.

Track 13

Listen to two conversations and look at the pictures. Do the people know each other? What are they talking about?

Conversation 1

Andrea *Good morning. Are you the new English teacher?*
 Kathryn *Yes. I'm Kathryn Black.*
 Andrea *And I'm Andrea Smith, the head of Science.*
 Kathryn *Pleased to meet you.*

- Andrea *Where are you from, Kathryn?*
 Kathryn *I live in London, but I'm from Ireland.*
 Andrea *That's nice. Have you been in England long?*
 Kathryn *Only about two months.*

Conversation 2

- Ahmed *Hello, Abdulla.*
 Abdulla *How are you, Ahmed?*
 Ahmed *Fine. I'm on my way to the library.*
 Abdulla *Are you going to the football match tonight?*
 Ahmed *I can't. I've got to finish my report for tomorrow.*
 Abdulla *See you tomorrow, then!*

Stage 8 Listen for specific language AB17 Ex B 113

- Tell the students to tick the expressions the speakers use to say hello, show interest in what the other person is saying and expressions for when they are leaving.

Answers

(additional expressions are shown in italics)

Saying hello	Showing interest	Saying goodbye
I'm ...	✓ Did you?	✓ tomorrow. ✓
Hello ...	✓ Really?	See you again soon.
Good morning.	✓ That's nice.	It was a ✓ pleasure meeting you. ✓
Good evening.	Was it?	I look forward to seeing you again. ✓
Pleased to meet you. ✓	How nice.	Thanks for everything.
My name is...	That's terrible.	Hope you'll be back soon.
Hi.	Is that right?	It was nice to see you again.
How are you?	I had a wonderful time.	Nice to meet you.

Stage 9

Identify number of syllables in a word AB17 Ex C 114

- Remind the students that syllables are the number of beats they hear in a word. Play Track 14 and tell the students to write them in the appropriate column, according to whether they hear one, two or three syllables.
- Encourage them to say the words to themselves as they write.
- Practise pronunciation of the words when you elicit the answers.

114 Track 14

C Listen for the number of syllables and write each word in the correct column.

fine
 enjoying
 author
 pleased
 museum
 classes
 months
 tomorrow
 problem

Answers

1 syllable	2 syllables	3 syllables
fine	author	enjoying
pleased	classes	tomorrow
months	problem	museum

Stage 10

Role-play a conversation
Photocopies

- Explain the situation of the role-play before you hand out the instructions. Say that the students should imagine they are meeting for the first time, as one of them lives in Iraq, and the other is visiting Iraq. Ask if anyone has ever been in the same situation. Briefly talk in Arabic about the kind of things you might ask a tourist visiting Iraq.
- Establish that they are going to have a fairly polite conversation because they are meeting for the first time.
- Hand out the photocopied instructions for the role-play on page 168 of this book. It is a good idea to assign the role of Student A to the stronger student in each pair, as they will be required to take the initiative in the conversation and to form questions rather than replying.
- Give the students time to read their instructions and ask you questions before you start the pairwork. Check the students with the role of Student A by eliciting some of the questions they will ask (e.g., *How was your journey? When did you arrive?*). The actual role-play will take around two or three minutes, so you should allow plenty of time for the students to prepare so they can perform the role successfully.
- Point out that Student B needs to choose the male or female version of the name as appropriate (*Paul* for a boy, *Paula* for a girl).
- Encourage the students to use as many expressions from the board as they can to make their conversation realistic.
- Ask some volunteers to perform their role-play for the class if you have time.

Unit 1 Lesson 8

SB14 AB18–19 115

Objectives Listen for detailed information.
Read an article for general information.

Language Words for describing languages

Vocabulary *synonym, official (adj), dialect, Anglo-Saxon, Viking, mixture, Normans, invade, desire, liberty, freedom*

Stage 1

Warm-up

- Tell the students to form groups of four (each group should have two pairs who prepared the role-play for homework).
- Tell the students to perform their role-play for the others in their group.
- Circulate to monitor use of expressions for saying hello/goodbye, showing interest and accuracy of questions and responses.

Stage 2

Listen for detailed information

SB14 AB18 Ex A 115

- Ask the students what Jamil is doing. Teach the expression *give a talk*. Ask if anyone in the class has given a talk or presentation in class recently and what it was about.
- Give the students around two minutes to read Jamil's notes. Elicit some suggestions for what the notes mean, but don't confirm answers yet.
- Ask students to look at Activity Book page 18 and Exercise A and match the words to the abbreviations.
- Play Track 15 and tell the students to follow the notes as they listen to Jamil and check their answers. Tell them that they will also hear the teacher talking and asking a question at the end. The students should listen for the question, too.
- Elicit the correct answers to Exercise A in the Activity Book and the answer to the question the teacher asked.
- Note that *lang.* is followed by a full stop because the word is abbreviated after the first

syllable. *Yrs* does not have a full stop because vowels are removed from the middle of the word, meaning the word isn't shortened in the same way.

Answers

years – yrs

languages – lang.s

especially – esp.

very – v.

for example – e.g.

million – m.

Track 15

Listen and check your ideas. What does the teacher ask Jamil?

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

Jamil Thank you. Well, ... I'm going to tell you about Arabic today. I speak Arabic and so do about 230 million people around the world. Arabic is the fifth most important language in the world. And it's also one of the six official languages of the United Nations.

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

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

One important reason why Arabic has survived is the Holy Qur'an. The language in the Holy Qur'an is very

pure, and it isn't very different from the Modern Standard Arabic we speak today. It has helped Arabic survive for a thousand years. ...

Teacher Thanks very much, Jamil. Well done. Has anyone got any questions? ... No? Well, I've got a question for you. Which English words come from Arabic?

Jamil Oh ... Lots of words ... chess, sofa, um ... racket and cotton.

Teacher Well, that's surprising. Those are words we use a lot, really, aren't they?

Stage 3

Scan to find synonyms
SB14

- Elicit pairs of synonyms (= words that have a very similar meaning) from the class. Remind them that they learnt two pairs of synonyms in Lesson 2 and see if they remember them (*go up* and *rise*, *go down* and *fall*).
- Write the words *ill*, *answer*, *wedding* and *wish* on the board. Ask the students if they can think of synonyms for these words.
- Tell the students to scan the text to see who can find and write down the synonyms for the words on the board the fastest.
- Call students to the board to write the words next to their synonyms.

Answers

ill – sick wedding – marriage
answer – reply wish – desire

Stage 4

Read the article
SB14 AB18 Ex B

- Ask the students what the map on Student's Book page 14 shows (*Britain*). Teach *invade*.
- Direct the students to the sentences in the Activity Book. Read them together, clarifying any new vocabulary.
- Tell the students to read the article and mark the sentences true or false.
- Ask the students to correct the false statements when you elicit the answers.

Answers

- 1 False – There are a lot of similar words.
- 2 True
- 3 False – People wrote in English in the 10th century.
- 4 False – People used a mixture of words.
- 5 True
- 6 False – The Normans brought French words.
- 7 False – The meanings of synonyms are not exactly the same – one synonym in a pair is sometimes more formal, for example.

Possible answers

- 1 Arabic was written for the first time in the 4th century.
- 2 Ethiopian is related to Arabic.
- 3 More English words that come from Arabic are: *algebra*, *coffee* and *zero*.
- 4 Egypt, Iraq and Lebanon.
- 5 3.6%

Unit 1 Lesson 9**SB15 AB20–21****Stage 5 Complete the sentences with synonyms AB18 Ex C**

- Erase the synonyms from the board. Tell the students to do the exercise in the Activity Book, completing the second sentences with a word from the box so they mean the same as the first sentences.

Answers

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

Stage 6 Match with antonyms AB18 Ex D

- Tell the students to match the words with their antonyms.

Answers

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

Homework AB19

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

Objectives Revise and expand vocabulary for talking about languages.
Read for information.

Language Vocabulary Country names and languages
Hindi, Urdu, border, wilderness, origin, population

Stage 1 Correct homework/discuss Arabic AB19

- Elicit the information that the students found out about Arabic for homework and make notes on the board.
- Discuss the differences between the history of Arabic and the history of English. Ask the students to speculate about how Arabic may develop in the future.

Stage 2 Introduce the topic of official languages SB15

- Revise *official* and ask the students what an *official language* is. Explain that it may mean different things depending on the country, but that usually laws and other communications from the government must be in the official language.
- Ask the students what the official language is in Iraq and how many other languages are spoken in Iraq.
- Tell the students that not all countries have an official language, but that some countries have more than one. Tell them to look at the photo

of the 'STOP' sign and guess what the official languages of Canada are.

Stage 3 Match languages and country names SB15

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

Answers
Greece – Greek
India – Hindi
Italy – Italian
Jordan – Arabic
Kenya – English
Pakistan – Urdu

Stage 4 Use topic sentences to find information SB15 AB20 Ex A

- Tell the students to read the topic sentences and write the letter of the paragraph where they think they will find the answer to each question.
- Elicit suggestions before you go on to the next stage. Don't confirm answers until the end of Stage 4.

Answers
1 Paragraph C
2 Paragraph D
3 Paragraph A
4 Paragraph B
5 Paragraph A
6 Paragraph C

Stage 5 Answer the questions SB15 AB20 Ex B

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

Answers

- English and French.
- Ottawa.
- 9,979,619 km².
- Rivers, lakes, forests, glaciers and waterfalls (e.g., Niagara Falls).
- 38.01 million
- 75% of the population (about 28.5 million)

Stage 6 Vocabulary AB21 Ex C

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

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

Stage 7 Discuss the topic SB15

- Tell the students to reread the assignment and think about whether they would like to visit Canada. They should give their reasons for wanting or not wanting to go there.

Homework Make notes to prepare for writing a paragraph AB21

- Ask students to make notes about the questions. If necessary, they can research online.
Note: Some of these answers may change over the years and this is why there are possible answers provided.
- Tell students to write a short paragraph about Iraq using their notes.

Possible answers

- Arabic and Kurdish
- 43.53 million
- Iraqi dinar (IQD)
- 18 provinces
- Its architecture, food and writers.

Unit 1 Revision

SB16 AB22–23

Objectives	Revise language from the unit.
Language	Revision
Vocabulary	Revision

Stage 1 Complete the sentences AB22 Ex A

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

Answers

- A good way to learn a language is to write in your *learning diary* every day.
- My sister is an *interpreter* and she speaks French and Arabic very well.
- I use the CDs in the *self-access centre* when I want to practise saying words in English.
- There is a lot of *software* available to help you learn English on your computer.
- If you want to *borrow* a book, you have to fill out a card.
- Don't tell anybody what your *password* is. Only you should use it.
- To use the English language game, *click* on the icon that says 'game'.
- If the screen is blank, you need to turn on the *monitor*.

Stage 2 Choose the correct adjective AB22 Ex B

- Tell the students to choose the correct adjective by circling the words in italics.

Answers

- I read an *interesting* article yesterday.
- My sister is very *interested* in history.
- They loved the theme park. They thought the roller coaster was very *exciting*.
- I'm going to London for the first time next week, and I'm very *excited*.

- That was the most *boring* film I've ever seen. Nothing happened from beginning to end.
- The flight took eight hours, and I had nothing to read. I was very *bored*.
- The children were very *tired* when they got back from the beach.
- The walk was *tiring* because it was uphill all the way.

Stage 3 Match the synonyms AB23 Ex C

- Tell the students to match the words with their synonyms.

Answers

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

Stage 4 Revise present tenses AB23 Ex D

- Ask students to complete the sentences in the present continuous or present simple form of the verb in brackets.
- Discuss the content of the sentences, as they explore the themes in Unit 1.
- If needed, refer them to Grammar and Functions Reference page 88.

Answers

- is offering
- goes
- is falling
- am learning
- is rising
- has

Stage 5 Write sentences AB23 Ex E

- Tell the students to choose three words from the column on the right in Exercise C. They need to write sentences using these words.

Answers depend on students. The sentences should show the students understand the meaning of the words.

Unit 1 Test

AB24-25

Objectives Do a test on Unit 1.

Language From Unit 1

Vocabulary From Unit 1

Stage 1

Warm-up

- Spend five minutes playing a game or saying a tongue-twister before the test.

Stage 2

Preparation for the test

AB24-25

- Let the students look through the test and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work.

Stage 3

Test AB24-25

- Make sure the students divide their time so that they have time to attempt all three exercises. If you see that some students are spending too long on the reading exercises (A and B), you should tell them that they need to move on.

Answers

A Read the questions. Then read the topic sentences in the text about Pakistan and write the letter of the paragraph where you think you will find each answer.

1C, 2D, 3B, 4A

B Read more carefully and answer the questions in Exercise A.

- 1 Lakes, valleys, mountains (K2) and the Indus River.
- 2 Cotton and rice.
- 3 Karachi.
- 4 Afghanistan, China, India and Iran.

C Complete the sentences with the verbs in brackets in the correct form.

I 1) go to a language school. The number of students at my school 2) *is rising*. Most of my friends are studying Spanish, but the number of people studying Arabic 3) *is going up*. I 4) *want* to be an interpreter, so I am learning French and Arabic. Arabic is difficult, but I 5) go to the self-access centre every day, and my Arabic 6) *is getting* better.

I'm learning English because I want to be an English teacher. The number of language teachers 7) *is falling* because it's not an easy job. But I think it 8) *is* an important job. To improve my English, I 9) *watch* films in English every week, and 10) *speak* English with my friends.

Unit 1 Word list

Lesson 1

interpreter
exchange programme
self-access centre
bilingual dictionary
index card
learning diary
look up

Lesson 2

graph
expert
go down
linguist
communicate
abroad
degree (academic ~)
rise (v)
fall (v)
go up

Lesson 3

skim (~ read)
leaflet
confusing
improve

Lesson 4

find out
dormitory
focus
destination

Lesson 5

surname
forename
DOB (= date of birth)
postcode

Lesson 6

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

Lesson 7

syllable

Lesson 8

synonym
official (adj)
dialect
Anglo-Saxon
Viking
mixture
Normans
invade
desire
liberty
freedom

Lesson 9

Hindi
Urdu
border
wilderness
origin
population

Lesson	Materials	Topic area	Activities	Language
1	SB18 AB26–27  16–18	<i>What do you do at school?</i>	Revise and extend vocabulary for school subjects and activities. Listen for specific information. Practise asking to borrow items.	School subjects Verb + noun collocations (<i>watch a film, take an exam, etc.</i>) <i>lend and borrow</i>
2	SB19 AB28–29  19–21 GR89	<i>Two students</i>	Read for specific information. Study ways of making comparisons. Practise writing sentences making comparisons. Write a short text.	Language for making comparisons (<i>both ... and, neither ... nor, as ... as, like, unlike, too</i>)
3	SB20–21 AB30–31	<i>Helping people learn</i>	Practise skimming and reading for specific information. Read an advertisement to identify purpose and for detail. Listen for specific information. Revise <i>have told/don't have to</i> .	Vocabulary for discussing the importance of education <i>have told/don't have to</i>
4	SB22 AB32–33  22–24	<i>Denise's story</i>	Listen to a monologue to identify attitudes and feelings. Complete sentences with linking words.	Revision of linking words (<i>so, because, and, or</i>)
5	SB23 AB34–35  25–26	<i>School memories</i>	Listen for specific information. Talk about ability and possibility in the past. Complete sentences with adjectives.	<i>can('t) vs could('nt)</i> adjective + infinitive (e.g., <i>easy to use, difficult to get</i>)
6	SB24 AB36–37 GR89–90	<i>A special school</i>	Read a website for gist and specific information.	Past simple and past continuous

7	SB25 AB38–39  27–28 GR90	<i>An interesting job</i>	Practise asking and answering questions using the past continuous. Listen for gist and specific information. Study the past perfect simple and continuous and complete written exercises.	Past continuous Past perfect simple and continuous
8	SB26 AB40–41	<i>Sami writes an essay</i>	Read an essay for gist. Skim and discuss a text. Revise and extend words for sequencing events in a narrative. Write about something that happened at school (plan, sequence ideas, write and proofread).	Past simple and past perfect Words and phrases for sequencing events in a narrative
9	SB27 AB42–43  29–31	<i>An interview</i>	Write interview questions in various tenses for set answers. Listen to an interview. Write interview questions to ask a relative or friend.	Question forms
Revision	SB28 AB44–45	<i>Round up</i>	Revise language from Unit 2.	Revision
Test	AB46–47	Test	Do a test on Unit 2.	–

Unit 2 Lesson 1

SB18 AB26-27 16-18

- Objectives** Revise and extend vocabulary for school subjects.
Listen for specific information.
Learn collocations related to school activities.
- Language Vocabulary** School subjects, collocations
History, Geography, Biology, Chemistry, Physics, give a presentation, take an exam, write a report

Stage 1 Revise and extend vocabulary

SB18 AB Ex 1

- Tell the students to look at the photos and match them with the words in the box.
- Elicit a sentence to describe each picture, for example, *They are using the self-access centre.*

Answers

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

Stage 2 Revise and extend vocabulary

SB18

21st century skills

Collaboration Sharing information clearly

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

- Ask the students how many times a week they study the subjects you have talked about.

Stage 3 Listen for specific information

AB26 Ex A 16

- Tell the students they are going to hear Mahmoud talk about what he does in school. Tell them to tick the subjects they hear as they listen to Mahmoud.

Track 16

A Listen and tick the subjects Mahmoud mentions.

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

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

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

Answers

Mahmoud mentions Chemistry, Biology, Geography and English.

Stage 4 Match clauses with collocations AB26 Ex B

- Tell the students to match the beginnings and endings of the sentences about what Mahmoud likes and doesn't like.
- Play Track 17 for the students to check their answers.

Track 17

B Listen again and check.

[Track 17 is a repeat of Track 16.]

Answers

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

Stage 5 Study *lend* and *borrow* SB18

- Tell the students to read the sentences in the speech bubbles at the bottom of Student's Book page 18.
- Write the following examples on the board:

Khalid borrowed a pen.

Mohammed lent Khalid a pen.

Ask *What did Khalid borrow? Who gave Khalid the pen?* Highlight the objects ('a pen' in the first sentence and 'Khalid' in the second sentence). Explain in Arabic that a person borrows *an object*, but that a person lends something *to another person*. After *borrow* the students should put the name of a thing, but after *lend* they can put the name of a person, a pronoun (*him/her/me*, etc.) or the object. A sentence with *lend* always tells you who owns the object or thing.

- Write some more example sentences on the board (see below). Point out that *lend* has an irregular past form (*lent*). Highlight the words that come directly after the verbs each time. For example:

Can I borrow that book?

I borrowed the jacket from my brother.

She borrowed it until next week.

Can you lend me your textbook?

I lent Layla my pen.

He lent the money to me until I get paid.

Stage 6 Practise using *lend* and *borrow* AB26 Ex C

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

Stage 7 Practise further with school subjects and *lend/borrow* AB27 Ex D

- Ask students to look at the timetable and the words in the box, then tell them they are going to listen to a conversation about the timetable.
- Students listen and complete the timetable with the words from the box.
- When eliciting correct answers, ask students to try to remember exactly what they said.

Answers

- 1 Physics
- 2 Biology
- 3 Maths
- 4 Arabic
- 5 English

Track 18

D Listen to the conversation between Jawad and Salma and complete the timetable.

Jawad *Can I borrow your timetable? I think mine is wrong.*

Salma *I don't have it here, it's in my other notebook. But I know it by heart. Let's check your timetable.*

Jawad *OK. So today's Sunday, and we've had English first, then Geography and Arabic. What's after break now, Computers?*

Salma *No, we've got two hours of Physics now.*

Jawad *Right. Tomorrow's Monday: we have History, Biology and Chemistry before the break, right?*

- Salma Yes, that's right. And after the break, Computers. Then Tuesday is just like Sunday, but we don't have Physics after the break. It's Maths.
- Jawad Maths, got it! What's on Wednesday?
- Salma We've got a double Arabic, from 08:00 to 10:00, then Chemistry before the break. At 11:30 we start Biology.
- Jawad OK. And on Thursday, I've got Arabic, Physics and then Maths. Is that right?
- Salma No, we don't have Arabic on Thursday. We have English. So English, Physics and Maths. And then Chemistry after the break.
- Jawad Great, got it. Thanks!

Homework**AB27**

- Tell the students to read the sentences carefully and complete them with the correct form of the words in brackets. Demonstrate by writing *lent* in the first sentence.

Answers

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

Unit 2 Lesson 2**SB19 AB28-29 19-21 GR89**

- Objectives** Read for specific information. Describe similarities and differences.
- Language** Language for making comparisons: *as ... as, both ... and, like, neither ... nor, unlike*
- Vocabulary** *private (school), facilities, gymnasium, dormitory*

Stage 1**Read for specific information****SB19**

- Tell the students to look at the pictures of the two boys and predict how their school experiences might be similar and different.
- Tell the students to read the text quickly and compare in pairs what similarities and differences they find. Don't confirm answers yet.

Stage 2**Read for detail SB19**

- Tell the students to read the text again and answer the following questions about each school:
 - Is it a government school?*
 - How many students are there in each class?*
 - How many Years are there?*
 - According to the text, what facilities does the school have?*
 - Where do the other students come from?*
- Tell the students to write a sentence about which school they would like to go to and why.
- Tell the students to think about the things they like and don't like about each school.

Answers

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

Stage 3 Pronunciation AB28 Ex A and B



- Play Track 19 for the students to listen and repeat.
- Show the students how to put the words that have the same ending sound together by writing them in two columns on the board (ask the students where to write each word).
- Clean the board, then tell the students to write the words in the Activity Book.
- Play Track 20 for the students to check their answers and practise pronunciation, concentrating on the final sounds.
- Play Track 21, then put the students in pairs to practise reading the sentences.
- Monitor the 's' sounds.

Track 19

A Listen and repeat.

Voice (letters,) schools, classes, languages,
days, ages

Track 20

Listen and check.

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

Track 21

B Listen to the sentences.

Voice There are students of different ages.
His classes start very early.
He's learning two languages.

Their schools are very different.
He sends me letters about his school.
The students come from different countries.

Stage 4

Study language for making comparisons SB19 GR89

- Direct the students' attention to the Language boxes. Ask questions to make sure the comparisons are clear, i.e., *Is Kamal in Year 10? Is Abbas? Whose school has a self-access centre – Kamal's, Abbas' or both? Are Abbas' classes bigger than Kamal's? Does Kamal live close to his school?*
- Give the students time to read Grammar and Functions Reference page 89. Go round and help individual students with explanations in Arabic. Read the information together when everyone has read it once.

Stage 5

Practise making comparisons AB28–29 Ex C and D

- Tell the students to read about the two boys and mark the sentences T or F, then complete the sentences with comparative words from the box.

Answers

- C 1 False
2 True
3 False
4 False
- D 1 Both Abdulla and Liam are in Year 10.
2 Neither Abdulla nor Liam walks to school.
3 Unlike Liam, Abdulla goes to school on Sundays.
4 Liam's school is not as big as Abdulla's.

Stage 6 Complete and write comparative sentences AB29 Ex E

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

Possible answers

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

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

Homework

AB29

- Tell the students to write a short text about themselves and life at school. They can use the texts on AB28–29 and SB19 as a basis for their writing. Point out that you want something that is both true and interesting (and not copied straight from their books).

Unit 2 Lesson 3

SB20–21 AB30–31

Objectives	Read for information. Read an advertisement. Listen for specific information. Talk about the importance of education
Language	Revision of <i>have told</i> / <i>don't have to</i>
Vocabulary	<i>emergency, nutrition, health care, natural disaster, flood, child labour, government, donate, donation, organization</i>

Stage 1 Discuss the purposes of different types of texts

- Bring in some different types of text for the students to look at, such as newspapers, textbooks, storybooks and poems. Ask them what differences they see between these types of materials (talk about colour, layout, size of print, etc.).

- Talk about the way that reading materials have different purposes, and that stories and poems are usually written to entertain the reader, whereas newspapers and textbooks aim to inform. Tell them that other texts aim to persuade the reader. Ask them if they can think of any examples. Point out that advertisements aim to persuade the reader to take some action – usually to buy something. Show them some examples in newspapers or magazines if you can.

Stage 2

Introduce the topic
SB20

- Ask the students what they think the purpose of the text is. Ask them for reasons for their opinion.
- Ask the students what they know about UNICEF. Do they know what the letters stand for? From the pictures, they should be able to guess that 'C' stands for *children*.

Stage 3

Skim the text SB20–21
AB Ex 2

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

Answers
A2, B4, C1, D3

Stage 4

Read for detailed information
SB20 AB30 Ex A

- Read the questions in Exercise A and check that the meanings of *stand for* and *government* are clear.
- Tell the students to read the text more carefully and answer the questions. Elicit the correct answers.

Answers
1 Fund
2 All over the world
3 121 million
4 In factories

- 5 In tents
- 6 With governments

Stage 5 Use context to guess vocabulary SB20–21 AB30 Ex B

- Read the note and the extracts from the text on SB21 with the class. Explain that the words in italics are clues they can use to understand the meaning of the words around them. Work through each example with the class, then let them complete the exercise in the Activity Book on their own.

Answers

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

Stage 6 Read for detailed information SB21 AB30 Ex C

- Ask students to look at the photo and the title and guess what the text is about.
- Students read the text. Ask what type of text it is (advertisement) and what the main purpose of the text is (persuade people to donate money).
- Students read again and answer the questions on Activity Book page 30, Exercise C. Elicit the answers and discuss the meaning of *donate*. Ask the students if they have ever donated money or other things to charity. Teach *make a donation*.

Answers

- It helps the poorest children go to school. (It buys books, builds schools and makes schools safe.)
- In Kenya
- Donate money to help them send more children to school

Stage 7 Practise *have to* and *don't have to* AB31 Ex D

- Ask students to read the speech bubbles. Ask them what the boy has and doesn't have to do.
- Ask students to write sentences about themselves using the phrases in the box.
- In pairs, students tell each other their sentences. Place students in different pairs and ask them to remember what their first partner said (to practise *has to/doesn't have to*)

Stage 8 To discuss the importance of education AB31 Ex E

- Tell the students to discuss the topics in the Activity Book. Encourage them to use *for example* and *because*, as in the model, to explain and support their opinions.
- As a group elicit the main ideas discussed.

This lesson discusses children's essential right to attend school and receive a quality education, no matter where they live or what their background is. Use this as an opportunity to discuss the right of all children to receive a proper education and what can be done to ensure this happens.

Unit 2 Lesson 4

SB22 AB32–33 22–24

Objectives Listen to identify attitudes and feelings.

Write sentences with linking words.

Language Linking words

Vocabulary *earn (v)*

Stage 1 Make predictions based on pictures SB22

- Look at the pictures and get the students to talk about what they can see and what the girl is doing.

- Ask the students to predict what the story is going to be about. Write some of their ideas on the board but don't confirm predictions yet. Teach *earn*.

Stage 2 Listen and check predictions SB22

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

Track 22

Listen and check your ideas.

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

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

One day, a woman came to see my mother. She worked with an organization that helps children who want to go to school. She talked to my mother, then she asked me if I wanted to go to school again. I said yes. I was so happy I cried.

Now I go to school every day. The organization pays for my school fees and my uniform. I am lucky that they came to help me. Now I can read and write, and I am learning to do Maths. Most of all, I'm happy because I can go to university when I am older. I can get a good job, and I never have to work on the farm again. I want to be a doctor or a teacher so I can help children too when I grow up.

Stage 3

Listen to identify attitudes and feelings AB32 Ex A

- Read the questions in Exercise A with the students.
- Tell the students to try to remember the answers (they can mark them with pencil). Then play Track 23 for them to check.

Track 23

A Listen and check.

[Track 23 is a repeat of Track 22.]

Answers

1c, 2a, 3b, 4b, 5c

Stage 4

Revise linking words SB22

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

Track 24

Read and listen to the sentences.

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

Stage 5 Complete using linking words AB33 Ex B

- Tell the students to complete the sentences in Exercise B with the correct linking word from the box.

Answers

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

Stage 6 Choose the correct linking words AB33 Ex C

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

Answers

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

Stage 7 Complete the sentences AB33 Ex D

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

Unit 2 Lesson 5

SB23 AB34-35  25-26

Objectives Listen for specific information.

Talk about ability in the past.

Language *could/couldn't* for ability and inability in the past
Adjective and infinitive combinations

Vocabulary *slate, chalk, rickshaw, abacus, calculator, exist*

Stage 1 Introduce the topic

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

Stage 2 Discuss the pictures and learn vocabulary SB23

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

Stage 3 Listen to the story and discuss the questions SB23 25 Ex 2

21st century skills

Critical thinking Evaluating the experiences of others and applying it to your own

- Tell the students to listen to the men speaking and answer the questions on SB23.
- Ask the students how the men's experiences at school are different from their own. They can talk about the same areas (how they travel to school and what they use every day), but encourage them to think of other things that are different now (the subjects they study and sports they do, for example).

 Track 25

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

1

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

2

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

Possible answers

Indian man:

He travelled to school by rickshaw.

He liked school.

He used an abacus.

Algerian man:

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

He liked school.

He used a slate and chalk.

Stage 4 Write sentences with could and couldn't AB34 Ex A 26

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

 Track 26

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

[Track 26 is a repeat of Track 25.]

Answers

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

Stage 5 Study adjectives + infinitive collocations SB23 AB35 Ex B

- Tell the students to read the examples in the Language box.
- Then tell the students to match the beginnings and endings of the sentences in Exercise B so that they make sense.

Answers

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

Stage 6 Complete the sentences with appropriate adjectives AB35 Ex C

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

Answers

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

Homework Prepare homework activity

- Tell the students they are going to ask an older relative about what school was like for them.
- Write the questions below on the board with missing words for the students to complete.
Did you like school?
How did you travel to school? How long did it take?
What time did you start/finish school every day?
How many students were there in your class?
What things did you use at school?/Did you use computers or calculators at school?
What were your teachers like?
Which subjects did you study?
How old were you when you finished school?
- Tell the students to copy the questions and interview a relative for homework.

Unit 2 Lesson 6**SB24 AB36-37 GR89-90**

Objectives	Read for information.
Language	Revision of past simple and continuous
Vocabulary	<i>mission, actor, musician, athlete, rehearse, train (v), realize, post (v), by post</i>

Stage 1**Lead-in**

- Ask the names of famous young sportspeople or athletes (e.g., runners, tennis players, competitors in the Asian Games). Ask the students whether these athletes go/went to school, and how they get an education. Elicit any other information they know about the sportspeople's backgrounds and childhoods.
- Tell the students to think about any special school they know in Iraq.

Stage 2**Read for information SB24**

- Establish where this text comes from: it is a web page.
- Read the two questions at the top of the page. Elicit where the students expect to find the answers: in paragraphs one and three. Tell the students to read these two paragraphs for the answers.
- Elicit who the school is for and some things that are similar and some things that are different.
- Point out that it is always interesting to find out why something is as it is. Get the students to read paragraph two and find out why the Meade School was set up. Ask the students whether they think these child actors needed to go to school or whether they had enough education through their life as actors.

Stage 3**Read for detail SB24
AB36 Ex A**

- Ask the students to read the article and complete the sentences with words from the text.

- Elicit the correct answers from the students, checking spelling.

Answers

- MSCA is a special school for young actors, musicians and *athletes*.
- Students study in the morning or at night so they have time to *rehearse* and practise.
- John Meade decided to open the school after a child asked him for help to read a *street sign*.
- If they were away, students could post their *lessons* to the teachers.
- John Meade decided to bring young athletes to the school after reading an *article* in the newspaper.
- MSCA now has a computer room and a *self-access centre*.

Stage 4 Compare different schools AB36 Ex B

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

Stage 5 Recognize the correct past form in context AB36 Ex C

- Tell students to choose the correct form to complete the sentences.
- If needed, refer students to the Grammar and Functions Reference pages 89–90, and remind them of the differences between past simple and continuous.

Answers

- was going
- decided
- was doing
- went
- was having, rang

Stage 6 Revise past simple and past continuous SB24 GR89–90

- Direct the students' attention to the example sentence in the Language box and talk about why each tense is used.
- Refer the students to Grammar and Functions Reference pages 89–90 (the past simple and past continuous). Circulate while the students are reading and answer any questions they may have.

Stage 7 Practise using past simple and past continuous AB37 Ex D and E

- Tell the students to complete the paragraph in Exercise D with the correct forms of the verbs in brackets.
- Let the students compare their answers in pairs before giving feedback.
- The students then reorder the words in Exercise E to make questions. Do the first question with the students and write it on the board in the correct order. The students work on questions 2 to 5 and then compare their answers in pairs.
- Write the correct questions on the board for the students to check their answers.

Answers

D

- wanted
- was reading
- saw
- sent
- rang
- was doing
- answered
- ran
- was cooking
- shouted

E

- Why was that man carrying a fishing rod when I saw him?
- Where was Aisha going when you saw her?

- 3 What were you doing when you lost your wallet?
- 4 Who was driving when the accident happened?
- 5 Who came by the house while I was jogging?

Unit 2 Lesson 7

SB25 AB38-39 27-28 GR90

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

Language Past perfect simple and continuous

Vocabulary *film star, passport, film set, snore*

Stage 1 Listen for gist SB25 27

- Read the questions and ask the students to suggest possible relationships between women (e.g., friends, mother and daughter, teacher and student). Tell the students to listen to the first part of the conversation and answer the questions with a partner.
- Play Track 27 twice to give the students a chance to check their answers.

Track 27

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

Maria *Hi. Are you the new Maths teacher?*
Sally *Yes, I am. I'm Sally Bishop.*
Maria *I'm Maria Lennox. I teach Biology.*
Sally *Nice to meet you.*
Maria *So, how do you like working here?*
Sally *I like it. It's very different from my old job.*
Maria *Really? What was that?*
Sally *I was a teacher for child actors.*

Maria *You mean film stars?*
Sally *Well, they weren't all stars. But they all acted in films, yes.*
Maria *Wow! Where did you work?*
Sally *Everywhere! We travelled a lot. When children have to be away from school for a long time, they have to have a teacher with them.*
Maria *Did you like it?*
Sally *Yes, I loved it. The children were very nice, and I liked travelling and seeing new places.*

Answers

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

Stage 2 Listen for specific information AB38 Ex A SB25 28

- Give the students time to look at the pictures in the Student's Book and talk about some of the things they can see.
- Tell the students Sally is going to talk about two incidents that happened at her old job. They should listen and tick the answers in Exercise A. Give them time to read the questions before you play Track 28.
- Allow the students to compare with a partner before playing Track 28 a second time.

Track 28

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

Sally *I travelled a lot with my students because films are often made in other countries. I liked travelling and seeing new places, but I didn't like being away from my family. And the job was tiring, too. I had to pack all the children's school books and take them to the airport.*
Once I went to Italy with two actors. I had a lot of books to pack, and it took a long time. I didn't

want to be late, so I left the house as fast as possible. When I got to the airport, I couldn't get on the plane because I had forgotten my passport. I had to catch a flight the next day.

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

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

Answers

1a, 2b, 3a, 4c, 5b

Stage 3 Study the past perfect simple and continuous SB25 GR90

- Read the examples of the past perfect simple and continuous in the Language box on SB25.
- Ask *Why couldn't Sally get on the plane? Why was Ben tired?*
- Tell the students to look at the words in red and ask which action took the most time (working on the film).
- Discuss the similarities and differences between the two tenses: in both, one action is the result of another. In the past perfect continuous sentence, the first event takes a long time – people usually use it to emphasize how long an action took (e.g., *I had been waiting* for two hours when they announced the plane was delayed).
- Refer the students to Grammar and Functions Reference page 90. Give them time to read the information about the past perfect simple and continuous by themselves. Circulate and help with any questions or doubts they may have.

Stage 4

Choose past simple or past perfect AB39 Ex B

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

Answers

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

Homework

Read and complete a paragraph AB39

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

Answers

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

Unit 2 Lesson 8

SB26 AB40-41

- Objectives** Read for gist.
Skim and discuss a text.
Extend knowledge of sequencing words and phrases.
Write about something that happened at school.
- Language** Sequencing words
Revision of past simple and sequencing words
- Vocabulary** *pat, yell, principal, just before, earlier, a little later*

Stage 1

Skim notes SB26

- Tell the students to look at the picture in the Student's Book. Ask them what they can see. Elicit that Sami is thinking. Ask a student to read the question on the board and establish that Sami has to write an essay.
- Ask the students which topics Sami is thinking of writing about (getting a good mark in an exam, falling over in the café, making a presentation about a monkey).
- Tell the students to skim the notes and find out what Sami decided to write about.

Stage 2

Discuss notes for an essay
SB26

- Ask the students whether the notes are in a logical order. Point out that when people write, they often just jot down ideas that they organize and expand on later.
- Elicit some ideas for the correct order of the events in the story, but don't confirm answers yet.

Stage 3

Read and put events
in the order they happen
SB26 AB40 Ex A

21st century skills

Information literacy Inferring meaning by
using evidence and reasoning skills

- Tell the students to read Sami's completed essay, and put the events in order. They will need to think carefully about which events happened *before* or *after* the others. Note that the order things happened isn't the same as the order Sami tells them. Ask the students which things happened before Sami went to school, for example *He decided not to feed the monkey.*
- After you elicit the answers, tell the students to find an example of the past perfect in the essay. Give them a clue by asking *Why was the monkey hungry?* (Because Sami hadn't fed it – the sentence is *I had decided not to feed him.*)

Note: The pronoun used for the monkey changes to *him* after the first paragraph. Animals and pets are often referred to as *he/she* in English when they are well known.

Answers

We found the monkey in the principal's office.	9
We had lunch.	5
I decided not to give him any food.	1
I patted his head because I thought he looked lonely.	4
The monkey was very excited.	3
We looked in the cafeteria.	8
I brought my monkey to school.	2
I went to Science class and saw the empty cage.	7
We went to the playground.	6

Stage 4

Discuss words and phrases for
showing sequence SB26

- Elicit the red words and write them on the board. Ask *Which words tell us something happened before something else?* (earlier, just

before, first) *Which words tell us something happened after something else?* (then, after, a little later, finally).

- Make sure the students understand that *just before ...* and *after ...* are more precise than the other words, because they refer to a specific time or event. Ask the students what they did *just before coming to class*, and what they are doing *after school*.

Stage 5 Prepare to write AB40 Ex B

- Help the students retrieve memories about school incidents by getting them to tick the things that have happened to them at school.
- Ask a few volunteers to tell the class about an incident at school. Prompt with questions about when, why, how, etc. Don't insist on correct language – praise good ideas and fluency. If your students don't want to speak in front of the class, let them talk briefly in pairs about something that happened in school (in English).

Stage 6 Generate more ideas AB40 Ex C

- Tell the students to write in very general terms about something that happened to them. They can use their imagination if they want.
- Ask a few students to read their ideas to the class or let students compare their notes in small groups.

Stage 7 Make notes AB41 Ex D

- Tell the students to make a list of all the things they can think of to say about the incident.
- Remind them that when they are writing their ideas for the first time, they don't have to be in any particular order. Go round and help with vocabulary.

Homework

Write the story AB41

- Tell the students to write their story. Encourage them to use some of the words in the text box to help show the order of events. Remind them to think *What happened just before this? What happened after that? What happened a little later?*
- Tell the students that this is the end-of-unit writing task.
- Tell them to write 80–120 words.

Unit 2 Lesson 9

SB27 AB42–43 29–30

Objectives	Read answers to interview questions and write questions.
Language	Revision of question forms
Vocabulary	<i>diploma, report (school ~)</i>

Stage 1

Lead-in SB27

- Explain that this lesson will help students with question formation.
- Look at the picture and elicit that the girl is interviewing a teacher.
- Tell the students to read the answers and think about the questions.

Stage 2 Read answers and write questions SB27

- Remind the students of the standard question formation. Write on the board: *What do you do?*
- Highlight question word, helping verb (auxiliary), subject and main verb.
- Explain that usually the verb is the same as the one in the answer. Say *I live in Baghdad*. Elicit the question *Where do you live?* and write it on the board. Write the answer under the question as follows:
Where do you live?
I live in Baghdad.

- Point out that sometimes there is a short answer where the verb is understood. For example: *Writing reports. I think it's boring.* Point out that this is short for: *I don't like writing reports.* Elicit the questions: *What don't you like?/What do you hate?/What don't you like about your job?*
- Tell the students to discuss the questions in the interview with their partner and write the questions in their books.

Reem *What do you like least?*
 Mrs Hassan *Writing reports. I think it's boring. But it's also important because it's one of the ways parents can see how their children are doing at school.*

Answers

See transcript for model questions. Some variations are possible.

Stage 3 Listen and check SB27 29 Ex 1

- Tell the students to listen to the complete interview and check their questions.
- Allow them to make corrections, then play the interview again.

Track 29 Listen and check.

Reem *What do you teach?*
 Mrs Hassan *I teach Maths.*
 Reem *When did you start teaching?*
 Mrs Hassan *I started four years ago.*
 Reem *What did you do before you were a teacher?*
 Mrs Hassan *I worked in a bank.*
 Reem *Why did you change jobs?*
 Mrs Hassan *I changed jobs because I wanted to help people. I think being a teacher is a way of helping people, because they need an education so they can do what they want to do in their lives.*
 Reem *What did you have to do to become a teacher?*
 Mrs Hassan *I had to go back to school to get a different diploma called a Master's degree. I went to university and studied Maths and teaching for two years.*
 Reem *What do you like most about your job?*
 Mrs Hassan *What I like most is my students. They are all different, and they teach me things, too. Teaching them is not always easy, but it's a lot of fun.*

Stage 4 Write interview questions AB42 Ex A

- Ask the students to read the prompts in Exercise A and think whether the question should be in the past or in the present.
- Elicit correct auxiliary verbs for past (*did, was/were*) and present (*do/does, is/are*).
- Tell students to write full questions.
- When correcting, elicit some possible answers to these questions.

Answers

- 1 How did you hear about this position?
- 2 Why do you want to work at this company?
- 3 What did you do in your last job?
- 4 Why did you leave your last job?
- 5 What are your strong and weak points?
- 6 Do you have any questions for us?

Stage 5 Match questions with suitable answers AB43 Ex B 30

- Ask the students to match the questions in Exercise A with the answers in Exercise B.
- Students listen to Track 30 and check their answers.

Track 30**B Listen and check.**

- A *How did you hear about this position?*
 B *I saw an advert on your website.*
 A *Why do you want to work at this company?*
 B *I think I can learn a lot working here.*
 A *What did you do in your last job?*
 B *I was an activity supervisor at a language school.*
 A *Why did you leave your last job?*
 B *It wasn't a challenge for me anymore.*
 A *What are your strong and weak points?*
 B *I think I'm very organized, but sometimes I have difficulty in asking for help.*
 A *Do you have any questions for us?*
 B *Yes, I do. What type of training do you offer?*

Answers

a3, b5, c6, d4, e1, f2

Stage 6**Write interview questions
AB43 Ex C**

- Tell the students they are going to interview someone for a job at a language school. In small groups, students think about what questions they would ask for the job. They can also use some of the questions from Exercise A.
- Students write down the questions they chose. Ask them to check for grammatical accuracy. Elicit some questions from students to check accuracy.

Stage 7**Roleplay a job interview
AB43 Ex D**

- In pairs, students take turns in interviewing each other. They then change pairs and repeat the procedure, so that at the end they have interviewed two people and been interviewed twice.
- Re-pair the students one more time. Students tell their new partners who they would give the job to and why.

Homework**Write a paragraph**

- Students should write a paragraph saying who they would give the job to and explaining why. Encourage them to mention specific answers that persuaded them.
- At the beginning of the next class, ask some students to share their work with the class.

Unit 2 Revision**SB28 AB44-45**

Objectives	Revise language from the unit.
Language	Revision
Vocabulary	Revision

Stage 1**Revise phrases from the unit
AB44 Ex A**

- Tell the students to match the words to form phrases, then match them with their definitions.

Answers

- 1 child *labour*, c
- 2 health *care*, e
- 3 natural *disasters*, a
- 4 take *an exam*, d
- 5 write *a report*, b

Stage 2**Revise key vocabulary from
the unit AB44 Ex B**

- Ask students if they remember the meaning of the words in the box.
- Tell the students to complete the sentences with the words from the box.

Answers

- 1 Actors need to *rehearse* for weeks before they make a film.
- 2 I can't sleep in the same room as my brother because he *snORES* very loudly.

- 3 Can you *lend* me your book when you have finished it? I'll give it back to you next week.
- 4 I'm going to *write* a report on desert animals for my Science class.
- 5 Do you want to *borrow* my umbrella? It's raining.
- 6 Can we use *calculators* in this exam or do we have to do the maths in our heads?

Stage 3 Revise the use of grammatical aspects in the unit AB45 Ex C

- Tell the students to choose the options that complete the sentences correctly.
- When correcting, also elicit the difference between the two options.

Answers

- 1 *Both* Archie and I are in year 10, but we study in different schools.
- 2 His school is as *big* as mine, but the classes there are smaller.
- 3 *Like* my school, Archie's school has a sports field.
- 4 But neither his school *nor* mine have a swimming pool.
- 5 Archie's *not as* good as I am in Physics, but he's better at Maths.
- 6 *Unlike* Archie, I don't walk to school. I take the bus.

Stage 4 Revise word order in sentences and questions AB45 Ex D

- Tell the students to order the words to make sentences and questions.

Answers

- 1 Can I borrow your History book?
- 2 Could you lend me your calculator?
- 3 It was hard to solve the problem without a calculator.
- 4 I am very happy to hear about your results.
- 5 It isn't easy to pay for the school fees.

Stage 5 Revise narrative verbs tenses AB45 Ex E

- Revise the past simple, past continuous and past perfect simple, focusing on both their form and when they are used.
- Tell the students to complete the paragraph with the correct verb tense.
- When correcting, ask students why they chose that particular tense.

Answers

- 1 got
- 2 didn't have
- 3 had left
- 4 went
- 5 wasn't raining
- 6 arrived
- 7 was explaining
- 8 had studied
- 9 hadn't noticed
- 10 were leaving
- 11 called
- 12 had happened

Unit 2 Test

AB46-47

Objectives Do a test on Unit 2.
Language From Unit 2
Vocabulary From Unit 2

Stage 1 Preparation for the test AB46-47

- Let the students look through the test and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work.

Stage 2

Test AB46-47

- Advise the students how to divide their time so that they can attempt all six exercises.

Answers

A Read the story, then answer the questions below.

- A birthday party (for their teacher of English).
- Another teacher had told them.
- Just before the class.
- To get him out of the room.
- They took the sweets, lemonade and a birthday card out of the cupboard.
- He didn't know about the party.

B Put the verbs in brackets into the past simple or past continuous.

- went
- saw
- was buying
- pointed
- was holding
- started
- had
- was waiting
- was holding
- told

C Match the beginnings and endings of the sentences.

- He was angry because he had waited all day.
- The house smelled good because her mother had been cooking.
- Her father told her to hang up the phone because she had been talking for an hour.
- He couldn't write because he had broken his arm.

D Read the phrases in the box and look at the pictures. Then finish the story so it's in the same order as the pictures. Use your imagination to add more detail.

- Check for correct use of past tenses, attempts to use linking words (*later, earlier, next, then ...*) as well as use of the words in the box.

Unit 2 Word list

Lesson 1

History
Geography
Biology
Chemistry
Physics
give a presentation
take an exam
write a report

Lesson 2

private (school)
facilities
gymnasium
dormitory

Lesson 3

emergency
nutrition
health care
natural disaster
flood
child labour
government
donate

donation
organization

Lesson 4

earn (v)

Lesson 5

slate
chalk
rickshaw
abacus
calculator
exist

Lesson 6

mission
actor
musician
athlete
rehearse
train (v)
realize
post (v)
by post

Lesson 7

film star
passport
film set
snore

Lesson 8

pat
yell
principal
just before
earlier
a little later

Lesson 9

diploma
report (school ~)

Lesson	Materials	Topic area	Activities	Language
1	SB30 AB48–49	<i>Places to go</i>	Revise and extend vocabulary for talking about countries, landmarks and natural features. Read for gist and detail. Practise spelling.	Country names and names of natural features
2	SB31 AB50–51  31–32 GR91–92	<i>Choosing a holiday</i>	Listen to a conversation for topic and specific information. Study the present perfect with <i>ever</i> , <i>already</i> , <i>never</i> , <i>yet</i> and <i>already</i> . Talk about life experiences with the present perfect (<i>Have you ever ...?</i>). Complete sentences and match phrases with verbs in the present perfect.	Present perfect with <i>ever</i> , <i>never</i> , <i>yet</i> and <i>already</i>
3	SB32 AB52–53 GR92	<i>Holiday fun</i>	Read for specific information. Practise using the definite article correctly (proofreading).	Definite article
4	SB33 AB54–55  33–35	<i>Getting information</i>	Read and listen to telephone conversations. Study ways of checking information. Complete and practise a dialogue with checking questions.	Language for asking for and checking information
5	SB34 AB56–57  36–37	<i>What do you need?</i>	Extend vocabulary for travel-related documents. Read a range of travel documents and transfer information to a travel itinerary. Discuss timetables in the present simple. Listen to and practise words with the sounds /eɪ/ and /æ/.	Present simple for future plans/timetables

6	SB35 AB58–59  38–40	<i>At the hotel</i>	Revise and extend vocabulary related to hotels. Listen for information.	Modals for making polite requests
7	SB36 AB60–61  41–43	<i>Where is it?</i>	Ask and give directions. Listen and follow directions. Listen to and practise words with the sound /ə/.	Language for giving directions
8	SB37 AB62–63	<i>A guidebook</i>	Read a guidebook for information. Practise guessing the meaning of new words. Write descriptions of places.	Descriptive sentences
9	SB38 AB64–65 GR93	<i>Writing home</i>	Revise the present perfect. Read postcards and emails for information. Study the present perfect continuous. Complete and write sentences in the present perfect continuous. Write a postcard/email.	Present perfect simple and continuous
Revision	SB39 AB66–67  44	<i>Round up</i>	Revise language from Unit 3.	Revision
Test	AB68–69	Test	Do a test on Unit 3.	–

Unit 3 Lesson 1

SB30 AB48-49

- Objectives** Extend vocabulary for describing famous places.
Read for detail and answer questions about short texts.
- Language** Names of countries, natural features
- Vocabulary** *the Great Pyramid, the Parthenon, Stonehenge, bank, tourist, archaeologist, pharaoh, columns, explode, gunpowder*

Stage 1

Discuss the pictures and teach new vocabulary
SB30 AB Ex 1

- Tell the students to match the pictures with the country names in the box on SB30 and tell a partner what they know about each place.
- Write any useful vocabulary that comes up on the board.

Answers

- Picture 1 Egypt
Picture 2 Iraq
Picture 3 England
Picture 4 Greece

Stage 2

Read for gist
SB30 AB Ex 2

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

Answers

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

Stage 3

Read for detail SB30
AB48 Ex A

- Read the questions with the class. Check the meaning of *camp*, *stone* and *explode* and make sure the meaning of question 5 is clear (the preposition at the end may be confusing).
- Tell the students to read Sandra's notes again and answer the questions by writing in the Activity Book.

Answers

- On foot.
- She forgot to take a jacket with her.
- About 5,000 years ago.
- Because tourists had damaged the stones.
- A pharaoh named Khufu.
- Because she had been walking all day.
- She likes to visit old buildings.
- Because people had been keeping gunpowder there.

Stage 4

Practise new vocabulary
AB49 Ex B

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

Answers

- pharaoh
- archaeologists
- bank
- columns
- stones
- gunpowder

Stage 5

Explore synonyms in a text
AB49 Ex C

- Ask students if they know any words with the meanings a-h, then ask them to find words in the text with these meanings.
- When correcting, ask them to explain in their words why that word is in the text.

Answers

- a largest
- b cool
- c tourists
- d pictures
- e camped
- f magical
- g damaged
- h exploded

Unit 3 Lesson 2

SB31 AB50-51 31-32 GR91-92

Objectives	Listen to a conversation for gist. Listen to a conversation for information. Develop the use of the present perfect.
Language	<i>ever, never, yet, already + present perfect</i>
Vocabulary	<i>guidebook</i>

Stage 1 Introduce the lesson SB31

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

Stage 2 Listen and check SB31 31

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

Track 31

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

- Tariq Hello Uncle Bashir.
 Uncle Hello everyone. Have you decided where you're going on your holiday yet?
 Father Er, no, not yet. We want to go somewhere we've never been, and we can't agree.
 Tariq I'd really like to go to Egypt. I want to see the Pyramids. But Dad has already seen them. He went to Egypt last year on business.
 Uncle Oh, yes. I remember. Hmm. Well, have you ever been to Greece?
 Father No, we haven't.
 Uncle It's really beautiful. I went there two years ago, remember? I showed you the pictures I took of the ruins. We had a lot of fun. We took a boat to some beautiful islands, and we went swimming, too.
 Mother Well, I'm not sure I want to go to Greece in the summer. It's very hot. I'd like to go somewhere that isn't too hot.
 Father How about England? I've never visited England. There's a lot to see.
 Mother That's a great idea. We could go to Stonehenge. Wouldn't you like that Tariq?
 Tariq Sure! Can I see the brochures?
 Mother Er, I haven't picked up any brochures about England yet. I'll get some tomorrow at the travel agent's.

Stage 3 Listen for detail and answer true or false questions AB50 Ex A 32

- Read the statements and check that the students know the meaning of *pyramids*, *ruins* and *brochure*.
- Tell the students to listen to Track 32 and write T or F. Ask them to correct the false sentences when you elicit the answers.

Track 32

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

[Track 32 is a repeat of Track 31.]

Answers

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

Stage 4

Practise using ever with the present perfect SB31 AB50 Ex B and C GR91–92

- Read the Language box with the students and ask some questions with 'Have you ...?' around the class. Encourage the students to use the short answers *Yes, I have./No, I haven't*.
- Give the students time to read Grammar and Functions Reference pages 91–92 (down to the section on *yet*). Circulate and answer any questions they may have.
- Tell the students to use the prompts in Exercise B to write questions with *ever*. They can use the list of irregular verbs on page 98 of the Student's Book to check the past participles (they are all irregular). Students who finish quickly can write two or three more questions, without using the prompts (they should choose their own verbs). Be prepared to go round and help with vocabulary.
- When they have written their questions, the students should take turns asking and answering the questions in pairs.

Answers

- 1 Have you ever swum in the Red Sea?
- 2 Have you ever taken an aeroplane?
- 3 Have you ever gone camping?
- 4 Have you ever seen an oryx?
- 5 Have you ever eaten Chinese food?

Stage 5

Practise writing negative sentences with never AB51 Ex D

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

Answers

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

Stage 6

Read and match sentences with already and yet AB51 Ex E GR96

- Tell the students that Bashir is preparing for another trip to Greece. They should match the phrases to make sentences saying what he has already done and what he hasn't done yet.
- Refer the students to Grammar and Functions Reference pages 91–92 (*yet* and *already*) before they start writing.

Answers

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

This lesson introduces various places around the world and asks students to think about the different places one person has visited. Use this as an opportunity to discuss sustainable and responsible tourism with the class.

Unit 3 Lesson 3

SB32 AB52-53 GR92

Objectives	Read for information.
Language	Articles (<i>the</i> or nothing) for place names
Vocabulary	snowboarding, whitewater rafting, quad biking, the Alps, helmet, steep, slope, gentle, rent (<i>v</i>), raft, spectacular, safety gear, tour operator, dune

Stage 1 Introduce the reading SB32

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

Stage 2 Read for detailed information SB32 AB52 Ex A

- Read the statements and check any new vocabulary.
- Tell the students to read the article in detail and mark the sentences true or false.
- Choose individual students to correct the false sentences.

Answers

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

Stage 3 Discuss the sports in the article SB32

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

Stage 4 Revise the use of the definite article with places SB32 GR92

- Tell the students to read the list of places and decide why some groups of places have *the* and some do not. They can check the reasons for the groupings on Grammar and Functions Reference page 92.
- When checking answers, elicit more place names (mountain groups, countries made up of states, rivers/seas, etc.) for each category.

Answers

the Alps – mountain group
the United States – country that is made up of a group of states
the Colorado River – river (also for seas – e.g., *the Mediterranean*, but not lakes)
Chamonix – town/city
Saudi Arabia – country name that isn't a group of states (most countries)

Stage 5 Practise the use of the definite article AB52 Ex B

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

Answers

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

Stage 6 Practise the use of the definite article AB52 Ex C

- Tell the students to read the paragraph and cross out *the* where it isn't necessary.
- When you elicit answers make sure you ask the students why they have deleted *the* or left it in.

Answers

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

Stage 7 Practise the use of the definite article AB53 Ex D

- Write *caving* on the board and ask if students have heard of it. Explain what a cave is and ask what caving might be. Students skim through text to check.
- Ask students to read through the text again, this time adding *the* when they think it's necessary.
- Elicit correct answers, as well as why they think that is.

Answers

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

Stage 8 Talk about a holiday activity AB53 Ex E-F

21st century skills

Collaboration Showing respect towards other people's experiences and interests

- Ask students to answer the questions with their own notes.
- In pairs, students use their notes to talk about the activity chosen. Ask them to focus on the correct use of *the*.

Answers

1-6 Students' own answers

Unit 3 Lesson 4

SB33 AB54-55 iD33-35

Objectives	Listen to telephone conversations for information.
Language	Expressions for checking, confirming and correcting information
Vocabulary	single room, double room, high season, rate, return ticket

Stage 1 Introduce the topic and new vocabulary SB33

- Remind the students that Tariq's family were talking about going on holiday in Lesson 2. Ask the students where the family decided to go (*England*).
- Tell the students to look at the pictures and establish whom Tariq's father is talking to in each case (an airline clerk in the first picture and a hotel receptionist in the second).
- Elicit what kind of information you might ask for from each person, write notes on the board and teach any relevant vocabulary (e.g., airline clerk – *cost of flights, available dates, weight limit for baggage, check-in times*; hotel receptionist – *cost of rooms, facilities at hotel, available dates, check-in and check-out times, meal times*).

Stage 2 Listen, match and confirm prediction SB33 iD33 AB Ex 1

- Tell the students to listen to the two conversations, decide whom Tariq's father speaks to first.

iD Track 33

Listen to the start of two conversations.
Number the pictures.

Conversation 1

Airline clerk *Iraqi Airways, how can I help you?*
 Father *Hello, I'd like some information about flights from Baghdad to London.*
 Airline clerk *Certainly. When would you like to fly?*
 Father *Well, it's cheaper ...*

Conversation 2

Receptionist *Good morning, Central Hotel.*
 Father *Good morning. I'm calling for information about your rates.*
 Receptionist *Do you want a single room or a double room?*
 Father *A double ...*

Answers
1A, 2B

Stage 3 Listen, match and confirm prediction SB33 iD34 AB Ex 2

- Tell the students to listen to the two conversations and choose the correct option to answer the questions.

iD Track 34

Listen to the whole conversations and choose the correct options.

Conversation 1

Airline clerk *Iraqi Airways, how can I help you?*
 Father *Hello, I'd like some information about flights from Baghdad to London.*
 Airline clerk *Certainly. When would you like to fly?*
 Father *Well, it's cheaper to fly on a Friday, right?*
 Airline clerk *Yes, that's right.*
 Father *Then I'd like to fly on Friday 10th June.*
 Airline clerk *OK. We have two flights from Baghdad to London on Friday 10th*

June. One leaves at 6:20, and the other leaves at 11:30.

Father *I'm sorry, did you say the flights leave at 6:20 and 11:20?*

Airline clerk *No, that was 11:30.*

Father *Oh. Well, I think I'd like to leave at 11:30.*

Airline clerk *OK. Do you want a single or return ticket?*

Father *Return, please.*

Airline clerk *Sure. Let me get your information.*

Conversation 2

Receptionist *Good morning, Central Hotel.*

Father *Good morning. I'm calling for information about your rates.*

Receptionist *Do you want a single room or a double room?*

Father *Two double rooms, please.*

Receptionist *OK. Double rooms cost £90 per night. All rooms cost a little more per night during high season, so this room would be £99.*

Father *When's high season exactly?*

Receptionist *From June to August.*

Father *I'm sorry. Could you say that again?*

Receptionist *Of course. I said from June to August.*

Father *Do you mean a double room for the night of 10th June costs £99?*

Receptionist *Yes, that's right.*

Father *OK then.*

Receptionist *Alright. Can I have your name, please?*

Answers

1a, 2b, 3b, 4b, 5a, 6b

Stage 4

Read and identify speaker

AB54 Ex A

- Tell the students to read the sentences from the first conversation and mark them *F* or *A* as appropriate. Read the first two sentences with the class and help them decide, if you think the students need some guidance.

Answers

Conversation 1

A Iraqi Airways, how can I help you?

F Hello, I'd like some information about flights from Baghdad to London.

F Well, it's cheaper to fly on a Friday, right?

A OK. We have two flights from Baghdad to London on Friday 10th June.

F I'm sorry, did you say the flights leave at 6:20 and 11:20?

A No, that was 11:30.

A OK. Do you want a single or return ticket?

Stage 5

Listen for specific information

AB54 Ex B

- Tell the students to complete Conversation 2 with the words from the box.

Answers

1 calling

2 please

3 cost

4 exactly

5 again

6 mean

7 right

Stage 6 Identify language for checking, confirming and correcting

SB33  35

- Tell the students to read the sentences in the Language box.
- Ask them *What does Tariq's father say when he knows the answer, but isn't sure? (... right?/ Do you mean ...?) What does he say when he can't hear what the woman said? (Did you say ...?/Could you say that again?).*
- Tell the students it's important not to talk in a monotone if you want to sound polite when you are checking information. Play Track 35 and tell the students to repeat the sentences.

Track 35

Checking information

Voice *It's cheaper to fly on Friday, right?
Do you mean a single room without
a shower the night of 10th June
costs £63?
I'm sorry, did you say the flights
leave at 6:20 and 11:20?
I'm sorry, could you say that again?*

Stage 7 Complete and practise a dialogue

AB55 Ex C

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

Answers

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

Unit 3 Lesson 5

SB34 AB56-57  36-37

Objectives Extend vocabulary – travel related documents.
Scan documents for information.

Language Vocabulary Present simple for future plans
receipt, itinerary

Stage 1

Revise/teach vocabulary
SB34

- Tell the students to look at the documents and match the ones they know with the words in the box. Point out that the *p* in *receipt* is silent. Bring real examples of the documents to class (especially receipts and leaflets) if you can.
- Teach any new words.

Answers

Clockwise from top left the documents are:
plane ticket, two leaflets, receipt, timetable,
guidebook.

Stage 2

Read and match people and documents
SB34

21st century skills

Information literacy Finding and analyzing information

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

Answers

- A Receipt
- B Timetable
- C Leaflets/guidebook
- D Guidebook

Stage 3**Scan for information and complete an itinerary SB34 AB56 Ex A**

- Discuss the itinerary in the Activity Book. Explain that sometimes when people travel, they ask a travel agent to organize the trip for them. When they do that, they generally receive an itinerary telling them what they will do on each day of their trip.
- Tell the students to find the missing information in the documents in the Student's Book and write them in the itinerary.

Answers

- 1 (10:15 a.m.)
- 2 16:10 (or 4:10 p.m.)
- 3 20:35 (or 8:35 p.m.)
- 4 £15
- 5 9 a.m.
- 6 9:30 p.m.

Stage 4**Study and practise the present simple used for future events SB34 AB56 Ex B**

- Read the Language box and the examples with the students.
- Tell the students to take turns asking and answering questions about the itinerary as in the example.
- Circulate to check that they are using the present simple and making complete sentences.

Stage 5**Introduction to phonemic symbols /eɪ/ and /æ/ AB57 Ex C 36-37**

- Write the word *train* on the board. Read it and get the students to repeat. Write the symbol /eɪ/ and explain that it represents the sound in *train*. Point out that the symbol is a way of representing this sound, however a word may be spelt.
- Repeat the procedure for the word *taxi* and the sound /æ/.

- Tell the students to listen to and read the words in Exercise C and write each one in the appropriate column. Play Track 36.
- Elicit another word for each column after you have played Track 37 for the students to check their answers.

Track 36**C Listen and repeat.**

Voice	<i>rain</i>
	<i>bag</i>
	<i>platform</i>
	<i>plane</i>
	<i>pack</i>
	<i>play</i>
	<i>late</i>
	<i>travel</i>

Track 37**Listen and check.**

Voice	/eɪ/	<i>rain, plane, play, late</i>
	/æ/	<i>bag, platform, pack, travel</i>

Answers

/eɪ/	/æ/
rain	bag
plane	platform
play	pack
late	travel

Stage 6 Practise the use of present simple for timetables AB57 Ex D

- Ask students to complete the gaps with the present simple of the verbs in brackets.
- When correcting, ask students why these verbs should be in the present simple (because they refer to timetabled events).

Answers

- 1 arrives
- 2 doesn't open
- 3 visit
- 4 does/close
- 5 leaves
- 6 Do/begin

Unit 3 Lesson 6

SB35 AB58-59  38-40

Objectives Revise and extend vocabulary for hotels.

Listen for information.

Language Modals for making polite requests: *Could you ...? Can I have ...?*, etc.

Vocabulary *reservation, pillow, luggage, receptionist, porter, guest*

Stage 1 Discuss the pictures and introduce vocabulary SB35

- Look at the photographs on the page and elicit vocabulary. Check that the students know *reception(ist)*, *luggage*, *check in*, *swimming pool*, *waiter*, *restaurant*, *order (a meal)*, *bed*, *pillow*, *chair*, *curtain*.
- Ask the students what the people in the three larger pictures (1 to 3) are doing. Encourage them to use the words from the box in their descriptions. Put them in pairs to talk about the pictures, then ask some of the students for ideas. Don't confirm answers yet (the students will listen and check).

Stage 2 Listen for gist SB35 38

- Tell the students to listen to the three conversations and check their guesses about what the people are doing.
- Elicit answers and ask individual students to say what the people in the pictures are doing.

Track 38

Listen and check your ideas.

Conversation 1

- Receptionist *Good evening, madam.*
 Guest *Good evening. I have a reservation for three nights.*
 Receptionist *Could you give me your name, please?*
 Guest *Yes, it's Dubey.*
 Receptionist *Ah, yes, Mrs Dubey. You have a reservation for a single room with a shower from April 5th to April 7th.*
 Guest *That's right.*
 Receptionist *Could you sign here, please?*
 Guest *Of course ...*
 Receptionist *Thank you. Do you need help with your luggage?*
 Guest *No, thanks. I'll take it up myself.*
 Receptionist *Here's your key, madam. The lift is on your left.*
 Guest *Thank you.*

Conversation 2

- Receptionist *Reception. How can I help you?*
 Guest *Hello. This is Peter Smith in room 202. I'm calling because I only have one pillow in the room. Can you bring me another one?*
 Receptionist *Of course.*
 Guest *And would you please send up some soap as well? There isn't any in the bathroom.*
 Receptionist *Oh, I'm very sorry. I'll send some up right away.*
 Guest *Thank you very much.*

Conversation 3

- Waiter *Do you know what you'd like?*
 Woman *Yes. I'll have a boiled egg, please.*
 Man *I'll have the same.*
 Woman *Could I have some toast, please?*
 Waiter *Of course. Would you like some too, sir?*
 Man *Yes, please. And can I have some jam as well?*
 Waiter *Certainly. We've got apricot and raspberry. Would you like anything else?*

- Woman *Oh yes. Would you bring us some tea, please?*
- Waiter *I'll bring it right away.*

Answers

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

Conversation 2 – The guest is phoning hotel reception to ask for a pillow and some soap.

Conversation 3 – The couple are ordering breakfast.

Stage 3 Listen for polite requests AB58 Ex A 39

- Tell the students to listen to Conversations 2 and 3 again and tick the expressions they hear in Exercise A.

 Track 39

A Listen to Conversations 2 and 3 again and tick the sentences you hear.

[Track 39 is a repeat of Conversations 2 and 3 from Track 38.]

Answers

The students should tick 1, 3, 5, 6 and 8.

Stage 4 Highlight expressions for making polite requests SB35

- Tell the students to read the Language box in the Student's Book.
- Ask the students to find and underline the phrases for making polite requests in the sentences in the Activity Book Exercise A.

Answers

Check that the students have underlined the relevant parts of the sentences (e.g., *Could you tell me ...? Could I have ...?*).

Stage 5**Reorder conversations****AB58 Ex B  40**

- Tell the students to read the conversations and put them in order by numbering the lines. They should write the numbers in pencil at this stage.
- Let the students compare in pairs before you play Track 40 for them to check the order.
- Remind the students about the importance of intonation. Tell them to listen again and pause the audio after each request for the students to repeat.
- For answers see transcript.

 Track 40**B Listen and check your answers.**

- Waitress *Do you know what you'd like?*
- Guest *Yes, could I have a cooked breakfast, please?*
- Waitress *Certainly. Would you like something to drink?*
- Guest *Yes, can you bring me a glass of orange juice?*
- Waitress *I'm afraid we haven't got any more. We have apple and grape juice.*
- Guest *I'll have an apple juice then.*
- Mr Adams *Good morning. I have a reservation for two nights.*
- Receptionist *Could you give me your name, please?*
- Mr Adams *Yes. It's John Adams.*
- Receptionist *Would you fill out this form, please, Mr Adams?*
- Mr Adams *Yes, of course.*
- Guest *Can I buy a newspaper at the gift shop?*
- Receptionist *Yes, but I'm afraid it's closed at the moment.*
- Guest *Could you tell me when it opens?*
- Receptionist *At half past nine.*
- Guest *And when does it close?*
- Receptionist *At eight o'clock in the evening.*

Stage 6

Do a role-play SB35
AB59 Ex C

- Tell the students to work in pairs. One is a waiter and one is a customer. The 'customer' should make polite requests for the things in the pictures. Check that the students know the names of all the items before they begin (*bread roll, fork, bill, etc.*).
- Circulate, listening to the conversations. Check that the 'waiter' is replying with polite phrases like the ones on SB35 (*Of course, Certainly, I'm afraid ...*).
- After two or three minutes, get the students to change roles.
- Invite volunteers to act out a dialogue for the class.

Unit 3 Lesson 7

SB36 AB60-61 41-43

Objectives Ask and give directions.
Language Giving directions
Vocabulary *near, just past, around the corner (from), five minutes away*

Stage 1

Introduce the lesson SB36

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

Stage 2

Read and match questions and answers SB36 41 Ex 1

- Read the instructions with the class. Make sure they remember what a *porter* does. Establish that all directions start from in front of the hotel.
- Tell students to read the questions and match them with the answers by looking carefully at the map. They can work in pairs.
- Circulate and help clarify the directions – most should be familiar to the students and the meaning of new items (*around the corner, just*

past, five minutes away) can be seen clearly on the map.

- Play Track 41 for the students to listen and check.

Track 41

Listen and check.

- Young man *Excuse me, how far is the football pitch from here?*
- Porter *It's about five minutes away. Turn left on Bank Street and go straight on until you reach the river. It's on the left.*
- Young man *Thanks.*
- Woman *Could you tell me where the bus stop is?*
- Porter *Yes. It's around the corner. Just turn right on Bank Street, and you'll see it.*
- Woman *Thank you very much.*
- Man *Excuse me, where's the train station?*
- Porter *Go along Main Street. It's on the right, just past the car park.*
- Man *Thanks.*
- Young man *Excuse me, where's the nearest restaurant?*
- Porter *It's on Park Avenue, near the cinema. Go along this street and turn left on River Road. It's on the right, opposite the museum.*
- Young man *OK. Thanks.*

Answers

A2, B3, C1, D4

Stage 3

Highlight phrases for describing location SB36

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

Stage 4 Complete the dialogue SB36 AB60 Ex A

- Tell the students to complete the dialogue in Exercise A with phrases from the box. Make sure they realize that the directions refer to the map on SB36, so they will need to look closely at it. Each set of directions starts from the department store this time, not the hotel.

Answers

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

Stage 5 Listen to directions SB36 AB60 Ex B 42

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

Track 42

B Look at the map in the Student's Book. Imagine you are at the hotel. Listen to the directions and write the names of the places (1–4).

- A
- A *Excuse me, where's the school?*
B *It's just over there, opposite the hotel.*
- B
- A *Could you tell me where the theme park is?*
B *Of course. Er ... it's on River Road, past the restaurant.*
- C
- A *Excuse me. Is the sports shop far from here?*
B *No, it's only two minutes away, on the corner of River Road and Main Street.*
- D
- A *Excuse me, where's the fire station?*
B *It's along this street on the right, near the library.*

Answers

- A = 3 (school)
B = 4 (theme park)
C = 2 (sports shop)
D = 1 (fire station)

Stage 6 Pronunciation practice AB61 Ex C 43

- Explain that the words in the box all have a sound in common, even if the spelling is different. Tell the students that the symbol for the sound is /ə/. This sound is weak and is very common in English.
- Play Track 43 for the students to listen and repeat the words and the sound.

Track 43

C Listen and repeat some of the words from this unit. Pay attention to how the underlined letters are pronounced.

Voice	<i>again</i>
	<i>Arabic</i>
	<i>around</i>
	<i>baker</i>
	<i>corner</i>
	<i>porter</i>
	<i>river</i>
	<i>waterfall</i>

Stage 7 Practise the use of phrases for directions AB61 Ex D

- Ask the students to read each conversation and think of a word that fits in the gap, starting with the letter given. If they need some extra help with any particular word, you can also tell them how many letters the word has and the last letter.
- Students fill in the gaps. Elicit correct answers and check spelling. For item 8, ask why *near* isn't correct (*next to something/near something*).

Answers

- far
- away
- tell
- around

- 5 Excuse
- 6 turn
- 7 nearest
- 8 next
- 9 from
- 10 along

Stage 8 Practise asking for and giving directions SB36 AB61 Ex E

- In pairs, students take turns in asking for and giving directions, starting from the train station. Circulate and help when necessary. You can either make corrections on the spot (if it doesn't interrupt too much the conversation), or make notes of inaccuracies to go over them later.

Unit 3 Lesson 8

SB37 AB62-63

Objectives	Read a guidebook for information. Use pictures to understand new words. Write descriptive sentences.
Language Vocabulary	Descriptive sentences. <i>monument, magnificent, fountain, crowded, cappuccino, steps, terraces, triangular, ancient, marble, dome, temple, law</i>

Stage 1 Introduce the lesson SB37

- Look at the pictures and the table of contents in the Student's Book. Establish that the contents page is from a guidebook (the students may remember *guidebook* from Lesson 2).
- See if the students recognize Rome from the pictures, and ask them what they know about it. Has anyone visited Rome?

Stage 2 Identify features and intended audience of a guidebook SB37 AB Ex 1

- Tell the students to look at the table of contents in more detail and answer the questions in the Student's Book. Clarify the meaning of *monument* and *gift* before they begin.
- Ask the students who this type of book is for, and when it would be useful (for example, to help visitors decide what to see, to help people preparing a trip decide where to stay). Ask if they usually use a guidebook when they travel.

Answers

- | | |
|------------------------|---------------------|
| a a monument to visit | 'What to see' |
| b a place to buy gifts | 'Shops and markets' |
| c a restaurant | 'Food and drink' |
| d a hotel | 'Where to stay' |
| e how to travel around | 'Transport' |

Stage 3 Practise reading/guess words from context SB37

- Tell the students to read and decide which place they would like to visit.
- They should then use the context to guess the meaning of the blue words and find them in the pictures.
- Clarify any other new words (for example, *dome*, *temple*).

Stage 4 Use pictures to guess vocabulary SB37 AB62 Ex A

- Tell the students they are going to use the pictures to help them understand the descriptive words. Tell them to read the words in Exercise A. Find them in the guidebook descriptions, then match each word with the appropriate picture in the Activity Book.
- Elicit answers and ask the students for words to describe the other pictures (1B *A deserted or empty*, 2A *narrow*, 3B *rectangular*, 4B *modern or new*).

Answers

- 1 *crowded* – picture B
- 2 *wide* – picture B
- 3 *triangular* – picture A
- 4 *ancient* – picture A

Stage 5 Practise writing descriptive sentences AB63 Ex B

- Tell the students to write sentences about the pictures using the words in the box or other words they know.
- Circulate and monitor the writing, helping the students with the order of adjectives and providing vocabulary as needed.
- Ask volunteers to read their sentences aloud. The rest of the class should guess which picture is being described.

Answers

Students' own answers

Stage 6 Practise writing descriptive sentences AB63 Ex C

- Tell the students to write sentences describing traditional places in Iraq.
- Circulate and monitor the writing, helping the students with the order of adjectives and providing vocabulary as needed.
- Ask volunteers to read their sentences aloud, but not mentioning which place it is. The other students should guess where it is.

Stage 7 Revise vocabulary from the article AB63 Ex D

- Tell the students to read the sentences and think of a word starting with the letter given. They can then check the article to find the word.
- Elicit correct words, checking spelling.

Answers

- 1 monument
- 2 magnificent
- 3 fountain
- 4 terraces
- 5 ancient
- 6 marble
- 7 temple
- 8 ruins

Unit 3 Lesson 9

SB38 AB64–65 GR93

Objectives	Revise the present perfect.
	Read postcards and emails for information.
	Learn the present perfect continuous.
Language Vocabulary	Write a postcard or email.
	Present perfect continuous
	<i>quad bikes, punting, stick, huge</i>

Stage 1 Talk about postcards and emails

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

Stage 2 Read for gist SB38

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

Stage 3 Study the present perfect continuous SB38 GR93

- Read the examples in the Language box. Refer the students to Grammar and Functions Reference page 93. Give them time to read the information about the present perfect continuous and answer any questions individual students may have.
- Tell the students to find more examples of the present perfect continuous in the postcard and email.

Answers

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

Email: We've been visiting lots of monuments and museums.

Stage 4 Revise present perfect with yet and already AB64 Ex A

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

Answers

- 1 He has already asked his parents for permission.
- 2 He hasn't chosen a place to dive yet.
- 3 He hasn't rented the breathing equipment yet.
- 4 He has already found a diving teacher.

Stage 5 Write present perfect continuous sentences AB64–65 Ex B

- Tell the students to use the words next to the pictures to write present perfect continuous sentences. Write the example sentence on the board before setting the exercise.

Answers

- 1 They have (They've) been writing postcards.
- 2 They have (They've) been waiting for an hour.
- 3 He has (He's) been painting.
- 4 They have (They've) been playing in the sand.

Stage 6 Write a postcard or email AB65 Ex C

21st century skills

Communication Improving written work through planning and evaluating the worth of information

- Read through the questions with the class and tell the students to work on their own, writing notes about a place they've been.
- Tell the students to use their notes to write a postcard or email to a friend.
- Tell the students that this is the end-of-unit writing task.

Unit 3 Revision

SB39 AB66-67 44

Objectives Revise language from the unit.
Language Revision
Vocabulary Revision

Stage 1 Go over the round up page SB39

- 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.

Stage 2 Revise vocabulary AB66 Ex A

- The students should work on their own to solve the anagrams, then match them with the photographs.

Answers

- The Great Pyramid D
- Stonehenge B
- The Colorado River A
- Hanging Gardens C
- The Spanish Steps E

Stage 3 Write sentences using present perfect continuous AB66 Ex B

- The students write sentences using *has been* and a word from each box.

Possible answers

John has been studying English/a book in Arabic for two hours.
 John has been swimming in the sea.
 John has been reading a book in Arabic for two hours.
 John has been snowboarding in France.
 John has been waiting for two hours.

Stage 4 Practise vocabulary for travel AB67 Ex C 44

- Ask students to read the conversations and think of the meaning of the words in bold.
- Students match the words with the meaning 1-6. Elicit the correct answers, explaining that adjectives in English are always in the singular form, which is why we talk of a five-hour journey, not a five-hours journey. Ask which two other answers are similar (2 and 3).
- Students listen to the conversations, then practise them in pairs.

Answers

- platform
- two-bag limit
- one-hour stopover
- five-hour journey
- gate
- return ticket

Track 44

Listen and read the conversations. Match the words in bold with the definitions (1-6).

1

- Woman *I'd like a return ticket to London, please, leaving this afternoon.*
 Ticket agent *Certainly. There's a train that leaves at 2 o'clock. That's in 30 minutes.*
 Woman *That's fine. I'd like to return on Monday morning.*
 Ticket agent *There's a train on Monday morning at 10 o'clock.*
 Woman *Great. Does the journey take long?*
 Ticket agent *It's a five-hour journey. If you're hungry, you can have lunch in the buffet car.*
 Woman *That's a good idea. And where does the train leave from, please?*
 Ticket agent *Platform 4.*

2

- Woman *I'd like to keep my laptop with me on the plane.*
 Clerk *I'm afraid there's a two-bag limit for hand luggage, madam. How many bags do you want to take on the plane?*

- Woman *Just this one.*
 Clerk *That's fine then.*
 Woman *Does the plane stop before arriving in Baghdad?*
 Clerk *Yes. There's a one-hour stopover in Kuwait City to pick up more passengers. But you won't be able to get off the plane.*
 Woman *That's OK. Where does the plane leave from?*
 Clerk *Gate 3.*

Unit 3 Test

AB68-69

Objectives Do a test on Unit 3.
Language From Unit 3
Vocabulary From Unit 3

Stage 1

Warm-up

- Spend five minutes playing a game before the test.

Stage 2

Preparation for the test

AB68-69

- Let the students look through the test and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work. Hand out extra paper for them to do the written task (Exercise D).

Stage 3

Test AB68-69

- Remind the students to manage their time carefully.

Answers

A *Use the words in the box to complete the directions. You are at the station.*

- five minutes away
- around the corner

- just past
- near

B *Write the words under the correct pictures.*

- fountain
- river
- gate
- guidebook
- return ticket
- single room
- ruins
- platform

C *Read the letter and circle the correct form of the verbs in italics.*

- have been seeing
- saw
- starts
- have never been
- have been swimming
- have already got
- leaves
- arrives

D *Imagine you are on holiday in a real or imaginary place. Write a postcard or email to a friend. Say what you have been doing and what the place is like. Use words like first, and, so, next, then, finally to help the reader understand. Use adverbs like almost, really, completely to make the postcard or email more interesting.*

Give marks for the style and coherence of the postcard/email as well as the correct use of past tenses.

Unit 3 Word list

Lesson 1

the Great Pyramid
Stonehenge
the Parthenon
bank
tourist
archaeologist
pharaoh
columns
explode
gunpowder

Lesson 2

guidebook

Lesson 3

snowboarding
whitewater rafting
quad biking
the Alps
helmet
steep
slope
gentle
rent (v)
raft

spectacular
safety gear
tour operator

Lesson 4

single room
double room
high season
rate
return ticket

Lesson 5

receipt
itinerary

Lesson 6

reservation
pillow
luggage
receptionist
porter
guest

Lesson 7

near
just past

around the corner (from)
five minutes away

Lesson 8

monument
magnificent
fountain
crowded
cappuccino
steps
terraces
triangular
ancient
marble
dome
temple
law

Lesson 9

quad bikes
punting
stick
huge

Lesson	Materials	Topic area	Activities	Language
1	SB42 AB70	<i>The gap year</i>	Revise reading techniques from Units 1–3. Read for detailed information. Revise describing change.	
2	SB43 AB71  45–47	<i>A pilot's job</i>	Revise listening techniques from Units 1–3. Listen for detailed information. Revise <i>have told</i> / <i>don't have to</i> . Revise talking about timetables (present simple).	
3	SB44 AB72  48–49	<i>On the phone</i>	Listen for information. Revise giving and responding to opinions.	
4	SB45 AB73  50	<i>Eid al-Adha</i>	Revise planning and organizing essays. Plan and write an essay about an event.	
	AB74–75	Test	Do a test on units 1–3.	

Unit 4 Lesson 1

SB42 AB70

- Objectives** Revise identifying purpose, features and audience of a text.
Revise using topic sentences to find information.
Read for detailed information.
- Language** Revision of present continuous for changing situations
- Vocabulary** *gap year, antonym*

Stage 1

Warm-up

- Elicit what a gap year is (a period of time many teenagers take off between school and university). In pairs, students make a list of pros and cons of taking a gap year.
- Elicit some ideas and ask students if they think a gap year is a good idea.

Stage 2

Discuss purpose and features of a text SB42

- Books closed, elicit the three purposes of a text that were discussed in Unit 1 (to entertain, to inform, to persuade).
- Ask the students what they can use to identify the purpose of a text before they read (*How do you know what a text is for?*). Elicit/suggest features such as layout, titles and illustrations. Discuss how these features can also help you identify the intended audience of a text.
- Student's Books open. Discuss the features of this article with the class (for example, the informal style of the pictures and heading, what the graph shows, the use of 'you' to talk directly to the reader).
- Read the two questions at the top of the page with the class. Elicit ideas, but don't confirm answers until the students have read the article, as this gives them motivation to read the first time.

Answers

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

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

Stage 3

Use topic sentences to find information SB42 AB70 Ex A

21st century skills

Critical thinking Making connections between your life and the world we live in

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

Answers

- Paragraph B
- Paragraph A
- Paragraph D
- Paragraph C

Stage 4

Read for detailed information SB42 AB70 Ex B

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

Answers

- They work with charities (e.g., building houses or teaching), learn new sports or travel.
- Plan the year well.
- It helps you to find out what you like and what you are good at. You can learn things, meet people and see the world.
- Answers depend on students. Ask them if they have changed their mind from before they read the text.

Stage 5

Revise talking about trends
AB70 Ex C

- Revise the use of present continuous for changing trends by eliciting examples from students.
- Ask the students to complete the sentences with the present continuous of the verbs in brackets.
- Elicit correct forms and check spelling.

Answers

- 1 Your English *is getting* better and better every day!
- 2 More and more people *are studying* abroad as part of their university degree.
- 3 The temperatures around the world *are rising* because of greenhouse gases.
- 4 Even with the medicine, her health *isn't improving* much.
- 5 People *are eating* less and less meat these days.
- 6 *Is* the price of fuel *going up* in your country, too?

Unit 4 Lesson 2

SB43 AB71 45-47

Objectives Revise identifying the context of a conversation.
Listen for detailed information.
Revise talking about timetabled events.

Language Revision of *have to/don't have to* for ability and obligation
Present simple for timetables

Vocabulary *co-pilot*

Stage 1

Introduce topic SB43

- Before opening the Student's Book, ask the students to name as many travel-related jobs as they can. List the jobs on the board.
- Look at the photos of a pilot and flight attendants and elicit or present the names of the jobs. Ask the students if any members

of their families do these jobs. Ask the two questions at the top of the page.

Stage 2 Listen to identify context SB43
45

- Tell the students they are going to hear two people talking about a pilot's job.
- Read the questions in the Student's Book with the class. Ask the students why they think it's important to understand the context of a conversation (it helps you to be ready for the kind of language the speakers will use to know the relationship between them and what they are talking about).
- Tell the students to listen to the first part of the conversation and choose a relationship from the three possibilities listed in the Student's Book. While they listen, they should think about how they chose the answer.

Track 45

Listen to two people talking about a pilot's job.

Interviewer *Many young people think it would be very exciting to be an airline pilot. You have been a pilot for 15 years.*

Pilot *Is it really as much fun as it seems? Well, being a pilot can be a lot of fun. I have always loved planes, so flying one is always exciting for me. This job has a lot of other advantages, too. Many people have to work in an office, but I can go to different countries, meet new people and see wonderful things. But, like all jobs, being a pilot does have some disadvantages.*

Interviewer *Can you tell us about some of them?*

Pilot *Of course. The worst part for me is being away from home for long periods. Before becoming a pilot, I could spend a lot of time with my friends and family. Now I am away about two weeks every month.*

Answer

The speakers are a radio interviewer and a pilot.

Stage 3 Listen for detail AB71 Ex A

- Tell the students to read the questions in the Activity Book. Answer any questions, then play Track 46. The students only need to make notes.

Track 46**A Listen to the first part of the interview again and answer the questions.**

[Track 46 is a repeat of Track 45.]

Answers

- 15 years.
- Go to different countries, meet new people and see wonderful things.
- Being away from home for long periods.
- Spend a lot of time with his friends and family.

Stage 4 Listen to and revise have to / don't have to AB71 Ex B

- Give the students time to read the phrases in Exercise B. Check that they understand what they have to do and that the meaning of 'eyesight' and 'airline' is clear. Tell the students to listen and tick what pilots have to and don't have to do. Play Track 47.
- Choose students to make sentences about what pilots have to and don't have to do. Write the sentences on the board and practise pronunciation.
- Play Track 47 again if necessary.

Track 47**B Listen to the end of the interview.****Tick what pilots have to do.**

- Interviewer *What do you have to do to become a pilot?*
- Pilot *Well, of course it depends on the country you are in and on the airline you want to work for. But in general, pilots have to learn to fly at a special school or university. They have to get a lot of practice while they're learning. Then they also get on-the-job training from the airline they work for.*

- Interviewer *Do you have to speak a lot of different languages?*
- Pilot *No, but most pilots have to learn English.*
- Interviewer *Is it true that pilots have to have perfect eyesight?*
- Pilot *No! You don't have to have perfect eyesight. But if you don't see well, you have to wear glasses. You don't have to be very strong, but you have to stay healthy. Pilots have to see their doctors quite often to check they aren't ill.*
- Interviewer *What happens if a pilot gets ill?*
- Pilot *If a pilot is too ill to go to work, he has to call the airline right away. There are always pilots waiting to replace a sick pilot. They have to live near the airport so they can come very quickly.*
- Interviewer *Thank you very much for joining us today. I'm sure you've answered many people's questions.*
- Pilot *Thanks for inviting me, I've enjoyed being here.*

Answers

Students should have ticked:

- | | |
|------------------------------------|---|
| go to a special school | 1 |
| get a lot of practice | 3 |
| stay healthy | 6 |
| learn English | 7 |
| call the airline when they are ill | 8 |

Stage 5 Revise alphabetical order SB43

- Tell the students to number the destinations in the table in alphabetical order (the first one has been done for them).
- Elicit the answers orally and write them on the board.

Answers

- 8 Tripoli
- 3 Ankara
- 1 Abu Dhabi
- 4 Beirut
- 2 Amman

- 7 Sana'a
- 6 Dubai
- 5 Dammam

Stage 6 Revise present simple for timetables SB43

- Ask the students where they would see information like the information shown in the table (on an airline website or in an information leaflet at an airport).
- Read the speech bubbles at the bottom of the page and practise reading the times with the students before you put them in pairs.
- The students work in pairs to ask and answer about the flights in the table.

Stage 7 Revise *have to* for obligations AB71 Ex C

- Write sentence 1 on the board, with two possible answers (English teachers *have to*/don't *have to* speak the language very well). Ask them which is the correct option in their opinion (*have to*).
- Ask the students to write the other sentences using the correct form of *have to*.
- Elicit the correct answers, asking why they think that.

Answers

- English teachers *have to* speak the language very well.
- You *have to* go to university to be a doctor.
- In the UK, teachers *don't have to* go to work at weekends.
- Football players *have to* stay healthy.

Homework Write questions about jobs

- Tell the students to think about a job that interests them and write three questions that they would like to ask someone who does the job. Tell students that for most questions they should use the present simple tense.
- Tell the students to try to find the answers to their questions about a job (e.g., by looking on the Internet or asking a relative). They should compare their answers with their partner at the beginning of the next class.

Unit 4 Lesson 3

SB44 AB72  48-49

Objectives Revise giving and responding to opinions.
Listen for information.

Language Revision
Vocabulary text (v)

Stage 1 Introduce lesson SB44

- Look at the pictures and ask the students which method they use most to communicate (have a vote with a show of hands to find the most popular method).
- Tell the students they are going to hear people talking about mobile phones. Tell them to think of their own ideas about the advantages and disadvantages of mobile phones before they listen.

Stage 2 Listen to opinions SB44 48

 Ex 2

21st century skills

Critical thinking Evaluating and comparing your ideas with others

- Tell the students to listen to three young people talking about mobile phones and see if these people mention the same advantages and disadvantages they thought of. Elicit any other opinions that the students picked up.

Track 48

Listen and see if the speakers had the same ideas.

- | | |
|---------|--|
| Sami | <i>You don't look very happy, Mahmoud.</i> |
| Mahmoud | <i>That's because my parents don't want me to get a mobile phone.</i> |
| Sami | <i>Why do you want to get a mobile phone? I think they are a complete waste of money. They're expensive, and you don't really need one. You see your friends and family every day.</i> |
| Mahmoud | <i>I don't agree. They're very useful. If you have a problem, it's important to</i> |

be able to reach someone. Last week I asked my brother to pick me up at the sports centre at 4 o'clock, and he forgot. I waited for an hour before he remembered to come. I wished I'd had a mobile phone then!

- Sami *What do you think, Hamad?*
 Hamad *I agree with Mahmoud. And anyway, a lot of parents like their children to have mobile phones. They like to know they can contact them any time.*
 Sami *Maybe you're right, but they can't talk to them if the phones don't work. That's another problem with mobile phones: they don't work everywhere.*
 Hamad *Yes, but you can leave a message when the phone isn't working or is turned off.*
 Sami *That's another problem! I think people with mobile phones are really impolite because they leave their phones on in the cinema and in restaurants. It really annoys me.*

Answers

Advantages of mobiles: useful for reaching someone if you have a problem, parents can contact their children, can leave messages.
 Disadvantages of mobiles: expensive, not really necessary, don't work everywhere, mobile phone users are impolite – annoying when people leave them on in cinemas and restaurants.

Stage 3 Listen and match opinions and reasons AB72 Ex A 49

 Ex 3

- Let the students match the opinions and reasons in Exercise A in pencil before you play Track 49. Elicit that *because* is commonly used when giving an opinion, but make sure they realize that it is not always used (especially if the context is clear).
- Tell the students to listen and check their answers as you play Track 49.

Track 49

A Listen again. Match each opinion with a reason.

[Track 49 is a repeat of Track 48.]

Answers

1c, 2d, 3b, 4a

Stage 4 Match opinions with methods of communication SB44

- Tell the students to match the opinions in the speech bubbles with the pictures in the Student's Book.
- Elicit the correct answers.

Answers

A 5
 B 1/4
 C 1/6

Stage 5 Make notes AB72 Ex B

- Tell the students to work in pairs and write as many reasons why they like or don't like the three methods of communication in the table (postcards, letters and email) as they can.
- Elicit ideas from the class and write them on the board.

Stage 6 Discuss opinions AB72 Ex C

- Tell the students to work in groups to discuss their opinions with their classmates. Encourage them to listen to and respond to their classmates' opinions. They can refer to their notes in Exercise B if necessary.
- Circulate and listen, encouraging the students to use the set phrases they have studied for agreeing and disagreeing and expressing opinions.

Note: Bring some dictionaries to the next class (for the writing task in Stage 5).

Unit 4 Lesson 4

SB45 AB73  50

Objectives Revise organizing information into paragraphs.

Language Revision of past tenses

Vocabulary Revision of vocabulary related to events

Stage 1 Lead-in/discussion SB45

- Discuss the pictures in the Student's Book and ask the students what they know about Eid al-Adha.
- Focus on the notes under the pictures and explain that Ahmed is writing an essay about the event. Read the questions with the class and give them time to look at the notes before they answer.

Answers

The notes are not complete sentences. They are not really in order. People write notes to help give them ideas before they write.

Stage 2 Match notes with final written work SB45

- Read the instructions for the next exercise in the Student's Book. The students should read the first paragraph and tick the ideas Ahmed used.

Answers

The students should tick:

- visited cousins in Baghdad
- during Eid al-Adha holidays
- prepared sweets the day before
- dressed in new clothes
- went to mosque for prayers
- thanked Allah

Stage 3 Predict content of next paragraph SB45 50

- Read the instructions at the bottom of the page, and give the students time to predict what Ahmed's paragraph is about before you play Track 50.
- Elicit the ideas that Ahmed wrote about from the list.

Track 50

Listen and check.

Ahmed *After that, we went to visit our family and friends. We gave them our gifts, and all ate the special food. There was so much to eat! My aunt and uncle took some of the meal to the poor people in the city and gave them money, too. In the afternoon, my cousins and I went to an amusement park and went on all the rides. I had a fantastic day!*

Answers

The second paragraph mentions visiting family and friends, giving gifts, eating the special food, giving food and money to the poor, going to an amusement park.

Stage 4 Proofread and edit a paragraph AB73 Ex A

- Remind the students that it is a good idea to proofread what you have written before writing a final version of an essay.
- Tell the students to read the paragraph in Exercise A carefully to find and correct the five mistakes.
- Let the students compare their corrections in pairs before you elicit the answers. Mark the corrections using a projection of the paragraph or by writing it out on the board with plenty of space between the lines.

Answers

to
 After that, we went visit our family and friends. We gave them our gifts, and we all ate
 much
 the special food. There was so many to eat! My
 took
 aunt and uncle take some of the meal to the poor people in the city and gave them money, too. In the afternoon, my cousins and I went to
 went
 an amusement park and go on all the rides. I
 had
 has a fantastic day!

Stage 5 Make notes and write an essay AB73 Ex B

- Elicit the names of events that the students have attended or seen on television in Iraq or abroad.
- Read the instructions and questions for Exercise B with the students. They should make notes in the Activity Book. Provide dictionaries and encourage the students to use them to find any new words they need.
- Tell the students to write two paragraphs about the event from their notes. Remind them to keep information that goes together in the same paragraph.
- Tell the students that this is the end-of-unit writing task.
- Tell them to write 80–120 words.
- Circulate to help with grammar, vocabulary and organization.

Homework

- Tell the students to proofread and edit their essay at home.

Unit 4 Test

AB74–75

Objectives Do a test on Units 1–3.

Language From Units 1–3

Vocabulary From Units 1–3

Stage 1

Warm-up

- Spend five minutes playing a game before the test.

Stage 2

Preparation for the test AB74–75

- Let the students look through the test and clarify the instructions. Answer any questions they may have about the format of the test.
- Remind the students to work alone and not to copy anyone else's work.

Stage 3

Test AB74–75

- Remind the students to manage their time carefully.

Answers

A Complete the other sentences with the present perfect simple or continuous of the verbs in brackets.

- 1 have been waiting
- 2 have brought
- 3 have been staying
- 4 have seen
- 5 has been walking
- 6 have missed

B Correct the sentences.

- 1 Both whitewater rafting and quad biking *are* dangerous.
- 2 Skiing is not as easy *as* cycling.
- 3 *Like* diving, quad biking is a sport that you need to learn from a teacher.
- 4 Neither Ali *nor* Mohammed plays tennis at school.

C *Complete the sentences with words from the box.*

- 1 receipt
- 2 borrowed
- 3 porter
- 4 form
- 5 return
- 6 stopover
- 7 almost
- 8 around

D *Read the sentences and choose the correct verb.*

- 1 went
- 2 were watching
- 3 saw
- 4 was winning
- 5 ate
- 6 was looking

E *Complete the sentences with words from the box.*

- 1 boring
- 2 easy
- 3 important
- 4 bored
- 5 difficult
- 6 excited

Unit 4 Word list

Lesson 1

gap year
antonym

Lesson 2

co-pilot

Lesson 3

text (v)

Lesson	Materials	Topic area	Activities	Language
1	SB48 AB76-77  51-52	<i>Describing people</i>	Listen for information. Extend adjectives to describe appearance and character. Complete sentences.	Adjectives Present perfect simple and continuous
2	SB49 AB78-79  53-54 GR93	<i>Would you like to go to the cinema?</i>	Read short film reviews. Identify adverbs that intensify adjectives. Listen to a conversation for gist.	Modals: <i>would, will, shall</i> Invitations, offers and promises Intensifying adjectives
3	SB50 AB80-81  55-56 GR93	<i>A birthday present</i>	Listen to a conversation for specific information. Listen and take notes.	<i>will</i> + inf. Future simple for predictions, promises and decisions at time of speaking
4	SB51 AB82-83  57 GR93	<i>Planning a party</i>	Extend vocabulary for celebrations. Complete a conversation. Study and practise how to express getting something done by someone. Role-play offering and promising to do things.	Modals: <i>would, will, shall</i> Causative: <i>have/get</i>
5	SB52 AB84-85 GR94	<i>Wedding customs</i>	Read a magazine article for information. Write a paragraph about wedding customs in Iraq.	Determiners: <i>some, both, all, few, more, either</i>
6	SB53 AB86-87  58 GR94	<i>Welcome Home Week</i>	Listen to a conversation and take notes.	Future continuous
7	SB54-55 AB88-89  59-60	<i>Glass-blowing – a family business</i>	Read an extract from a guidebook for information. Listen to an interview for information. Use strong adjectives in sentences to show their meaning.	–
8	SB56 AB90-91 GR94	<i>Special events</i>	Read cards announcing special events. Read an email for detail.	Verbs + <i>to</i> + inf. Future continuous

9	SB57 AB92-93	<i>A school trip</i>	Identify and practise using conjunctions and discourse markers. Read short texts for information.	<i>while, when, a little later, as soon as, once, after that, because, as a result</i>
Revision	SB58 AB94-95	<i>Round up</i>	Revise language from Unit 5.	Revision
Test	AB96-97	Test	Do a test on Unit 5.	—

Unit 5 Lesson 1

SB48 AB76-77 51-52

Objectives Listen to a conversation for information.

Extend adjectives to describe appearance and character.

Language Present perfect simple and continuous

Vocabulary digital camera, slim, overweight, bright, sensible, serious, reliable, forgetful, dark-complexioned, wavy, bald, smart, lively, twin, foolish, well-dressed

Stage 1 Introduce the lesson SB48

- Tell the students to look at the photo at the top of SB48. Ask them what they know about digital cameras. Ask if anyone in the class has one.

Stage 2 Listen to a conversation for gist SB48 51

- Tell the students to listen to the audio and answer the question *How many sisters has Lina got?* Play Track 51.
- Elicit the answer (one twin sister). Check understanding of *twin*. Then ask what other words for relatives the students heard. Try to elicit *mother, father, brother, uncle, aunt, cousin* and *niece*.

Track 51

Listen to Hanaa and Lina. How many sisters has Lina got?

Hanaa What's that, Lina?
 Lina It's a digital camera.
 Hanaa Is it yours?
 Lina Yes. My uncle gave it to me for my birthday.
 Hanaa Have you taken any pictures yet?
 Lina Yes, I have. I took a lot of pictures yesterday at my birthday party. Look, I'll show you. You can see the pictures on the screen.

Hanaa That's brilliant! Who's in the picture?
 Lina The bald, dark-complexioned man is my uncle. My father's the one with the wavy, black hair.

Hanaa They don't look anything alike!
 Lina Of course not! Uncle Adel is my mother's brother.

Hanaa Oh. Does he look like her?

Lina Well, she's got more hair!

Hanaa Do you have a picture of her?

Lina Yes. Here she is with my Aunt Reem. My mother's tall and slim. That's her on the left. My aunt's shorter.

Hanaa Who are these two girls?

Lina These are my cousins, Basma and Rania.

Hanaa Do you get on with them?

Lina Most of the time. The one on the left, with the round face, is my cousin Basma. I really like her, but I don't see her much anymore. She's been studying Physics at university for a year now. She's very bright, and she's been getting really good marks. My aunt and uncle are very proud of her. And who's that?

Hanaa That's my niece, Amal. She's my brother Fuad's daughter. She looks very smart, doesn't she? She's always well-dressed. And she's lively and fun to be around.

Hanaa Let's see the other pictures. Oh, that's a picture of you!

Lina That's not me. That's my twin sister, Rasha.

Hanaa You look exactly alike.

Lina But we aren't really. She's much more serious than I am, and she gets better marks at school. Rasha's very sensible and never does anything foolish. She's also very reliable. When she says she's going to do something, she always does it.

Hanaa Not like you!

Lina No, I'm afraid not. Sometimes I'm a bit forgetful. Oh, no! I forgot! I was supposed to meet Rasha at four o'clock to play tennis. I've got to go! I'll see you soon, Hanaa.

Stage 3 Listen for specific information SB48 AB76 Ex A 52

- Ask a student to read the instruction in Exercise A aloud. Tell the students to look back at SB48 and see which of the answers they can fill in from reading the speech bubbles. Let them discuss their ideas, e.g., *I think (Mahmoud) is her (father)*. Then tell them to listen to the audio again and write the relationship words next to the names.

Track 52 A Listen again.

[Track 52 is a repeat of Track 51.]

Answers

- Adel – uncle
- Mahmoud – father
- Mariam – mother
- Reem – aunt
- Basma – cousin
- Rania – cousin
- Amal – niece
- Rasha – twin sister

Stage 4 Vocabulary work SB48 AB76 Ex B Dictionaries

- Tell the students to work in pairs. Tell them to read the extracts from the conversation on SB48 and use the pictures and the context to work out the meanings of the underlined words.
- Assign each of the pairs a word to look up in the dictionary. Ask for volunteers to read the definitions to the class so that the students can check their ideas.

Note: Each time dictionaries are used in a class activity like this, focus on the pronunciation. Write the phonemic transcription on the board so that the students can look at the phonemic alphabet at the back of the Student's Book and gradually become familiar with all the symbols.

- Check the meaning of *appearance* and *character* in Exercise B. Tell the students to write the adjectives in the appropriate columns.
- Elicit more words in each category and tell the students to add as many more as they can think of.

Answers

Appearance	Character
(dark-complexioned)	bright
overweight	forgetful
slim	lively
smart	reliable
wavy	sensible

Stage 5 Mark sentences true or false SB48 AB76 Ex C

- Tell the students to do Exercise C and check their answers in pairs.
- Elicit the answers orally. If there is disagreement and some students can't remember the conversation, read out the relevant parts.

Answers

- True
- False – It was yesterday.
- False – He is Lina's mother's brother.
- True
- False – She has been studying Physics.
- True
- True
- True

Stage 6 Complete the sentences AB77 Ex D

- Read the instruction and ask a student to read the example. Remind the students how to form the present perfect continuous tense (*have/has + been + verb + -ing*). Then tell them to do the exercise.

Answers

- 1 have been planning
- 2 have been shopping
- 3 Have (you) been trying
- 4 has been taking
- 5 have been visiting

Stage 7

Complete the sentences
AB77 Ex E

- Read the instruction and ask a student to read the example. Remind the students how to form the present perfect simple tense (*have/has* + past participle). Then tell them to read the sentences and choose the correct verb from the box to complete each sentence.

Answers

- 1 I *have* not *studied* for my Geography exam yet.
- 2 *Have* you ever *used* a digital camera?
- 3 My cousin *has* already *decided* that she is going to study Chemistry at university.
- 4 My sister *has* never *forgotten* my birthday.
- 5 I *have* already *put* the pictures on my computer.

Homework

- Tell the students to choose five friends or members of their family and pick one thing about their appearance or character. They should write a sentence about each person.

Unit 5 Lesson 2

SB49 AB78-79 153-54 GR93

Objectives Read short film reviews.
Identify adverbs that intensify adjectives.
Listen to a conversation for gist and language.

Language Modals *would, will, shall* for invitations, offers and promises
Intensifying adjectives

Vocabulary *review (n, v), comedy, documentary, mystery, audience, incredibly, absolutely, fascinating, observe, extremely, rare*

Stage 1 Read short film reviews SB49

- Ask a student to read the first instruction. Elicit the meaning of *review*. Tell the students to read the reviews, then discuss with a partner which of the films they would most want to see and why.

Stage 2 Vocabulary focus SB49

21st century skills

Information literacy Making connections between words

- Elicit the words in bold in the first review, *incredibly funny*. Ask or explain what *incredibly* means. Say that it is an adverb. Ask the students what effect it has on the adjective *funny*. Try to elicit the answer that it makes the adjective stronger. We use it when we want to say something stronger than *very* plus an adjective. Follow the same procedure with the other two phrases in bold.
- Elicit the other new words in the reviews.

Stage 3 Listen to a conversation for gist
SB49 153

- Tell the students to listen to the conversation and find out which of the three films the boys decide to see.

 Track 53

Listen to Samir and Ali. Which film do they decide to see?

- Samir Hello.
- Ali Hello Samir. This is Ali.
- Samir Hi, Ali! How are you?
- Ali Fine, thanks. Listen, Mahmoud and I are going to the cinema, Samir. Would you like to come with us?
- Samir I'm afraid I can't. My brother's taken the car, and the cinema's too far from my house to walk.
- Ali Well, I'll drive you if you want.
- Samir Thanks, that'd be nice. What are you going to see?
- Ali We haven't decided yet. There are three films playing at the Mall Cinema. One is called Holiday. Have you heard of it? The review says it's extremely funny.
- Samir I don't like comedies much. What else is playing?
- Ali Well, there's a film called Polar Bear. It's a documentary about polar bears. The review says it's absolutely fascinating.
- Samir That sounds good. What are the film times?
- Ali Five o'clock and eight-twenty.
- Samir We can't go to the five o'clock show. It's already four forty-five. The eight-twenty show is a bit late for me. I have to get up early tomorrow.
- Ali Well, the third film is called A Mystery by the Nile.
- Samir I don't know anything about that film.
- Ali Shall I read you the review?
- Samir Sure.
- Ali It says: A museum guard has an unexpected adventure when an extremely rare mummy is stolen from the museum where he works. If you like mysteries, this film is for you.
- Samir That sounds exciting. What are the film times?
- Ali Six-thirty and eight forty-five.

- Samir Six-thirty is a good time for me. Is it good for you and Mahmoud?
- Ali Yes, it's fine. I'll pick you up at six, then.
- Samir Great! See you at six.
- Elicit the answer: A Mystery by the Nile.

Answer

A Mystery by the Nile

Stage 4 Listen for language AB78 Ex A **54**

- Tell the students to listen again and tick the expressions they hear.

 Track 54

A Listen to the conversation again and tick the expressions you hear.

[Track 54 is a repeat of Track 53.]

Answers

- Would you like to come with us?
- I'm afraid I can't.
- I'll drive you if you want.
- Thanks, that'd be nice.
- Shall I read you the review?
- Sure.
- I'll pick you up at 6.00, then.
- Great!

Stage 5**Language study****SB49 GR93  Ex 5**

- Tell the students to read the Language box in the Student's Book. Refer the students to Grammar and Functions Reference page 93. Give them time to read the information about invitations, offers and promises, and answer any questions they may have.

Answers

- Would you like is followed by to.
- Will (= 'll) can be used to make an offer and a promise.
- I'll = I will; I'd = I would; I'm = I am.

Stage 6

Match the sentence halves
AB78 Ex B

- Tell the students to link the sentence parts. Check the exercise by asking individuals to read out a sentence.

Answers

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

Stage 7

Unscramble sentences
AB79 Ex C

- Tell the students to unscramble the sentences to make invitations, offers and promises for each situation. Check the exercise by asking individuals to read out a sentence. Ask if there is a question mark or a full stop at the end of each sentence. Point out that *like* can be followed by *to* + infinitive just as *love* can.

Answers

- Would you like to come to my house for dinner?
- Shall I get you a glass of juice?
- I will help you carry those.
- I will send you a postcard from Egypt.

Stage 8 Match the invitations with a reply
AB79 Ex D

- When you elicit the answers orally, point out that *like* and *love* can be followed by nouns or pronouns as well as by *to* + infinitive: *I'd love one. I'd like that.*
- If there is time, use Exercises C and D for oral practice.

Answers

b1, d2, a3, c4

Unit 5 Lesson 3

SB50 AB80-81 55-56 GR93

Objectives	Listen to a conversation for specific information. Listen and take notes.
Language	<i>will</i> + infinitive Future simple for predictions, promises and decisions at time of speaking
Vocabulary	Extreme adjectives: <i>fantastic, terrible, amazing, thrilled</i>

Stage 1

Warm-up – Match pictures
and words SB50

- Tell the students to match the pictures and the words.
- Elicit the answers and then ask the students which of the items they think would be a good birthday present and why.

Stage 2

Listen to a conversation for
specific information SB50
55

- Tell the students to listen to the conversation and find out which of the items is not mentioned in the discussion.

Track 55

Listen to Mustafa's family talking about his birthday present. Which of the items above is not mentioned?

- Amal *Mustafa's birthday is next week. Do you know what you're going to get him?*
- Yasmin *No, I don't, Amal. What about you Yusef?*
- Yusef *Uh, I'm not sure yet. Maybe I'll get him some CDs. There's a fantastic new CD by his favourite group. Then he won't borrow mine all the time!*
- Amal *Oh yes! He'd like that! Maybe you should get him a diary, Yasmin. He'll*

- Yasmin *need one at university next year. He's so forgetful!*
- Yusef *A diary! That's a terrible idea! It's so boring. I want to get him something that's fun.*
- Yusef *Well, you could get him a computer game.*
- Yasmin *Hmm, that's not a bad idea. He said the one you lent him last week was too easy.*
- Yusef *He did? That's amazing! I haven't won that game once.*
- Amal *What are you and Dad going to get him, Mum?*
- Mother *I think we'll buy him a mobile phone this year. He won't be at home as much and he'll want to stay in touch.*
- Yusef *Wow! He'll be thrilled! I'd like one, too. I hope you'll buy me one for my birthday.*
- Mother *You don't need one yet. I'll buy you one when you go to university.*
- Amal *I still don't know what to get him.*
- Mother *He'll want some new clothes when classes start.*
- Amal *Mm. Not very exciting, but useful. I'll get him a new shirt.*

Answer

The bilingual dictionary is not mentioned.

Stage 3 Listen for opinions; write notes; read to check answers AB80 Ex A

 56

- Tell the students to listen to the conversation again and write notes of what Mustafa's family think of the listed items. Do they think each one is a good idea, a bad idea, quite a good idea, or what?

 Track 56

A Listen to the conversation again.
What do the family think of these things as birthday presents for Mustafa?
[Track 56 is a repeat of Track 55.]

- Tell the students to read the conversation and check their answers.

Answers

- | | |
|-------------------|-----------------------------------|
| 1 a CD | a good idea |
| 2 a diary | a bad idea/a terrible idea/boring |
| 3 a computer game | quite a good idea |
| 4 a mobile phone | a fantastic idea |
| 5 a shirt | not exciting, but useful |

Stage 4

Focus on language
SB50 GR93

- Tell the students to read the rule in the Language box. Refer them to Grammar and Functions Reference page 93.
- Elicit the full forms of the contractions *I'll* (*I will*) and *won't* (*will not*). Ask the students to find examples in the conversation. Ask them to say which of the three meanings in the Language box each example has.

Stage 5

Complete the sentences
AB80 Ex B

- Tell the students to complete the sentences using *will* or *will not* with the infinitive of the verb.
- Elicit each complete sentence orally to check the answers.

Answers

- will pass
- won't be/will not be
- Will you help
- will answer
- will be
- will never forget
- will have
- will complain

Stage 6

Complete the sentences
AB81 Ex C

- Ask students to complete the sentences with the verbs in the box in the future simple. Ask them to use contractions where possible.

Answers

- will study
- won't forget/will not forget
- 'll help/will help

- 4 Will (you) give
- 5 won't tell
- 6 'll have/will have

Stage 7 Complete the sentences with adjectives SB50 AB81 Ex D

- Tell the students to write the adjectives from the conversation next to what they modify.
- When you check the answers, elicit the meanings of the four adjectives. Encourage the students to try to use adjectives like these rather than *good*, *bad*, *happy* in their own writing.

Answers

- 1 fantastic – very good
- 2 terrible – very bad
- 3 amazing – very surprising
- 4 thrilled – very happy

Homework

AB81

- Tell the students to write sentences using the adjectives *amazing*, *terrible* and *fantastic*.

Unit 5 Lesson 4

SB51 AB82–83 57 GR93–94

Objectives Extend vocabulary for celebrations.
Complete a conversation.
Study and practise use of *have* and *get something done*.
Role-play offering and promising to do things.

Language Modals *would*, *will*, *shall have/*
get + object + past participle

Vocabulary *order(v)*, *invitation*, *print*,
printer, *arrange*

Stage 1 Match phrases with pictures SB51 AB Ex 1

- Tell the students that a family is preparing a party and has made a list of things to do to

help them stay organized. Tell them to match the items on the list with the pictures.

- Check the answers orally.

Answers

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

Stage 2 Complete a conversation AB82 Ex A 57

- Tell the students that a mother is talking to her children, Farah and Nabil, about the party. Tell them to read the exchanges and complete them with words from the box.
- Tell the students to listen to the conversation to check their answers. Carry out an oral check by getting individuals to read a completed sentence. (See Track 57 for the answers.)

Track 57

A Listen and check.

- 1
Mother *There's a lot to do. Do you think we'll have time to do it all?*
Nabil *I'm sure we will.*
- 2
Mother *Oh, dear! I forgot to arrange to have a cake made.*
Nabil *That's OK. I'll do it. Then I can choose the style.*
- 3
Mother *I hope we can get the camera fixed. I want to take a lot of pictures.*
Nabil *Shall I take it to the repair shop?*
Mother *Yes, that would be nice of you.*
- 4
Mother *Will you remember to order the food before the end of the week? It's very important.*
Farah *I will. Don't worry.*
- 5
Mother *We must get the invitations printed quickly.*
Nabil *Farah has time. I'm sure she'll go to the printer's.*

6

- Mother *Would you like to come to the flower shop with me? It might be fun.*
- Farah *OK. I can help you choose the flowers.*

Answers

- 1 we'll
- 2 I'll
- 3 Shall I
- 4 Will you
- 5 she'll
- 6 Would you like to

Stage 3**Focus on language
SB51 GR93-94**

- Tell the students to read the rules and examples in the Language box. Refer them to Grammar and Functions reference pages 93-94.
- Elicit other examples of things you are likely to ask someone to do for you rather than do yourself. For example, ask *What do you do if your computer stops working? What do you do when the walls in your room look dull and dirty? Do you cut your hair yourself? Do you make your own clothes/meals?*

Stage 4**Complete the sentences
AB82 Ex B and C**

- Tell the students to complete the sentences, referring back to Exercise A for Exercise B, and using *get* or *have* with the verb for Exercise C.

Answers

B

- 1 Nabil arranged to have a *cake made* and *get the camera fixed*.
- 2 Farah arranged to *get the invitations printed*.

C

- 1 I *got/had* my hair cut because it was too long.
- 2 We *got/had* the house *painted* because we didn't like the colour.
- 3 Ahmed *got/had* his picture taken with a movie star.

Stage 5**Do a role-play AB83 Ex D**

- Tell the students to work in pairs and imagine they are planning a party for a friend. The list in Exercise D is their list of things to do. Tell them to add four more items to the list.
- Tell the students to take turns offering and promising to do the things on the list.
- Ask for volunteers to perform their role-play for the class.

This lesson features a family ordering items for a party. Use this as an opportunity to introduce and discuss responsible consumption and reducing waste.

Unit 5 Lesson 5**SB52 AB84-85 GR94**

Objectives Read a magazine article for information.

Write a paragraph about wedding customs in Iraq.

Language Determiners: *few, some, both, all, more, either*

Vocabulary *wedding, ceremony, bride, groom, mother-in-law, henna, barber, sword, whip, fabric, relative (n), symbolize, purity*

Stage 1**Discuss the pictures SB52**

- Ask the students to talk about the picture. Ask if they have been to wedding ceremonies and what they were like.

Stage 2**Match words with definitions
AB84 Ex A**

- Tell the students to match the words in the box with their definitions. Tell them to use a dictionary if necessary.
- Check the answers orally.

Answers

- 1 ceremony
- 2 groom
- 3 mother-in-law
- 4 wedding
- 5 henna
- 6 bride

Stage 3

Read and answer questions
SB52 AB84 Ex B

- Tell the students to read the first sentence of the first paragraph in the Student's Book and tell you what they think the paragraph will be about, but don't confirm or correct them. Tell the students to skim through the paragraph to get an idea about the topic. Go through the other paragraphs in the same way.
- Tell the students to look at the first question in Exercise B. Then tell the students to search the first paragraph for the phrase *over several days* to find the answer.
- Tell the students to use the questions in this way to *scan* the text for the answers: this will help them find the answers quickly. Set a time limit of four minutes. Tell them to write short answers.
- Check the answers orally.

Answers

- 1 Because people often don't have the time or money for that.
- 2 To make her beautiful and also bring her luck.
- 3 They dance traditional dances with swords and whips.
- 4 She gives her milk and dates.
- 5 To symbolize purity.

Stage 4

Discuss the article SB52
AB84 Ex C

- Ask the students to work in pairs and discuss the questions in Exercise C.
- Elicit opinions as a class.

Stage 5

Focus on language SB52
GR94 AB85 Ex D

- Tell the students to read the Language box, then answer the question. (The determiner comes before the noun.) Refer them to Grammar and Functions Reference page 94.
- Tell the students to do the exercise.

Answers

- 1 Both
- 2 either
- 3 some
- 4 all
- 5 few

Homework

AB85

21st century skills

Communication Improving written work through planning and evaluating the worth of information

- Ask *What happens at weddings in Iraq?* Write any new key words on the board.
- Talk about different ways of organizing the ideas in this writing task. For example, they might write about the ceremony first – where it takes place, who attends, what everyone wears. Next, they could write about what happens after the wedding ceremony.
- In class, advise on common mistakes and on what they should look for when writing and proofreading their paragraphs. Remind them about thinking of better words to describe things, not just the first one that comes into their heads. Tell them to try to 'paint a picture in words' and to try to convey the atmosphere to the reader.
- Students write their paragraphs for homework.

Unit 5 Lesson 6

SB53 AB86-87 58 GR94

Objectives Listen to a conversation and take notes.

Language Future continuous

Vocabulary concert, for ages (= for a long time), Gaelic

Stage 1

Introduce the topic

21st century skills

Global citizenship Understanding and embracing the traditions and customs of others

- Books closed. Write *Welcome Home Week* on the board. Ask the students what they think might happen during this week. Ask questions to guide the students such as:
Who do you think is coming home?
Where might they have been?
Do you think it is a welcome for many people? Why?
- Ask students to open their books on SB53 and look at the pictures. Ask them what culture they represent (Irish) and what they know about that culture.
- Tell the students they are going to hear an Irish university student in London, Sean, talking to an Iraqi student, Waleed, about *Welcome Home Week* in Ireland.

Note: *Sean* is pronounced /shuən/.

Stage 2

Listen and write notes

AB86 Ex A 58

- Explain that the table shows four relatives of Sean who will be returning to a village in Ireland for *Welcome Home Week*. Elicit the information already in the table about Uncle Patrick.
- Tell the students how to pronounce Niall /nail/ and Maeve /meiv/. Explain that many Irish names are spelt differently from English ones because they come from Gaelic, the original

Irish language. Write *Gaelic* on the board so students can refer to it when they answer about Niall playing Gaelic football.

- Tell the students to listen to the dialogue and complete the table with details about all four relatives.

Note 1: Don't spend time on pronunciation. However, you might want to explain that many Irish names are different versions of English names, for example, John (English) is the same as Sean (Irish).

Note 2: The main difference between Gaelic football and international football is that the players can use hands and feet to move the ball; the other main difference is the scoring system. Those students who are interested might like to look up Gaelic football on the Internet, as well as Australian Rules football and rugby.

Track 58

A Listen to a conversation and complete the notes about Sean's relatives.

Waleed *I'm really looking forward to going home at the end of term. What about you, will you be going back to Ireland?*

Sean *I'm staying here in July, but I'll be going back home in August. I have to go then, because it's 'Welcome Home Week'.*

Waleed *What's that?*

Sean *Well, a lot of Irish people live and work abroad. So most towns have a special week in the summer when people come home to visit their families. They put on special events like concerts and sports competitions. Is anyone else in your family coming back home?*

Sean *Yes, my Uncle Patrick will be coming home for a whole month. He's an oil worker out in the Gulf, and I haven't seen him for ages. He plays the flute in an Irish band, and we'll be going to some concerts.*

Waleed *That sounds good.*

Sean *Yes, and my cousin Niall comes home every summer for two weeks.*

He's an aid worker in Africa, but he loves coming home to meet up with his old school friends. I expect he'll be playing Gaelic football with them. Not only that, but my mother is excited because my Aunt Mary is coming over from the United States with my cousin Maeve.

Waleed

Will they all be staying with you?

Sean

Only for a few days. Aunt Mary is a History teacher, and she'll be giving a talk on the history of the town. Then they'll be going to Dublin; Maeve is performing in an Irish dancing competition there.

Waleed

That's a lot of people in one house!

Sean

It's normal where I live!

Stage 3

**Read and check SB53
AB86 Ex A**

- Tell the students to read the dialogue in the Student's Book and check their answers.

Answers

	Where they live	Their job	Length of stay	What they will be doing
Uncle Patrick	the Gulf	oil worker	one month	playing in concerts
Cousin Niall	Africa	aid worker	two weeks	playing Gaelic football
Aunt Mary	USA	History teacher	a few days	giving a talk
Cousin Maeve	USA	-	a few days	Irish dancing competition

- Find out if any students have family studying or working abroad. Get them to tell the class about what they do when their family returns home.

Stage 4

**Read for detail SB53
AB86 Ex B**

- Tell the students to read the conversation again and find the answers to the questions.
- Elicit correct answers.

Answers

- He will be going home (to Ireland).
- People come home to visit their families.
- Because a lot of Irish people live and work abroad.
- That there's lots of people.

Stage 5 Focus on language SB53 GR94

- Tell the students to read the rules and examples in the Language box. Refer them to Grammar and Functions Reference page 94.
- Demonstrate on the board how to form the future continuous tense: *will/won't + be + verb with ing*. Ask the students to find other examples in the dialogue.

Stage 6

**Construct sentences
AB86 Ex C**

- Tell the students to match the beginnings and endings of the sentences. Elicit complete sentences from individuals to check the exercise.

Answers

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

Stage 7

**Complete the sentences
AB87 Ex D**

- Tell the students to complete the sentences with the future continuous form of the verbs in brackets.
- To check the exercise, elicit each sentence orally.

Answers

- will be visiting
- will be getting
- will be meeting
- will be wearing
- will be watching
- won't be playing
- will be eating
- will you be doing

Stage 8 Complete the sentences AB87 Ex E

- Tell the students to complete the paragraph with the future continuous form of the verbs in the box.
- To check the exercise, elicit each sentence orally.

Answers

- 1 will be having
- 2 will be flying
- 3 will be joining
- 4 will be seeing
- 5 won't be coming
- 6 will be staying

Homework

- Refer back to how Iraqis celebrate the return of family from abroad. If you have students who are not from Iraq, get them to tell you how they celebrate when they return to their own country.
- Ask the students to write a text of 50–80 words on how they celebrate homecoming in their country.

Unit 5 Lesson 7

SB54–55 AB88–89 59–60

Objectives Read an extract from a guidebook for information.

Listen to an interview for information.

Use strong adjectives in sentences to show their meaning.

Language Vocabulary

– embroidery, copper-engraving, workshop, family business, skills, craftsmen, generation, gorgeous, exhausting, siblings, pipe, pliers

Stage 1 Introduce the topic SB54–55

- Ask the students if they know what the title, *glass-blowing*, means. Tell them to look at the pictures and try to work it out (it is a means of making glass objects.) Ask if anyone has ever seen it being done. (If you have seen glass-blowing yourself, tell the class something about it.)
- Ask the students to look at the smaller pictures next to the text on SB54. Elicit the meaning of the words. Discuss the small objects.

Stage 2 Read for detail SB54 AB88 Ex A

- Tell the students to read the extract from the guidebook and answer the questions in the Activity Book.

Answers

- 1 Embroidery, copper-engraving and glass-blowing.
- 2 In Syria, over 2,100 years ago.
- 3 It was thicker.
- 4 Over 4,000 years.
- 5 Because craftsman could make finer and more beautiful glass objects.
- 6 From their fathers.
- 7 No, in small family businesses.
- 8 Because it is difficult to make enough money from glass-blowing.

Stage 3 Listen for gist SB54 59

- Read the instruction next to the audio icon on SB54 and tell the students to close their books. Tell them to listen to the interview and say whether they think Hadi likes his job. Tell them they must work this out from Hadi's tone of voice and from the language he uses.
- Elicit the answer. (It is an indirect question, but the best answer is that he does like his job because he says 'we're proud of our work'.) Ask them if they think glass-blowing sounds enjoyable, but don't confirm or correct answers at this stage.

 Track 59

Listen to an interview with Hadi, a glass-blower. Do you think he likes his job?

- Interviewer *Can you tell me what glass-blowing is?*
- Hadi *It's an ancient craft. You shape the glass while it's still very hot by blowing into a pipe.*
- Interviewer *How long have you been a glass-blower?*
- Hadi *Since I was about 16. My father was a glass-blower and so was his father. The skills were passed down from father to son for generations. When my son is old enough, I'll teach him to blow glass, too.*
- Interviewer *Do you work with other members of your family?*
- Hadi *Yes. I work with my father, my uncle and two of my brothers.*
- Interviewer *Do you like working with your family?*
- Hadi *Of course. We all get on well. And we all want to do the best we can because we're proud of our work.*
- Interviewer *Do you have other siblings?*
- Hadi *Yes. Unfortunately, my third brother didn't want to join the family business. He wanted a job that paid better, so he went to the city. I'm afraid that one day no one will remember how to blow glass.*
- Interviewer *Is it difficult?*
- Hadi *A bit. It takes a lot of practice. And it's exhausting because of the heat. The ovens can get up to 1,400 degrees.*
- Interviewer *Do you need special tools?*
- Hadi *It depends on what you want to make. You can use pliers to shape the glass. But the most important tool is the rod you blow into.*

Stage 4 **Listen for detail** **AB89 Ex B**

- Tell the students to read the exercise quickly. Then tell them to listen to the interview again

and write answers. Make sure they understand the task.

 Track 60

B Listen to the interview with Hadi again and answer these questions.

[Track 60 is a repeat of Track 59.]

Stage 5 **Read to check answers** **SB55**
AB89 Ex B

- Tell the students to read the interview on SB55 and check their answers.
- Carry out a class check. Ask how the students know the answers to questions 4 and 5.

Answers

- No, it's a bit difficult.
- Because of the heat.
- His father, uncle and two brothers.
- No, not yet.
- No. (His brother wanted a better-paid job.)

Stage 6 **Focus on vocabulary** **SB54–55**
AB89

- Tell the students to work in pairs and do the vocabulary task on SB55. Remind them to check their ideas about the meanings in their dictionaries before they write them. (This activity can be finished at home, if necessary.)

Homework **AB89**

- Tell the students to write the strong adjectives that mean the same as the phrases, then use the adjectives in sentences.

Answers

- fantastic
- exhausting
- terrible
- thrilled
- amazing
- gorgeous

Unit 5 Lesson 8

SB56 AB90-91 GR94

Objectives Read cards announcing special events.

Read an email for detail.

Language Verbs followed by *to* + infinitive
Future continuous

Vocabulary *birth, announce, request the pleasure of your company, announcement, baby-sit, name someone after someone else, prepare*

Stage 1 Match cards with occasions

SB56  Ex 1

- Books closed. Write *special events* on the board. Elicit the meaning and ask the students to think of cards you can buy for different special events. Present *announce* and *announcement* during this warm-up stage.
- Tell the students to look at SB56, read the cards and match them with the occasions. Elicit the answers orally, e.g., *Number 1 is a birth announcement.*
- Spend some time focusing on the formal language in these announcements. For example, ask the students how they would invite someone to a party in an email, or over the phone. Elicit different suggestions, e.g., *I'm having a party. Do you want to come?/Would you like to come?* Do the same with the other cards. Explain the difference between formal and informal language, using these examples:
Formal language:
 Could you pass me the salt, please?
 The Smiths request the pleasure of your company. It is vital that all parties attend the meeting.
Informal language:
 Give me that book. You're invited to our party.
 Everybody must be at the meeting.
- Briefly discuss the questions in the Student's Book as a whole-class activity.

Answers

1a, 2c, 3b, 4d

Stage 2 Read an informal email and answer questions SB56 AB90 Ex A

- Tell the students to read the email and answer the questions in Exercise A. Tell them if they should write short or full answers.
- Elicit the answers orally. Check the meaning of *refuse, argument* and *baby-sit* when they occur. Draw attention to the expression *name the baby after*. Ask one or two students if they are named after someone in the family.

Answers

- She is going to have a little cousin.
- Because there was an argument about her name when she was born.
- She likes Alan and Aida.
- Alan means good-looking/handsome. Aida means very happy/joyful.
- She offered to look after the baby when it is born.

Stage 3 Focus on language and complete the sentences SB56 AB90-91 Ex B GR94

- Tell the students to read the Language box in the Student's Book. Refer them to Grammar and Functions Reference page 94.
- Elicit other verbs that are followed by *to* + the infinitive, e.g., *want, promise*. Then tell the students to do Exercise B.
- To check the answers, elicit the full sentences orally.
- Explain to the students that some of these verbs can also be followed by nouns or noun phrases. Give examples, e.g.
I offered the visitor a cup of tea.
She refused my offer.
Don't forget your bag.
He is learning sign language.

Answers

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

Stage 4

AB91 Ex C

- Tell the students to do Exercise C and to check their punctuation and spelling in the sentences as they write.

Unit 5 Lesson 9

SB57 AB92-93

- Objectives** Identify and practise using conjunctions.
Read short texts for information.
- Language** Conjunctions and discourse markers: *while, as a result, as soon as, a little later, once, when, after that, because*
- Vocabulary** *artefact, relic, museum guide, furnishings, precious, gallery, cuneiform texts*

Stage 1

Introduction to the topic

- Ask students to look at the photos. Then get them to guess where the children went for their school trip (to the National Museum of Iraq).
- Now ask students if they can identify the places and things in the photos.

Stage 2

Read short paragraphs and match with pictures SB57

- Tell the students to read the text. Elicit *cuneiform texts, sculpture, gold jewellery/bracelet, dagger/weapon*.

Stage 3

Read for detail SB57
AB92 Ex A

- Give the students ten minutes to write the answers. Then check orally.

Answers

- In 1922. It was stored in a government building in Baghdad.

- Al-Salihiya, in Al-Karkh.
- Lamassu.
- In the royal tombs at Namrud.
- The ground floor.
- A beautiful cup with a golden pattern on it.

Stage 4

Understand the role of conjunctions AB92 Ex B

- Elicit the words and phrases in brackets. Ask the students to say which are time phrases (all except *because* and *as a result*), and which indicate cause and effect.
- Elicit that *once* and *as soon as* are almost identical in meaning. Explain that *once* is less common than *as soon as*. Explain that *after that* and *a little later* are very similar in meaning.

Stage 5

Complete the sentences
AB92 Ex B

- When the students have completed the exercise, check their answers orally.

Answers

- While
- As a result
- A little later
- As soon as
- After that
- because
- when
- Once

Stage 6 Identify vocabulary from the text
AB93 Ex C

- Ask students to find words in the text that have that meaning and start with the letter given.
- Elicit correct answers, checking spelling.

Answers

- artefacts
- two-storey
- worksheet
- guide
- ivory

- 6 galleries
- 7 cafeteria
- 8 pattern
- 9 civilizations
- 10 designer

Homework**AB93**

- Ask students to complete the summary with a word or short phrase based on what they remember. Students then read the article again to check their answers.
- Elicit correct answers, checking spelling.

Answers

- 1 week
- 2 building
- 3 ten
- 4 four
- 5 ground
- 6 1500
- 7 bull
- 8 tombs
- 9 gift shop
- 10 postcard
- 11 jewellery

Unit 5 Revision**SB58 AB94-95**

Objectives Revise language from the unit.
Language Revision
Vocabulary Revision

Stage 1**Go over the round up page
SB58**

- Tell the students to work in pairs to check their understanding and recollection of the unit. For each language point listed, they should take it in turns to make sentences or think of more examples. They should try to correct each other when necessary. Make sure they know that they can ask you questions.

- When they have finished, tell them to look and see if they want to add anything from the unit to their learning diaries.

Stage 2**Complete the sentences
using adjectives AB94 Ex A**

- Tell the students to complete the sentences with the adjectives from the box. They must then write sentences using the three adjectives they haven't used to complete the sentences.

Answers

- 1 overweight
 - 2 bright
 - 3 smart
 - 4 bald
 - 5 dark-complexioned
- Sentences 6 to 8 will all be different.

Stage 3**Revise grammatical aspects
in the unit AB94 Ex B**

- Tell students to circle the correct option to complete the sentences.
- Elicit correct answers.

Suggested answers

- 1 love
- 2 won't
- 3 taken
- 4 both
- 5 coming
- 6 to take

Stage 4**Rewrite the sentences using
grammatical aspects from the unit
AB94-95 Ex C**

- Tell students to rewrite the sentences so they remain the same as the original sentences, using the word given.

Answers

- 1 Shall I buy
- 2 I am getting my house painted
- 3 Only a few students

- 4 will still be working
- 5 refused to say
- 6 Would you like to go

Stage 5 Complete conversations using grammatical aspects from the unit

AB95 Ex D

- Tell students to rewrite the sentences so they remain the same as the original sentences, using the word given.

Answers

- 1 like
- 2 afraid
- 3 having/getting
- 4 to
- 5 both
- 6 few
- 7 Shall
- 8 won't
- 9 be

Unit 5 Test

AB96-97

Objectives Do a test on Unit 5.
Language From Unit 5
Vocabulary From Unit 5

Stage 1 Preparation for the test

AB96-97

- Let the students look through the test and clarify the instructions. Answer any questions they may have.
- Remind the students that they must work alone and not copy anyone else's work.

Stage 2 Test

AB96-97

Answers

- A Complete the sentences with the correct forms.
 1c, 2b, 3a, 4a, 5c, 6b

- B Complete the sentences with the correct forms of the verbs in the box.

- 1 cut
- 2 washed
- 3 painted
- 4 fixed
- 5 cleaned
- 6 sent

- C Choose the correct word in brackets to complete each sentence.

- 1 Few
- 2 either
- 3 Both
- 4 Some
- 5 more
- 6 All

- D Complete the sentences using the future continuous.

- 1 Sorry, I *will not/won't be coming* to your party. I'll be away.
- 2 Issam *will not/won't be working* this week because he's on holiday.
- 3 My grandmother *will be staying* with us for a month.
- 4 The painters *will be painting* the ceiling tomorrow.
- 5 The class *will be studying* rainforests next week.
- 6 Our team *will be playing* your team in the tournament.

- E Put the words in order to complete the conversation.

- 1 They will be showing a new film at the cinema tonight.
- 2 is incredibly funny and the actors are extremely good
- 3 Shall I buy tickets for the 6 o'clock session
- 4 I will not be ready by then
- 5 Why doesn't he have it washed
- 6 He promised to give me some money

Unit 5 Word list

Lesson 1

digital camera
slim
overweight
bright
sensible
serious
reliable
forgetful
foolish
dark-complexioned
wavy
bald
smart
lively
twin

Lesson 2

review
comedy
documentary
mystery
audience
extremely
incredibly
absolutely
fascinating
observe
rare

Lesson 3

fantastic
terrible

amazing
thrilled

Lesson 4

order (v)
invitation
print
printer
arrange

Lesson 5

wedding
ceremony
bride
groom
mother-in-law
henna
barber
sword
whip
fabric
relative (n)
symbolize
purity

Lesson 6

concert
for ages (= for a long time)
Gaelic

Lesson 7

embroidery
exhausting

copper-engraving
workshop
family business
skills
gorgeous
craftsmen
generation
siblings
pipe
pliers

Lesson 8

birth
announce
announcement
request the pleasure of your
company
baby-sit
name someone after someone
else

Lesson 9

artefact
relic
museum guide
furnishings
precious
gallery
cuneiform texts

Lesson	Materials	Topic area	Activities	Language
1	SB60 AB98–99  61–62	<i>A healthy lunch</i>	Read for information. Listen for detail. Extend vocabulary related to health and fitness. Complete sentences. Write a paragraph.	Determiners
2	SB61 AB100–101 GR95	<i>Have a good night!</i>	Read an article for detail. Study and practise reported speech in writing.	Reported speech
3	SB62–63 AB102–103  63 GR95	<i>How do you feel?</i>	Listen to short dialogues for gist. Read the dialogues and work out meanings.	Modals: <i>should/shouldn't, could, ought to</i>
4	SB64 AB104–105  64–65	<i>A check-up</i>	Read problems and give advice. Listen and take notes; listen for detail. Practise asking for, giving and responding to advice.	Determiners Modals
5	SB65 AB106–107  66–67	<i>At the chemist's</i>	Listen to conversations for information. Practise reported speech in writing and orally.	Reported speech
6	SB66 AB108–109 GR96	<i>Take my advice!</i>	Read a talk for information.	Prefixes, suffixes
7	SB67 AB110–111 GR96	<i>What do you think will happen?</i>	Read headlines and opinions about possible future events. Write a paragraph speculating about the future.	<i>may/might</i> + infinitive
8	SB68 AB112–113	<i>The FIFA World Cup</i>	Read a text about a sporting event. Write a paragraph about a sporting event.	Vocabulary for football

9	SB69 AB114-115 🔊68	<i>Healthy body, healthy mind!</i>	Listen to a dialogue about an event. Read an article for specific information. Extend vocabulary related to well-being.	–
Revision	SB70 AB116-117	<i>Round up</i>	Revise language from Unit 6.	Revision
Test	AB118-119	Test	Do a test on Unit 6.	–

Unit 6 Lesson 1

SB60 AB98-99 61-62

- Objectives** Read part of a talk about nutrition for information.
 Extend vocabulary related to health and fitness.
 Listen for detail.
 Write a paragraph about eating habits and preferences.
- Language** Determiners: *both, some, few, fewer, all, a lot of, many, too many, too much, enough*
- Vocabulary** *nutritionist, yoghurt, dairy, calcium, bone, muscle, protein, vitamin, enough, taste (v), calorie, energy value, diet, chemical (n)*

Stage 1 Discuss pictures of two meals SB60

- Read the questions at the top of the page. Tell the students to work in pairs and decide which picture shows the healthier meal.
- Elicit answers with reasons. Revise vocabulary and present any new words that arise.

Stage 2 Read and check SB60

- Explain that a nutritionist is an expert on what people need to eat to be healthy. Explain that she is speaking to a group of teenagers and the text on this page is the first part of her talk. Tell the students to read it and check their ideas.

Stage 3 Predict the next topic; listen to check SB60 61

- Tell the students to reread the text on SB60 and use it to predict what Wijdan will talk about next. Elicit answers, but don't confirm them. Tell the students to listen and check their answers.

- Elicit the answer. Ask students who guessed correctly how they did this. Elicit the answer: Wijdan said there were two reasons why the meal in picture 2 was healthier. Focus on *first of all* and *secondly*. She only talked about the first one on SB60.

Track 61

Listen and check.

- Wijdan *There are many things on the first tray that can be bad for you. For example, the soft drink is not a healthy choice. It is important to drink a lot, but water and fruit juice are better than soft drinks. They often contain far too much sugar, and they also contain chemicals to give the drinks colour. The crisps have a lot of fat. Not all fats are bad for you, but the ones in crisps can be bad for your heart. Finally, it is not a good idea to eat too many sweet desserts. This is because sweet desserts often have a lot of calories. And if there are too many calories in your diet, you can become overweight. If you want something that tastes sweet, choose something that has few calories, like an apple.*

Answer

Food that is bad for you.

Stage 4 Complete the sentences AB98 Ex A

- Find out which of the words in the box the students already know. Tell them to read the sentences and choose the word they think fits, then find that word quickly in the text on SB60 and check.
- Elicit answers.

Answers

- 1 Vitamins
- 2 Calcium
- 3 Dairy products
- 4 calories
- 5 Protein
- 6 Diet

Stage 5Listen and write notes
AB98 Ex B  62

- Tell the students to listen again and write answers to the questions.

 Track 62**B Listen again and answer the questions.***[Track 62 is a repeat of Track 61.]*

Answers

- 1 water or fruit juice
- 2 colour
- 3 fat
- 4 too many sweet desserts

Stage 6Complete the sentences
AB98 Ex C

- Tell the students to complete the sentences.
- Elicit the complete sentences, giving any explanations that are needed.

Answers

- 1 too many
- 2 Many, enough
- 3 all, too much
- 4 fewer
- 5 Both, a lot of

Homework

- Introduce the writing task. Explain clearly what you want the students to do.
- Do some preparation work to help get the students started. Ask them what they eat regularly and to say whether they think it is healthy or not healthy. Ask if they have snacks between meals, and ask them about their preferences.
- Tell the students to plan their paragraph, write a draft, then improve it and proofread it.

Unit 6 Lesson 2**SB61 AB100–101 GR95****Objectives** Read a printed article about sleep for detail.

Study and practise reported speech in writing.

Language Vocabulary Reported speech
*brain, cure, sleeplessness***Stage 1****Introduction SB61**

- Elicit that the text is an advice column from a magazine. Ask the students to discuss the questions at the top of the page in pairs.
- Elicit some answers and encourage discussion.

Stage 2**Read and compare advice with their ideas SB61**

- Tell the students to read the advice column to find out if it contains any of their ideas.
- Elicit answers to the questions. Ask if any of the advice surprised them.

Stage 3**Read for detail SB61
AB100 Ex A**

- Tell the students to read the text again and answer the questions in the exercise.

Answers

- 1 Eight hours.
- 2 You can get hurt or get bad marks.
- 3 During the last stage of sleep.
- 4 Exercise or watch adventure films.
- 5 Drinking a glass of warm milk.

Stage 4**Discuss the article SB61
AB100 Ex B**

- Introduce the activity. Start the discussion as a class and then let the students discuss in pairs.
- Elicit a few opinions as a class.

Stage 5 Complete reported statements
SB61 AB100 Ex C GR95

- Student's Books closed. You may want to elicit the reported sentences orally before the students write them. If so, make sure they don't write anything at this stage.
- Tell the students to complete the sentences. Set a time limit of five minutes. When the time is up, tell the students to check their answers on SB61.
- Elicit the answers orally and focus on the changes in pronouns and tenses that need to be made when reporting direct speech (see SB61 for the answers.) Refer students to Grammar and Functions Reference page 95.

Answers

- 1 sleep was really important for teenagers.
- 2 he was worried about many of the teenagers he saw in his office.
- 3 many of the teenagers he saw got bad marks because they were often tired.
- 4 what these stages of sleep were.
- 5 what teenagers with sleep problems could do.
- 6 they could drink a glass of warm milk if they really couldn't fall asleep.

Stage 6 Complete the sentences
AB101 Ex D

- Elicit the first sentence orally, then tell the students to complete the others.
- Elicit the completed sentences to check the answers.

Answers

- 1 said, couldn't watch
- 2 told, was not/wasn't
- 3 asked, wanted
- 4 told, didn't have
- 5 told, was

Homework**AB101**

- Students write the direct speech sentences. As with the previous task, students should check their answers in the text on page 61.

Answers

- (1 Do you think sleep is a waste of time?)
- 2 Many teenagers sleep for only six or seven hours a night.
- 3 If you haven't had enough sleep, you can get hurt if you do sport.
- 4 Scientists still don't know everything about sleep, but they know that there are five stages.
- 5 The first stage is when you fall asleep.
- 6 You shouldn't do anything exciting just before bed.

Unit 6 Lesson 3

SB62-63 AB102-103 63 GR95

Objectives	Listen to short dialogues for gist. Read the dialogues and work out meanings.
Language	Ways of giving advice. Modals: <i>should/shouldn't, could, ought to</i>
Vocabulary	<i>sore throat, headache, fever, flu, sprain, bandage, sunburn, hurt (v), sound (v)</i>

Stage 1 Discuss the pictures SB62

- Use the pictures. Ask the students what they think is the matter with each person. Don't present or confirm any new vocabulary that arises.

Stage 2 Listen for gist SB62 63
AB Ex 1

- Tell the students to look at the pictures and number them 1 to 4 as they listen to the dialogues.

 Track 63

Listen to the dialogues and put the pictures in order. Number them 1–4.

Dialogue 1

Salwa [coughs]
 Mother You sound ill. How are you feeling this morning?
 Salwa Not very well. I have a **sore throat**. And I've been coughing a lot.
 Mother Do you have a **headache**?
 Salwa Yes, and my head feels very hot. I think I have a **fever**.
 Mother You can't go to school today. You probably have **flu**. You'll have to stay in bed.

Dialogue 2

Jane What happened to you?
 Sally I had an accident. I fell off my bicycle.
 Jane Did you break your **ankle**?
 Sally No. I only **sprained** it. It was **bruised** and **swollen**, but not broken.
 Jane How long do you have to keep the **bandage** on?
 Sally A few more days.

Dialogue 3

Khalid Ouch!
 Ibrahim Are you all right?
 Khalid Well, my arm **hurts**.
 Ibrahim Maybe you broke it. Can you move it?
 Khalid Yes, I think so.
 Ibrahim What happened?
 Khalid I climbed that tree to get my kite, but a branch broke, and I fell to the ground.
 Ibrahim Do you want me to help you get home?
 Khalid No thanks. I can manage.

Dialogue 4

John Oh, you've got a bad **sunburn**!
 Tim Yes. I was playing volleyball on the beach with my friends yesterday, and I didn't realize I was getting **burnt**.
 John Does it hurt?

Tim Yes, it hurts a lot. I couldn't sleep last night.
 John Didn't you use sun cream?
 Tim No, I forgot.

Answers

A3, B2, C4, D1

Stage 3

Read and work out meanings
SB62–63

- Tell the students to read the dialogues. Ask them to try to work out the meaning of the words in bold.

Stage 4

Write expressions for explaining a health problem
SB62–63 AB102 Ex A

- Tell the students to check in the Student's Book before they complete the table with the words in the box.
- Point out that *flu* is short for *influenza* and explain that we can't use 'a' before it. We can say *I have the flu*, however.

Answers

I have a	(sore throat)
	fever
	headache
	sunburn
I have	flu
I sprained	my ankle
I broke	
My arm	hurts

Stage 5

Read and work out vocabulary;
write sentences
AB102 Ex B

- When the students have finished their sentences, elicit at least two examples for each word orally from two volunteers. Ask other students for their feedback.

Stage 6 Match advice with someone in a picture SB62–63

- Tell the students to match the advice in the speech bubbles with someone in pictures A to D. Make sure they note that two of the pieces of advice don't match a problem.

Answers

- 1 matches picture A
- 4 matches picture D
- 5 matches picture B
- 6 matches picture C

The other pieces of advice are not appropriate for anyone in the pictures.

Stage 7 Language study SB63 GR95

- Ask the students which of the modal verbs needs *to* after it and elicit *ought*. Read the question at the foot of SB63 and discuss answers. (The answer is *could*.) Refer them to Grammar and Functions Reference page 95.

Stage 8 Focus on vocabulary SB62–63

- Elicit the meaning of *bruised* and *swollen*. Present the noun *bruise*.
- Ask the students to find the two verbs that have to do with the senses in Dialogue 1 and elicit *sound* and *feel*. Point out that *sound* is often used to mean *seem*. Elicit sentences with these verbs, e.g.
There's a film on TV tonight that sounds good/awful.
We're moving to a new house. I feel excited/happy/worried.

Stage 9 Practise the dialogues SB62–63

- Tell the students to practise the dialogues in pairs. Alternatively, they could practise in groups. While two students read aloud, the others listen and correct or improve pronunciation.

Stage 10 Give advice AB103 Ex C

- Tell the students to read the problems and think of some possible advice for each. They then choose the best piece of advice for each and write it using a modal verb. Ask them to vary the modal verb used.

21st century skills

Critical thinking Expressing advice and empathizing with others

Unit 6 Lesson 4**SB64 AB104–105 64–65**

Objectives Read problems and give advice.
Listen and take notes.
Listen for detail.
Practise asking for, giving and responding to advice.
Role-play a conversation between a doctor and a patient.
Write a paragraph about own lifestyle.

Language Determiners: *enough, not enough*
Modals: *should/shouldn't, ought to, could*

Vocabulary *blood, lifestyle, recently, exhausted, balanced diet, raw, pills, that depends on*

Stage 1 Read and suggest advice SB64

- Choose one student to read the part of Abdulla and three others to read the parts of his teacher, his mother and a friend. Then elicit advice for each problem. Make notes of the suggested advice on the board.

Stage 2 Listen and take notes of advice 64

- Teach *raw, balanced diet* and *vitamin pills*. Then tell the students to listen to the dialogue and make notes about what the doctor advises Abdulla to do.

- Find out what the students have written and compare it with the notes on the board.

Track 64

**Listen to Abdulla talking to his doctor.
Make notes about the advice the doctor gives him. Is it the same as yours?**

- Doctor Good evening, Abdulla. What can I do for you?
- Abdulla I'm not sure, Doctor. It's just that I'm always tired.
- Doctor Have you been getting enough sleep?
- Abdulla Yes, I sleep for six or seven hours a night.
- Doctor You should try to get eight hours.
- Abdulla I can't. I have to get up early for school.
- Doctor Well, then you ought to go to bed earlier!
- Abdulla But I often have to stay up late doing homework.
- Doctor You shouldn't do your homework late at night. You could do your homework in the afternoon, or you could do more work at the weekend.
- Abdulla That's a good idea. But do you think I need to take vitamin pills?
- Doctor That depends on your diet. If you have a balanced diet, you shouldn't need pills.
- Abdulla Yes, but I don't like vegetables, doctor, so I never eat them.
- Doctor Never! There must be something you like, Abdulla. Tomatoes, carrots, lettuce? You should try different vegetables and you could also try raw vegetables. You might like them better.
- Abdulla All right, doctor. I'll try.
- Doctor And fruit, of course. You should try to eat five things from the fruit and vegetable group every day.
- Abdulla Five pieces! That's a lot. But OK.
- Doctor Now, what about exercise? Do you play any sports?
- Abdulla Well, I used to enjoy basketball and swimming, but I'm too tired these days.
- Doctor You're too young to be so tired, Abdulla. I'll do a blood test just to make sure there's nothing wrong, but

I think it's your lifestyle. You need to get more sleep and more exercise. You can go for a walk in the park every day even if you don't feel like doing anything else. And you should start eating fruit and vegetables.

Abdulla

All right, doctor. I'll try.

Doctor

I hope you will. Come and see me again in two weeks' time. Now go to the nurse and get a blood test.

Stage 3

Listen for detail AB104 Ex A

65

- Tell the students to read the sentences. Then play Track 65.
- When you check the answers, ask the students to correct the false sentences.

Track 65

A Listen again and mark the advice the doctor gives Abdulla true or false.

[Track 65 is a repeat of Track 64.]

Answers

- False – You should try to get eight hours' sleep.
- True
- False – You ought to go to bed earlier.
- True
- False – You could do your homework in the afternoon or at the weekend.
- True
- True
- False – You should try raw vegetables.
- False – You should eat five pieces of fruit and vegetables every day.
- True

Stage 4

Complete the sentences

AB104–105 Ex B

- Tell the students to complete the speech bubbles with words from the box.

Answers

- try
- can't
- ought
- have

- 5 could
- 6 idea
- 7 think
- 8 depends
- 9 What
- 10 change

Stage 5 Role-play a conversation

- Tell the students to act out the roles of a doctor and patient, using as many of the expressions from the lesson as they can. Hand out the photocopied instructions on page 169 of this book, or copy the instructions for the role-play onto the board.
- Go round the class and listen to pairs performing. You may want to use this opportunity to assess oral performance.

Homework AB105

- Introduce the writing task. Explain clearly what you want the students to do.
- Do some preparation to help get the students started. Ask the students what things are important in considering one's lifestyle. Elicit and write on the board:
sleep, exercise, diet
- Ask one or two students *Do you think you have a healthy lifestyle?* Ask questions such as *How do you exercise? How much sleep do you get? When do you do your homework?*
- Tell the students to plan their paragraph, write a draft, then improve and proofread it.

Unit 6 Lesson 5

SB65 AB106-107 66-67

- Objectives** Listen to conversations for information.
Practise reported speech in writing and orally.
- Language Vocabulary** Reported speech
cough syrup, throat lozenges, after-sun cream

Stage 1 Match problems and remedies SB65 AB Ex 1

- Pronounce the new words and elicit the meanings or explain them. Tell the students to match the pictures with the conditions they represent.

Answers
1D, 2G, 3F, 4A, 5E, 6B, 7C

Stage 2 Identify the speakers SB65 66 AB Ex 2

- Tell the students to read the questions, then listen to conversations between a chemist and his customers and find the person that matches each description. Tell them to write the name of the relevant person next to each question.

Track 66 Listen to some people at the chemist's and answer these questions.

Conversation 1

- Noura Good morning.
Chemist Good morning. How can I help you?
Noura I want some cough syrup, please.
Chemist Is it for you?
Noura No. It's for my daughter. She's been coughing since she got home from school yesterday.
Chemist How old is she?
Noura Twelve.
Chemist Here you are. She needs to take it three times a day.

Noura *Should she see a doctor?*
 Chemist *Only if the cough continues for more than three days.*
 Noura *Thank you.*

Conversation 2

Chemist *Good morning.*
 Layla *Good morning. I have a sore throat. I'd like some throat lozenges.*
 Chemist *Uh, let's see. We have orange and lemon lozenges.*
 Layla *Oh. Do you have any cherry lozenges? I hate the other ones.*
 Chemist *I'm sorry, we're out of those. We'll have some this afternoon.*
 Layla *That's OK. I'll take the lemon ones.*

Conversation 3

Chemist *Hello. How can I help you?*
 Sultan *I need some advice. I went to the beach this morning, and I got a bad sunburn on my arms. It hurts a lot. What should I do?*
 Chemist *Oh, yes. You're very red. Well, first you should put some ice on it. It will feel better, and it won't swell.*
 Sultan *OK. Should I put some after-sun cream on it?*
 Chemist *Yes, you should. And if it's very painful, you ought to take some aspirin. Have you got some at home?*
 Sultan *Yes, but I haven't got any after-sun cream.*
 Chemist *Here you are.*
 Sultan *Thank you.*

Conversation 4

Chemist *Good morning. Oh dear, you've got a big bruise. What happened?*
 Adnan *I fell down the stairs and hit my head.*
 Chemist *How does your head feel now?*
 Adnan *My head feels all right, but my wrist hurts. I think I've sprained it.*
 Chemist *Can you move it?*
 Adnan *Yes, but I don't think it's broken. Have you got any bandages?*
 Chemist *Yes of course. Here you are.*

Conversation 5

Yassir *Good afternoon. I'd like some aspirin, please. I've got a bad headache.*
 Chemist *Yes, of course.*
 Yassir *And I'd like some cough syrup.*
 Chemist *Certainly, sir.*
 Yassir *And I need some throat lozenges, too.*
 Chemist *Oh, now I remember you. Didn't you buy throat lozenges two days ago?*
 Yassir *Yes, I did. But my throat still hurts.*
 Chemist *How long have you been coughing?*
 Yassir *For about a week.*
 Chemist *Have you got a fever?*
 Yassir *I don't know. I haven't got a thermometer. But I feel a bit hot. And I'm very tired.*
 Chemist *Sir, you really ought to see a doctor.*

Answers

Yassir should see a doctor.
 Noura is buying something for a child.
 Sultan needs advice.
 Layla doesn't get what she wants.
 Adnan has had an accident.

Stage 3 Listen for detail AB106 Ex A

- Tell the students to listen to the conversations again and answer the questions in Exercise A.

Track 67

A Listen to the conversations again and answer the questions. Write short answers.

[Track 67 is a repeat of Track 66.]

Answers

- 1 Since the day before.
- 2 Three times a day.
- 3 In the afternoon.
- 4 Lemon lozenges.
- 5 Put ice on the sunburn.
- 6 After-sun cream.
- 7 A bruise.
- 8 He fell down the stairs.

9 Two days ago.

10 He doesn't have a thermometer.

Stage 4 Practise reported speech in writing AB107 Ex B

21st century skills

Information literacy Transferring
information from one form to another

- You may want to elicit the reported statements orally before telling the students to write them.

Answers

She said it was for her daughter.

She told me she had a sore throat.

She asked me if I had any throat lozenges.

He said he needed some advice.

He said/told me it hurt a lot.

He asked me if I had any bandages.

This lesson features children with a range of illnesses and ailments. Use this as an opportunity to raise and discuss the right of children everywhere to have access to healthcare and medicine.

Unit 6 Lesson 6

SB66 AB108-109 GR96

Objectives Read a talk for information.

Language Prefixes *im-* and *de-*, suffixes *-ful* and *-less*

Vocabulary *stretch, equipment, elbow pads, knee pads, dehydrated, injure, safety, procedure, careless, painful, impatient, warm up, avoid*

Stage 1 Introduction SB66

- Ask a student to read the first instruction. Then tell the class to make a list in pairs in the Activity Book.

- Elicit answers and discuss them, but don't confirm or correct them. Note the students' ideas on the board.

Stage 2 Read to compare ideas with the text SB66

- Tell the students to read the text quickly and find out if Ibrahim, the sports instructor, mentions any of their ideas.
- Ask the students which of the ideas they mentioned are in the text.

Stage 3 Identify paragraph topics SB66 AB108 Ex A AB Ex 1

- Do the first paragraph with the class. Tell them to read it and say what it is about. Elicit suggestions and supply *Introduction* if no one else does.
- Tell the students to read the other paragraphs and write the topics.

Suggested answers

- Before you begin taking exercise
- Sports injuries
- Ways of avoiding injuries

Stage 4 Language study SB66 GR96

- Go through the Language box. Ask the students if they can think of any other prefixes and suffixes. (They should know *re* and *un*.) Refer them to Grammar and Functions Reference page 96.

Stage 5 Read for detail SB66 AB108 Ex B

- Tell the students to use the paragraph topics to help them go to the right places in the text to find the information they need to answer the questions. Tell them to write short answers.
- Elicit answers. These will be expressed differently. Praise students who use their own words in their answers.

- Discuss the text and focus on the new vocabulary.

Answers

- | | Advice | Reason |
|---|---|---|
| 1 | Find something you will enjoy. | You won't stop doing it after a short time. |
| | Exercise with a friend. | You will keep doing the exercise. |
| | Choose different types of exercise. | You won't get bored. |
| 2 | (Let the students discuss their answers to this question.) | |
| 3 | They get injured because they are careless. | |
| 4 | Warm up before you begin, e.g., by running on the spot or stretching.
Wear the right clothes and safety equipment.
Don't try to do too much too quickly. (You might give them this English saying at this point: Don't try to run before you can walk.)
Have water with you because you will get thirsty.
Stop if you begin to feel pain. (Explain that 'no pain, no gain' is a common English expression.) | |

Stage 6 **Complete the sentences**
AB109 Ex C

- Tell the students to complete the sentences using the adjectives. When correcting, draw attention to the different affixes (prefixes and suffixes) used and what they mean.

Answers

- fearless
- colourful
- impossible
- friendless
- useful
- depopulated
- impolite

Homework**AB109**

- Ask the students whether they have heard of bullet journals and if so, what they know of them. Ask students to guess what *Bujo* could mean. Explain that this word is formed by combining the first two letters of *bullet* (*bu*) and the first two letters of *journal* (*jo*) to create one new word. Explain that a bullet journal is a journal in which you write short entries or use drawings instead of long texts. Ask them to skim through the text (paying attention to the gaps) to check.
- Students read the text again, completing the gaps with the word in brackets with an added prefix or suffix.
- When correcting, elicit which affix was used and why.

Answers

- useful
- endless
- reorganize
- destress
- impatient
- rediscover
- successful
- hopeless

Unit 6 Lesson 7

SB67 AB110–111 GR96

Objectives Read headlines and people's opinions about possible future events.

Write a paragraph about possible future events.

Language *may/might* + infinitive

Vocabulary *marathon, record (n), case, heart disease, trend, protect*

Stage 1 **Discuss the headlines** **SB67**

- Tell the students to read the headlines in the Student's Book. Ask them to guess what *heart disease* is. Tell them it is a disease that kills

many people and is often caused by a bad diet, lack of exercise and smoking.

- Ask the students which of the events in the headlines they think will be possible at some time in the future.

Stage 2 Read the opinions SB67

- Tell the students to read the opinions and compare the opinions on the page with their own.

21st century skills

Critical thinking Making connections between your opinions and those of others

Stage 3 Language focus SB67 GR96

- Tell the students to read the Language box and find other examples of *might* + infinitive in the opinions. Refer them to Grammar and Functions Reference page 96.

Stage 4 Read and construct sentences AB110 Ex A

- Tell the students to match the beginnings and endings of the sentences.
- Elicit full sentences to check the answers. Discuss each sentence. What do the students think about the statement? Do they think it is possible?

Answers

1c, 2d, 3b, 4a

Stage 5 Write sentences with *might (not)* AB110 Ex B

- Use the example to introduce and explain the task. Tell the students that *may* could also be used in these sentences.

Possible answers

- Smoking might stop completely very soon because people don't want to die of heart disease.

- People might not be overweight in 20 years' time because they are taking more exercise.

Stage 6 Talk about possible future events AB110–111 Ex C

- In pairs, students talk about what they might or might not do in the near future. If there's time, put students in different pairs and they report what their previous partner said (e.g. *Hussam said that he might ...*).
- Tell students to write their answers.

Stage 7 Write a paragraph about possible future events AB111 Ex D

- Elicit some ideas from the class about things that may happen in their town or in their families' lives in the future. Get the students to draft their paragraphs in class. They can check and improve them as homework.

Unit 6 Lesson 8

SB68 AB112–113

Objectives Read a text about a sporting event.

Write a paragraph about a sporting event.

Language Vocabulary Vocabulary for football
gather, defeated, host, tournament, stage, knock-out games, draw, penalty shoot-out, goalkeeper

Stage 1 Explore previous knowledge of topic SB68

- Ask students to describe the photos on page 68. You might need to provide some vocabulary like *goalkeeper*.
- Ask students what they know about the World Cup and make notes on the board.

Stage 2 Read an article for information SB68

- Tell the students to read the article and check what they said. Ask students what they learnt and add to the notes on the board. What did they find most interesting in the text?

Stage 3 Read an article for detail SB68 AB112 Ex A

- Tell the students to read the article again and decide if the sentences are true or false.
- When correcting, elicit where the information is in the text and what is wrong about the false sentences.

Answers

- 1 False – nearly half
- 2 False – there wasn't in 1942 and 1946
- 3 True
- 4 True
- 5 False – from 2026 there will be 48 teams

Stage 4 Extract information from a text to complete the sentences SB68 AB112 Ex B

- Ask students to complete the sentences with a word or number from the text.

Answers

- 1 Uruguay
- 2 93,000
- 3 Arab
- 4 winter
- 5 16
- 6 shortest

Stage 5 Explore vocabulary from an article AB112 Ex C

- Ask the students to find words in the text that have the same meaning and start with the letter provided. Tell them that the order of the items is the same as their order in the text.
- When correcting, elicit other examples using the words.

Answers

- 1 gather
- 2 defeated
- 3 supporters
- 4 host
- 5 stage
- 6 draw
- 7 goalkeeper

Homework Write a paragraph about a sporting event AB113

- Introduce the writing task. Explain clearly what you want the students to do.
- Do some preparation to help get the students started. Ask the students to choose a sporting event and make notes according to the bullet points. They can also add other information.
- Tell the students to plan their paragraph, write a draft, then improve and proofread it.

Unit 6 Lesson 9

SB69 AB114–115  68

Objectives Listen to a dialogue about an event.
Read an article for specific information.
Extend vocabulary related to well-being.

Language Vocabulary Vocabulary for well-being
fitness, yoga, zumba, benefits, handle, muscles, depressed, anxious, endorphins

Stage 1 Introduce the text SB69

- Explore the webpage with the students. Have they ever done any of these activities? Which would they like to do? Have they ever taken part on a National Fitness Day event?

Stage 2 Listen to a dialogue for information SB69

- Tell students they are going to listen to a conversation about this event.
- Play the dialogue. Students listen for what each person is going to do.
- If necessary, play the dialogue again. Elicit from students the activities.

Track 68

Listen to two friends, Amira and Salah, talking about this event. What is each person going to do there?

Amira *They're organizing an event for National Fitness Day at Florence Park. Do you want to come with me?*

Salah *I really don't have time for exercise right now. I have a lot to do at school. I'm already really stressed about my grades.*

Amira *But exercise isn't just good for your body, it's also good for your mind.*

It's like they say: healthy body, healthy mind.

Salah *What do you mean?*

Amira *Well, when you do exercise, you feel more relaxed, so that will help with your stress. You also sleep better, feel more confident and even concentrate better.*

Salah *Wow, that's interesting. How do you know that?*

Amira *I read it in an article. I think I have it on my phone. I'll send it to you.*

Salah *Thanks. So what are you doing there then?*

Amira *I'm running 20k, then doing some yoga.*

Salah *Well, I definitely can't run 20 kilometres, but I can try the 5k run. And I'll go with you for the yoga class, too.*

Amira *Great, see you there!*

Answers

Amira: 20k run and yoga session

Salah: 5k run and yoga session

Stage 3 Read an article for gist AB114 Ex A

- Tell the students that they are going to read the article Amira mentioned in the dialogue.
- Students read the text and choose the sentence that best summarizes it.

Answers

Sentence a

Stage 4 Read an article for detail AB115 Ex B

- Students read the text again and complete the sentences.

Answers

1 reasons

2 neck

3 clock

- 4 appearance
- 5 26%
- 6 mice

Stage 5 Read an article for detail AB115 Ex C

- Ask the students to find words in the text that mean the same as the phrases and start with the letter given.
- When correcting, check spelling.

Answers

- 1 benefits
- 2 working out
- 3 handle
- 4 increases
- 5 confident
- 6 depression
- 7 reduces
- 8 creative

Unit 6 Revision

SB70 AB116–117

Objectives	Revise language from the unit.
Language	Revision
Vocabulary	Revision

Stage 1 Go over the round up page SB70

- Ask the students to work in pairs to check their understanding and recollection of the unit. For each language point listed, ask the students to take turns making sentences or thinking of more examples. Their partner should correct them if necessary.

Stage 2 Do a puzzle AB116 Ex A

- See if the students can work out the puzzle for themselves. They need to look at the pictures and answer the question *What's the problem?* Then they have to find out what links the four people. The answer is *ache* because the four people in the pictures have a headache, a stomach ache, toothache and earache.

Stage 3 Do a vocabulary quiz AB116 Ex B

- Divide the class into 1 and 2. In groups with the same number, students work out the answers for their sets and write three more definitions. Walk around checking they have the right words and if their new definitions are correct.
- Now put students in pairs. One student reads out a definition and the other students has to try to remember the word. If they can't, the student reading the definition can help by giving the initial letter.

Answers

Set 1

- 1 dairy products
- 2 vitamins
- 3 calcium
- 4 protein
- 5 calories

Set 2

- 1 a plaster
- 2 a cough
- 3 a sore throat
- 4 a plaster cast
- 5 the waist

Stage 4 Complete the conversations with vocabulary from the unit AB117 Ex C

- Go over the words in the box. Ask students if they remember their meanings.
- Tell the students to complete the conversations with words from the box.

Answers

- 1 diet
- 2 taste
- 3 calories
- 4 stretch

- 5 procedures
- 6 equipment
- 7 hurts
- 8 sprained
- 9 bandage
- 10 fever
- 11 coughing
- 12 flu

Unit 6 Test

AB118–119

Objectives Do a test on Unit 6.
Language From Unit 6
Vocabulary From Unit 6

Stage 1 Preparation for the test AB118–119

- Let the students look through the test and clarify the instructions. Answer any questions they may have.
- Remind the students that they must work alone and not copy anyone else's work.

Stage 2 Test AB118–119

Answers

A Complete the reported sentences.

- 1 He asked me if I wanted to play volleyball.
- 2 The girls told me they were too tired to play tennis.
- 3 Sultan said/told me he couldn't go to the sports centre.
- 4 The instructor asked Mary where her life-jacket was.
- 5 My parents said/told me I had to finish my homework.

B Write sentences about what is possible/not possible in the future.

Note that *may* or *might* can be used.

Example answers

- (1 People might live longer because they will have healthier diets.)
- 2 The planet might be less polluted because cars are getting cleaner.
- 3 There might be a cure for most diseases because medicine is improving.
- 4 We might not have to use the telephone because everyone will use email.
- 5 There might be new sports records because athletes are getting stronger.

C Read this talk by a fitness instructor and answer the questions. Then underline the words that mean the same as the words in bold in the text.

- 1 You need strong muscles so that you don't get tired when you do activities during the day.
- 2 Heart disease kills many people in developed countries.
- 3 Exercise uses up the calories you get from food, so it keeps you slim.
- 4 Team sports like volleyball and basketball are a good way to make friends.
- 5 You can get exercise by walking or using the stairs.
 builds muscles – strong muscles
 heart disease – This illness
 fat – people who are overweight
 basketball or volleyball – Team sports

Unit 6 Word list

Lesson 1

nutritionist
yoghurt
dairy
calcium
bone
muscle
protein
vitamin
enough
taste (v)
calorie
energy value
diet
chemical (n)

Lesson 2

brain
cure
sleeplessness

Lesson 3

throat
sore (throat)
headache
fever
flu
sprain
bandage
sunburn
hurt (v)
sound (v)

Lesson 4

blood
lifestyle

recently
exhausted
balanced diet
raw
pills
that depends on

Lesson 5

cough (v, n)
cough syrup
throat lozenges
after-sun cream

Lesson 6

stretch
equipment
elbow pads
knee pads
dehydrated
injure
safety
procedure
careless
painful
impatient
warm up
avoid

Lesson 7

marathon
record (n)
case
heart disease
trend
protect

Lesson 8

gather
defeated
host
tournament
stage
knock-out games
draw
penalty shoot-out
goalkeeper
trophy

Lesson 9

fitness
yoga
benefits
handle
muscles
depressed
anxious
endorphins

Lesson	Materials	Topic area	Activities	Language
1	SB72 AB120–121	<i>Meet the scientists</i>	Read short texts for information.	–
2	SB73 AB122–123 GR96	<i>Winds</i>	Read an article for information. Study and practise zero conditional.	Zero conditional
3	SB74 AB124–125  69–70 GR96	<i>A weather forecast</i>	Listen for information. Study and practise first conditional. Write an email to a friend.	First conditional
4	SB75 AB126–127 GR97	<i>Restoring the Garden of Eden</i>	Read a letter for information. Revise zero and first conditionals	Adverbs: <i>definitely, probably, perhaps</i> Zero and first conditionals
5	SB76 AB128–129 GR97	<i>From the Earth to the refinery</i>	Read for detail. Use pictures to describe a process orally. Identify and write passive forms.	The passive
6	SB77 AB130–131	<i>Online shopping</i>	Read a text to discover the writer's point of view. Identify key information in texts. Read and highlight a text. Write a summary. Discuss shopping online.	–
7	SB78 AB132–133  71–73	<i>A presentation</i>	Read a presentation for gist. Write sentences. Identify language for organizing information in a presentation. Listen for consolidation.	–
8	SB79 AB134–135  74–76	<i>The International Space Station</i>	Read a model presentation. Practise intonation in presentations. Prepare and deliver a presentation.	Phrases for presentations

9	SB80 AB136–137 GR97	<i>A science report</i>	Read a report for information. Identify and practise using contrastive linking words. Identify formal vocabulary.	Contrastive linking words: <i>however, although, but</i>
Revision	SB81 AB138–139	<i>Round up</i>	Revise language from Unit 7.	Revision
Test	AB140–141	Test	Do a test on Unit 7.	–

Unit 7 Lesson 1

SB72 AB120–121

Objectives Read short texts for information.

Language –

Vocabulary *marine biologist, forester, aerospace engineer, meteorologist, geologist, oxygen, laboratory, test tube, sample, radar map, satellite technology, disease, pollute, predict*

Stage 1

Read for gist SB72
AB120 Ex A AB Ex 1

- Activity Books closed. Tell the students to read and match the texts with the pictures.
- Elicit the answers. Students complete answers in the Activity Book.

Answers

A4, B1, C2, D3, E5

- Tell the students to do Exercise A. When you check the answers, write the job names on the board.

Answers

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

Stage 2

Read for detailed information
SB72

21st century skills

Critical thinking Relating ideas and opinions to written information

- Books closed. Ask the question *How do scientists help us?* Point to the job names on the board and ask the students how they think each one helps us in our everyday lives. Don't spend too long on this, but encourage them to think and offer suggestions.
- Tell the students to read the texts on SB72 quickly and find out if any of their ideas are mentioned and what other points are mentioned.

Stage 3

Read and think SB72
AB120–121 Ex B

- Tell the students to think carefully about how each scientist can help us and write what they think is the most useful aspect of their work.

Answers

Students' own answers.

Stage 4

Focus on vocabulary SB72
AB121 Ex C

- Elicit the meanings of any words students already know. Then tell them to try to work out the meaning of the others.
- Tell the students to complete the sentences using the words in the box.
- Elicit full sentences to check the answers.

Answers

- 1 satellite
- 2 laboratory
- 3 radar map
- 4 test tube
- 5 pollute
- 6 release
- 7 atmosphere
- 8 severe
- 9 oxygen

Unit 7 Lesson 2

SB73 AB122–123 GR96

Objectives Read an article for information. Study and practise zero conditional.

Language Zero conditional

Vocabulary *hurricane, generate, damage (n, v), expand, contract (v), create, global, sink (v), equator, pressure, subtropics, sailor, decrease, sandstorm, trade (v)*

Stage 1 Discuss the pictures SB73

- Tell the students to look at the pictures in the Student's Book. Elicit what each picture is. Encourage comment and discussion. The first picture illustrates wind causing a sandstorm, the second picture illustrates a hurricane and the third picture shows a wind farm where wind is used to generate electricity. Ask them to read the title and guess what the article is about. Do not confirm any ideas yet.

Stage 2 Predict the location information in the text SB73 AB122 Ex A

- Read the instruction in Exercise A. Explain that the bold words are clues because they can search a text for a single word quickly.
- Elicit the answers.

Answers

1C, 2D, 3E, 4B

Stage 3 Read for detail SB73 AB122 Ex B

- Tell the students to read and write the answers.
- The students will most probably use the words in the text in their answers. When you check the answers orally, ask them to explain the answers in their own words. This will mean that they have to explain new words such as *subtropics*, *equator* and *pressure*.

Answers

- 1 Trade winds blow from the subtropics to the equator.
- 2 The Shamal is a wind that blows in the Arabian Gulf and can cause sandstorms.
- 3 They use satellites to predict hurricanes.
- 4 Wind happens when air moves from areas of high pressure to areas of low pressure.

Stage 4 Respond to the article SB73

- Tell the students to reread the article and find whatever is most interesting for them. Once they have found the information, tell them to

think about it and see if there is anything else in the text related to it.

- Ask individual students to explain their choice to the rest of the class.
- If there is time, get the students to discuss their choice in pairs.

Stage 5 Language study SB73 GR96

- Tell the students to read the Language box and find other examples in the text. Draw attention to the comma separating the *If* clause from the main clause. Refer them to Grammar and Functions Reference page 96.

Stage 6 Correct underlined verbs if necessary AB122 Ex C

- Ask the students to identify mistakes in the sentences. Tell them there is one in each sentence (one of the two underlined parts).

Answers

- 1 is
- 2 boils
- 3 don't get
- 4 use
- 5 melt
- 6 do scientists do

Stage 7 Read and construct sentences AB122 Ex D

- Ask the students to match the sentence halves. They can start by identifying which start with the *if* clause (1, 2 and 3), and which with the main clause (4 and 5).
- Elicit the sentences orally to check them.

Answers

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

Stage 8 Practise the zero conditional SB73 AB123 Ex E

- Ask students to read the Language Box on Student's Book page 73 and complete the sentences with the correct form of the verb.
- Elicit the correct answers as a whole class.

Answers

- 1 dies
- 2 feel
- 3 do/get
- 4 doesn't sleep
- 5 gets

Homework

Write sentences AB123

- Elicit some sentences orally before the students write them individually.

Unit 7 Lesson 3

SB74 AB124-125 69-70 GR96

Objectives Listen to a weather forecast for information.

Identify and practise the first conditional.

Write an email to a friend.

Language First conditional with *will*, *may*, *might*

Vocabulary *typical, entire, experience (v), humidity, stormy, eastwards*

Stage 1

Listen to a weather forecast for gist AB124 Ex A 69

- Ask the students whether they listen to the weather forecast. Discuss when it is helpful.
- Tell the students to listen to a weather forecast and say which country will have dangerous weather conditions.
- Elicit the answer: The United States.

Track 69

A Listen to a weather forecast. Which country will have dangerous weather?

And now for our international weather forecast. Let's start with the Middle East. In Iraq, the temperature will be 38 degrees, falling to 31 at night. In Saudi Arabia, there will be a high of 36 degrees and a low of 30. It will be sunny and clear in the entire area. If you live in Iraq, you may have high winds on Wednesday. In other parts of the region ...

Now on to Africa. If you are in Egypt, you will be very hot on Wednesday. The highest temperature will be 40 degrees, and the lowest will be 30. The skies will be cloudy, but there is no chance of rain. Algeria will also have cloudy skies and high humidity. Temperatures will be 28 during the day and 22 at night. In East Africa ...

In the United Kingdom, most of the country will be cool, with a high of 23 degrees and a low of 13 degrees. Skies will be cloudy. If this stormy weather over the Atlantic continues to move, western parts of England will have rain and high winds tomorrow evening. The rest of Europe ...

Finally, there is a hurricane warning for the southeast of the United States. If you live in that area, you may want to check the forecast again this afternoon. We will be giving you new information as soon as we know more.

Stage 2

Listen for detail AB124 Ex B

70

- Tell the students to listen again and complete the table in Exercise B.

Track 70

B Listen again and complete the table.

[Track 70 is a repeat of Track 69.]

Stage 3

Read to check answers SB74

AB124 Ex B

- Tell the students to check their answers by reading the forecast on SB74.
- Elicit the answers and deal with new vocabulary as it arises.

Answers

	High temperature	Low temperature	Sun/Clouds	Rain
Iraq	38°	31°	Sunny	No
Saudi Arabia	36°	30°	Sunny	No
Egypt	40°	30°	Cloudy	No
Algeria	28°	22°	Partly cloudy	No
The United Kingdom	23°	13°	Cloudy	Yes

Stage 4 Language study SB74 GR96

- Tell the students to read the Language box and find examples of first conditional sentences in the text. Refer them to Grammar and Functions Reference page 96.

Stage 5 Practise the use of first conditional AB124 Ex C

- Tell the students to read the sentences and choose the correct verb tenses. Remind them that the conditional can start with the if clause or the main clause.
- Elicit the verb tense (present or future simple) when checking the answers.

Answers

- don't arrive/we'll catch
- will our team be/we win
- may cancel/weather's
- won't have/doesn't work
- I'll tell/see
- don't hurry/we'll be

Stage 6 Practise the first conditional AB124 Ex D

- Tell students to complete the sentences with the correct form of the verbs in brackets.
- Elicit correct answers as a whole class.

Answers

- snows, won't open
- win, will celebrate
- won't go, are
- will study, passes
- finishes, will relax

Stage 7 Complete an email AB125 Ex E

- Tell the students to complete the email using the verbs in the box.
- Elicit full sentences to check the answers. Ask about the type of sentence and the tenses.

Answers

- needs (first conditional: present, future)
- doesn't have
- 'll be (first conditional: present, future)
- may be (first conditional)
- prefer
- is (zero conditional: present, present)

Stage 8 Ask and answer questions

- Hand out the photocopied instructions on page 170 of this book, or copy the instructions onto the board.
- Go round the class and listen to pairs performing. You may want to use this opportunity to assess oral performance.

Homework**AB125**

- Tell the students they can use the email in Exercise E as a model, but they should use their own ideas. It should be between 75 and 100 words.

Unit 7 Lesson 4**SB75 AB126-167 GR97**

Objectives	Read an article for information.
Language	Adverbs <i>perhaps</i> (least certain), <i>definitely</i> (very certain), <i>probably</i> (in the middle) Zero and first conditional
Vocabulary	<i>wetland, migrating, descendants, buffaloes, arched, waterside, artificial, environment</i>

Stage 1 Introduce the lesson SB75

- Tell the students to look at the pictures in the Student's Book. Ask them what kind of place they think this is. Write some of their ideas on the board. Write the word *marsh* and elicit or explain its meaning.

Stage 2 Skim the article SB75

- Tell the students to skim the article and check their ideas.

Stage 3 Read for detail SB75
AB126 Ex A

- Tell the students to read the article more carefully and answer the questions in Exercise A.

Answers

- More than half a million. They are called Marsh Arabs, and are probably the descendants of the Sumerians.
- The Al-Hammaar Marshes were dried out and a huge area was destroyed.
- To restore the damaged environment; to improve the life of the people who live in the marshlands.
- Suitable health care, education and drinking water.
- There are many marsh plants that have not been studied yet, and they will perhaps be made into medicines in the future.

Stage 4 Language study SB75 GR97

- Tell the students to read the Language box and answer the question. (*Definitely* is very certain, *perhaps* is least certain and *probably* is in the middle.) Refer them to Grammar and Functions Reference page 97.

Stage 5 Complete the sentences with adverbs AB126 Ex B

- Tell the students to complete the sentences with *probably*, *perhaps* or *definitely*. Tell them that sometimes more than one word is possible.
- Elicit answers. When more than one is possible, elicit the difference between them.

Answers

- | | |
|-----------------------|-----------------------|
| 1 definitely/probably | 2 definitely/probably |
| 3 Perhaps | 4 definitely/probably |
| 5 probably | 6 probably |
| 7 Perhaps | 8 probably |

Stage 6 Choose the correct form of the verb AB127 Ex C

- Elicit full sentences to check the answers. Ask the students if the sentence is zero or first conditional and why. Refer them to the Grammar and Functions Reference on Student's Book pages 96 and 97 if they have forgotten the uses of these sentence patterns.

Answers

- 1a (first cond.), 2a (first cond.), 3b (zero cond.),
4a (first cond.), 5b (zero cond.), 6a (zero cond.)

Homework AB127

- Tell the students to unscramble the sentences with adverbs and write them with correct punctuation.

Answers

- I'm definitely going to the game tonight.
- Perhaps we can have lunch together tomorrow.
- The library probably has the books you want.
- That was definitely the best film I've ever seen.
- The weather will probably be sunny at this time of year.

Unit 7 Lesson 5**SB76 AB128-129 GR97**

Objectives	Read for detail.
	Use pictures to describe a process orally.
Language Vocabulary	Identify and write passive forms.
	Passive voice <i>layer, mud, remains, image, drilling, drill (v), derrick, gush, pipeline, liquid, complex, artificial</i>

Stage 1 Vocabulary focus SB76 AB Ex 1

- Tell the students to match the pictures with the words and try to work out what the new words mean.
- Elicit the answers.

Answers

- 1 rock samples
- 2 radar map
- 3 derrick
- 4 pipeline
- 5 refinery
- 6 petrol station

Stage 2 Read and find out what the illustrated items are for SB76

- Ask the students what they think each item in the pictures is used for. They will know what a petrol station is for, of course. Elicit answers about each of the other items. Ask *Which paragraph is (refinery) in?* (This will give them practice in scanning.) Don't confirm or correct the answers.
- Tell the students to read the text to check their answers.

Answers

The rock samples and the radar map help locate petroleum in the ground.

A derrick holds tools and pipes that are used in the well.

A pipeline carries the petroleum from one place to another.

Petroleum is separated into different products at a refinery.

A petrol station is where people can buy petrol, a petroleum product, to put in their cars.

Stage 3 Put the stages of the process in order SB76 AB128 Ex A

- Tell the students to read the text again and put the stages of the petroleum process in order.

Answers

- 1 To find petroleum, rock samples, satellite images and radar maps are studied.

- 2 When it has been found, a derrick is built and a well is drilled.
- 3 When the oil is reached, it gushes up through the pipes.
- 4 The petroleum is sent to a refinery, where it will be separated into different products.
- 5 Some refined oil is used to make thousands of products we use every day.

Stage 4 Language study SB76 GR97

- Tell the students to read the rules and example in the Language box, then find other examples of the passive voice in the text. Refer them to Grammar and Functions Reference page 97.
- Clarify the uses of the passive. Tell the students that it is often used when describing a process. Highlight examples where the agent is known: *... cleaner products are being developed by petroleum companies. / Animals and plants died and were covered by layers of mud and water.*

Stage 5 Describe the process orally SB76 AB128 Ex B

- Ask the students to look back at the pictures and describe the process. Start it off, if you think it is necessary: *To find petroleum, geologists ...* Then let volunteers continue.

Stage 6 Write examples of passive forms SB76 AB128 Ex C

- Ask the students to look back at the text and find examples of passive forms listed.
- You may want to elicit these orally to make sure the students write the correct forms. If so, they can write the examples as homework.
- Deal with the other new vocabulary in the text.

Examples

- 1 Petroleum *is not found* everywhere. (Present simple)
- 2 Animals and plants died and *were covered* by layers of mud and water. (Past simple)
- 3 When petroleum *has been found* ... (Present perfect)
- 4 ... cleaner products *are being developed* by petroleum companies. (Present continuous)

Stage 7 **Read and construct sentences**
AB129 Ex D

- Tell the students to match the beginnings and endings of the sentences with passive verbs.

Answers

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

Stage 8 **Practise the use of passive**
with different tenses
AB129 Ex E

- Tell the students to complete the sentences with the passive forms of the verbs in brackets, using the verb tenses indicated.

Answers

- are posted
- was redecorated
- am being watched
- has been told
- will be signed
- Are (these flowers) watered

Unit 7 Lesson 6

SB77 AB130-131

Objectives Read a text to discover the writer's point of view.
 Identify key information in texts.
 Write a summary.
 Discuss shopping online.

Language –
Vocabulary *disappointed*

Stage 1 **Read the text for gist**
SB77

- Tell the students to read the text and answer the question.
- Elicit answers and encourage the students to express agreement and disagreement with reasons. (There is no definite answer, but the last paragraph indicates that the writer is mostly in favour of it.)

Stage 2 **Read an article for detail**
SB77 AB130 Ex A

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

Answers

- afraid
- easier
- delivered
- charge
- shoes
- careful

Stage 3 **Identify vocabulary in a text**
SB77 AB130 Ex B

- Tell the students they are going to find words they have the same meaning and start with the letter given.
- When correcting, elicit other examples with the words.

Answers

- wonderful
- exhausted
- hundreds
- shopkeepers
- compare
- disappointed
- lock
- picture

Stage 4 **Use vocabulary in context**
AB131 Ex C

- Tell students to use the vocabulary from the previous exercise to complete the sentences.
- Correct as a whole class, eliciting the correct answers.

Answers

- shopkeeper
- lock
- disappointed
- hundreds
- exhausted
- compare

Stage 5 Identify key information in a text SB77

- Tell the students they are going to write a summary of the text. Remind them that a summary should include the most important information from the text, with only enough details to clarify each point where necessary.
- In small groups, students identify the main points of the article.
- Elicit the main points students have chosen, writing them in bullet points on the board.

Stage 6 Write a summary SB77 AB131 Ex D

- Tell the students that they shouldn't just copy out sentences from the text. They should try to write a short version of it in their own words. Explain that, just like any other piece of writing, the ideas in a summary have to be organized and linked. Ask how many paragraphs they will write. Try to elicit two paragraphs, one about the advantages and the other about the disadvantages. Say *Don't look at your books. What are the advantages of online shopping?* Elicit answers. Then ask about the disadvantages. In both cases, you can guide them towards linking ideas by asking *Why?* For example:
P: Shopping online is easy.
T: Why?
- Tell the students to write summaries in no more than 90 words.

Sample summary

Shopping online is easy because you don't have to travel anywhere and you don't have to carry anything. It can also be cheaper because the people selling things online don't have the expense of running a shop and because you can easily compare prices online and find the cheapest.

There are two disadvantages. First, you may be disappointed when the things you buy arrive. For example, clothes may not fit you. Secondly, shopping can be unsafe, but not if you use a safe site.

- When the students finish, tell them to read their summaries to a partner and discuss the ways in which they are different.

Stage 7 Discuss shopping online AB131 Ex E

- Tell the students to work in groups of three. Ask them to discuss the questions 1–8.
- You could get one of the groups to act as 'secretary' and make notes of the group's decisions, then present them to the class.

Unit 7 Lesson 7

SB78 AB132–133 71–73

Objectives Read a presentation for gist.
Write sentences.
Identify language for organizing information in a presentation.
Listen for consolidation.

Language Vocabulary –
presentation, revolve, launch, rocket, space shuttle, fibreglass, solar panel, orbit

Stage 1 Read and number paragraphs in the correct sequence; listen to check SB78 71 AB Ex 1

- Explain or elicit *presentation*. Ask the students what Jaber's talk or presentation is about. (Tell them to look at the picture, if necessary.) Tell the students to read quickly and number the paragraphs.
- Tell the students to listen to the presentation and check their answers.

Track 71

Listen and check your answers.

My presentation is about satellites. Satellites are a part of our everyday lives, but many people don't know what they are or what they're for. So, first I'll tell you what a satellite is. Then I'll talk about man-made satellites. Finally, I'll talk

about some of the different things these satellites are used for. If you have any questions, you can ask them at the end of my presentation.

Right. Now, let me tell you what a satellite is, first of all. A satellite is something that revolves around a planet. That means that the moon is a satellite, but there are also thousands of man-made satellites in the sky. Take a look at this picture. This is an example of a man-made satellite. They are launched into the sky by a rocket or the space shuttle. Satellites are usually made of metal or fibreglass, and most of them have solar panels, which get energy from the sun. The path of a satellite around the Earth is called an orbit. The distance of the orbit from the Earth varies, from hundreds to tens of thousands of kilometres.

Now I'll talk about what satellites are used for. You may know that they transmit television programmes and give meteorologists information about the weather. But do you know that satellites also take pictures from the sky that are used to make maps? Also, without satellites, cars and mobile phones wouldn't have a global positioning system, or 'GPS'. So next time you watch your favourite TV programme, plan to go for a picnic on a sunny day or use your phone to find someone's house, remember that it is all thanks to a satellite! Now, do you have any questions?

Answers

A2, B3, C1

Stage 2 Write sentences with new words SB78 AB132 Ex A

- If the students have dictionaries, let them look up the words themselves. If not, let them try to work out the meanings for themselves, but confirm them before they write sentences.

Stage 3

Identify expressions SB78

AB132 Ex B

21st century skills

Communication Presenting information and ideas to others clearly

- Introduce the task. Explain that these expressions are useful for the presenter and the listeners. They help the listeners know what to listen for and they help the presenter remember his or her main points.

Answers

- 1 First I'll tell ...
- 2 Then I'll talk ...
- 3 Finally, ...
- 4 Right. Now, let me tell you ...
- 5 Now I'll talk about ...
- 6 Take a look at ...
- 7 Now, do you have any questions?

Stage 4

**Listen and repeat
AB132 Ex B and C**  72

- Tell the students to listen and repeat the expressions in Exercise B.

Track 72

C Listen and repeat.

So, first I'll tell you what a satellite is.

Then I'll talk about man-made satellites.

Finally, I'll talk about some of the things that satellites are used for.

Right. Now, let me tell you what a satellite is, first of all.

Take a look at this picture.

Now I'll talk about what satellites are used for.

Now, do you have any questions?

Stage 5 Construct sentences AB133 Ex D

- Tell the students to match the sentence halves.
- When correcting, elicit what the sentence is for (e.g. sentence 1 is to outline your presentation at the beginning).

Answers

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

Stage 6

Practise contrastive stress
AB133 Ex E and F  73

- Tell the students to read the sentences and guess which words are stressed.
- Ask the students to listen and check their answers.
- Tell the students to listen again and repeat.

 Track 73

F Listen and check.

- 1 Rubber trees grow in the rainforest, but cacti grow in the desert.
- 2 John wants to be a geologist, but Omar wants to be a meteorologist.
- 3 This machine can only print documents, but that machine can copy them, too.
- 4 My camera weighs 300 grams, but my brother's camera weighs 500 grams.
- 5 A map shows you where you want to go, but GPS also shows you where you are.

Unit 7 Lesson 8

SB79 AB134-135  74-76**Objectives** Read a model presentation.

Practise intonation in presentations.

Prepare and deliver a presentation.

Language Revision

Stage 1 Revise phrases for presentations

SB79  74  Ex 1

- Ask the students to read the presentation. What did they find most interesting about the text?
- Ask the students to complete the presentation with the phrases in Exercise 1.
- Students listen and check. Elicit correct answers at the end of the presentation.

Answers

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

 Track 74

Listen and check.

The topic of my presentation today is the International Space Station, or ISS.

First of all, I'll explain what the ISS is. Then I'll talk a bit about the history of the station. Finally I'll tell you why the station is important. You can ask any questions at the end.

So, basically the ISS is a large spacecraft, going round our planet about 400 kilometres above us, where astronauts live, work and study. The whole space station is about the size of a football pitch, but the part where the astronauts live is like a big house really. It has five bedrooms, two bathrooms and a gym. There are also labs from the US, Russia, Japan and Europe.

Moving on to its history, the International Space Station took 10 years and more than 30 missions to put together. The first modules were sent to orbit in 1998, and two years later, it received its first astronauts. As you can see from this table, the ISS has been the home of more than 250 astronauts from 20 different countries, most of them American and Russian.

Now, many people ask why we need a space station. The scientists at the space station study many things, including what happens to people in space. They also learn about how to keep a spacecraft working for a long time. Space agencies are planning to go deeper in space in the future, and the lessons learnt at the ISS will be an important step for that.

To sum up, I said that the ISS is like a big house for astronauts from many countries. It took 10 years to build, and now is going round the planet. The astronauts there are learning important things about living in space.

Thank you for listening. Do you have any questions?

Stage 2 Identify the purpose of phrases for presentations SB79 Ex 2

- Write phrase C (The topic of my presentations today is ...) on the board and ask students why you would say that in a presentation (to introduce what you are going to talk about). Ask students to match with option 6.
- Students match the phrases in 1 with the purposes in 2, writing them in the Activity Book.

Answers

- D1 First of all, / Then, / Finally,
 B2 To sum up,
 F3 As you can see from this table,
 A4 Moving on to
 E5 Thank you for listening.
 C6 The topic of my presentation today is

Stage 3 Raise awareness of pauses in presentations SB75 75

- Tell students that pausing at the right moments is important for a presentation to be clear. You can demonstrate this by reading the second paragraph out loud but pausing at the wrong times. (e.g. So, basically the / ISS is a / large spacecraft, going / round our / planet about 250 miles above / us)
- Play Track 75 and ask students to pay attention to the pauses (indicated by a slash (/) in the book).

Track 75

Listen again to the second paragraph. Notice how the speaker pauses when there is a slash.

So, basically / the ISS is a large spacecraft, / going round our planet about 250 miles above us, / where astronauts live, / work/and study. / The whole space station / is about the size of a football pitch, / but the part where the astronauts live / is like a big house really. It has five bedrooms, / two bathrooms / and a gym. / There are also labs from the US, / Russia, / Japan and Europe.

Stage 4 Identify pauses in presentations AB134 Ex A 76

- Tell students that pausing at the right moment is important for a presentation to be clear. You can demonstrate this by reading the second paragraph out loud but pausing at the wrong times (e.g. So, basically the / ISS is a / large spacecraft, going / round our / planet about 250 miles above / us).
- Ask students to imagine a person speaking in their head and put a slash (/) where they think the person should pause.
- Play Track 76 and ask students to check their ideas. Then elicit the correct pauses. See transcript for answers.

Track 76

A Listen and put a slash in the sentences in the places where the speaker pauses.

Now, / many people ask / why we need a space station. / The scientists at the space station study many things, / including what happens to people in space. / They also learn about how to keep a spacecraft working for a long time. / Space agencies are planning to go deeper in space in the future, / and the lessons learnt at the ISS / will be an important step for that.

Stage 5 Practise pausing in presentations AB134 Ex B

- Ask students to read the paragraph in Exercise A as a group, with you leading, then individually (they can all read at once, but at a lower volume, to themselves).

Stage 6 Prepare a presentation AB134–135 Ex C and D

- Ask the students to research and make notes on the questions.
- Students then use their notes to prepare a presentation about a planet.
- Review with the class the transition sentences that they practised in this and the previous lesson. Tell them to think about whether they can use any of these in their own presentations.

- Ask the students what they think is important when someone is giving a talk. Elicit their ideas. Ask questions, if necessary, to elicit the following: The speaker ...
mustn't speak too softly.
shouldn't hesitate.
should pronounce his/her words well.
You can demonstrate these points by reading extracts from the presentation on SB79 very softly, hesitatingly and with poor pronunciation.
- If necessary, students can write the exact words of their presentations, but encourage stronger students to use only their notes.

Stage 7**Deliver a presentation
AB135 Ex E and F**

- In pairs, students deliver their presentations to each other. First, Student A give their presentation, and at the end Student B asks a question. Student B should also make notes in the table and give feedback to Student A. Remind students it's important to give honest, but polite feedback to help their colleague improve.
- Reverse roles (Student B presents and Student A asks a question and gives feedback)
- If you have enough time, you can pair the students differently and repeat the process. You can also ask some students to present to the whole class.

A sample presentation

My presentation is about Jupiter. Jupiter is a huge planet and it is easy to see. Unlike some planets, which are only visible with a telescope, Jupiter has been known for thousands of years. First I'll tell you about Jupiter's position in the solar system. Then I'll tell you about Jupiter's surface. Finally, I'll talk about spacecraft that have observed Jupiter.

Jupiter is the fifth planet from the sun. It is 588 million km from Earth. Jupiter is 142,984 km wide and it is the largest of the planets. It has 63 satellites and was the first planet that was known to have moons. Its moons were

discovered in 1610 by Galileo. This helped prove that the planets did not revolve around the Earth.

Jupiter is a gas planet. It does not have a solid surface, but is covered with clouds. It is made of 90% hydrogen and 10% helium. Take a look at this picture. Do you see the dark and light marks around the planet? These are areas where winds blow very fast. They blow in one direction in the light areas and in the opposite direction in the dark areas. You can also see a red spot on the surface of Jupiter. It is called the Great Red Spot. This is caused by an area of very high pressure on the planet that is like a hurricane.

The first spacecraft to fly by Jupiter was Pioneer 10. It flew by in 1973, and took close up pictures of the planet. Since then, Pioneer 11, Voyager 1, Voyager 2 and Ulysses have all studied Jupiter. The spacecraft Galileo orbited Jupiter for eight years until it was destroyed in 2003. It helped us learn a lot about Jupiter and its moons. For example, we now think there may be oceans under the surface of some of Jupiter's moons.

I hope my presentation made you want to learn more about Jupiter. If you would like to see Jupiter yourself, many websites can tell you when you can see it in the night sky.

Unit 7 Lesson 9**SB80 AB136-137 GR97**

Objectives Read a report for information.
Identify and practise using contrastive linking words.
Identify formal vocabulary.

Language Contrastive linking words:
although, however, but

Vocabulary *endangered, belly, beak, sponge, coral, lay eggs, illegal, examine, obtain, inform*

Stage 1 Introduce the lesson SB80**21st century skills**

Global citizenship Understanding that habitats and living things are interdependent

- Ask the students what they know about sea turtles.
- Elicit or explain that the text is a school assignment. Ask the students what kind of information they think it might include. Ask them if the writer will use formal or informal language.

Stage 2 Skim the report SB80 AB136 Ex A

- Tell the students to skim the report and match the sentences in Exercise A with the correct paragraph in the Student's Book.

Answers

a3, b1, c2

Stage 3 Read for detail SB80 AB136 Ex B

- Tell the students to read the report more carefully, then read the summary in Exercise B.
- Elicit the mistakes before the students write the corrected summary.
- Deal with the new vocabulary.

Answer

You can recognize the hawksbill turtle because of its pretty *shell* and its unusual mouth, which looks like a *beak*. It eats sea animals and *plants*. It comes out of the ocean only to *lay its eggs*. These sea turtles are protected, but they are endangered by *pollution*. We can all help protect them by being more careful with our rubbish.

Stage 4 Identify contrastive linkers SB80 GR97

- Tell the students to read the Language box and refer them to Grammar and Functions

Reference page 97.

- Discuss what ideas are being contrasted in the examples.

Stage 5 Read and construct sentences AB136 Ex C

- Elicit or explain *mammals* before telling the students to do Exercise C. Elicit full sentences to check the answers.

Answers

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

Stage 6 Identify formal vocabulary SB80 AB136–137 Ex D

- Explain that in written reports, formal language is more likely to be used than the informal language used in conversation. Tell the students to look in the last paragraph of the report for more formal words to match those in the exercise.

Answers

- 1 examining
- 2 observed
- 3 appears
- 4 obtain
- 5 informing

Stage 7 Identify main ideas of a report SB80 AB137 Ex E

- Ask students to identify the main idea in each paragraph.
- Tell students they are going to write a report on an endangered marine animal. Ask them to choose one and research it. Ask them to make notes on the same topics (1–3) and any others that are relevant.

Answers

- 1 What they look like
- 2 What they eat and other habits
- 3 Why they are endangered

Homework Write an academic report SB80 AB137

- Go over the Remember! box with students and ask them to follow the step when writing their report.
- Students write their reports. They can show their first draft to a colleague for feedback in order to improve it.

This lesson introduces and discusses the topic of conservation. Use this as an opportunity to discuss with your students the importance of protecting the environment we live in and the right of future generations to enjoy a cleaner world.

Unit 7 Revision

SB81 AB138–139

Objectives Revise language from the unit.
Language Revision
Vocabulary Revision

Stage 1 Go over the round up page SB81

- Ask the students to work in pairs to check their understanding and recollection of the unit. For each language point listed, ask the students to take it in turns to make sentences or think of more examples. Their partner should correct them if necessary. When they have finished, ask them to write other things they remember in their learning diaries.

Stage 2 Match sentence pairs AB138 Ex A

- Tell the students that the sentences are tips on how to revise for a test. Tell them to match the two sentence halves to complete the sentences.
- Check the answers.
- Ask the students for their opinions on the tips.

Answers

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

Stage 3 Do vocabulary puzzles AB138–139 Ex B and C

- Tell the students to do the two exercises.
- Check the answers. With *orbit*, ask if the definition is a noun or a verb. Elicit *noun*, but point out that *orbit* can be a noun and a verb.
- If there is time, ask the students to make sentences with these and other words from the unit.

Answers

- 1 memory – definition 10
- 2 geologist – definition 3
- 3 derrick – definition 5
- 4 hurricane – definition 4
- 5 beak – definition 7
- 6 tanker – definition 9
- 7 satellite – definition 8
- 8 launch – definition 6
- 9 orbit – definition 2
- 10 refinery – definition 1

Stage 4 Revise zero and first conditionals AB139 Ex D

- Tell the students to match the verbs with the sentences, then write the verb in the correct form. Encourage them to identify whether the sentence is a general truth (zero conditional), or a future possibility (first conditional).
- When correcting, elicit from students whether it is a zero or first conditional. Then encourage them to write a conditional of their own. Mark the sentence for sense and grammatical accuracy.

Answers

- 1 is (zero)
- 2 rises (zero)
- 3 might/will see (first)
- 4 will give (first)
- 5 will show (first)
- 6 turns (zero)/will turn (first)
- 7 might/will want (first)

Unit 7 Test

AB140-141

Objectives Do a test on Unit 7.**Language** From Unit 7**Vocabulary** From Unit 7

Stage 1

Warm-up

- Spend five minutes playing a game before beginning the test.

Stage 2

Preparation for the test AB140-141

- Let the students look through the test and clarify the instructions. Answer any questions they may have.
- Remind the students that they must work alone and not copy anyone else's work.

Stage 3

Test AB140-141

Answers

A Complete the sentences with the correct passive form of the verb (one present simple, one past simple, one future simple, one present continuous and one present perfect).

- 1 was written
- 2 will be protected
- 3 is being sold
- 4 is used
- 5 have not been built

B Complete the sentences with words from the unit.

- 1 orbits
- 2 weather forecast
- 3 Geologists
- 4 hurricane
- 5 marine biologists
- 6 refinery
- 7 Satellites
- 8 launch
- 9 Meteorologists
- 10 memory

C Match the words that go together. Write the letters next to the numbers.

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

D Write a sentence with one of the pairs. Mark the sentence for sense and grammatical accuracy.

E Read about Saturn and answer the questions.

- 1 Jupiter is larger than Saturn.
- 2 It is mostly made of gases.
- 3 Saturn is much wider than Earth and it is made of gases, not rocks.
- 4 Saturn's rings are mostly ice, with some small rocks.
- 5 Most of them orbit at the edge of the rings, but some orbit inside the rings.

Unit 7 Word list

Lesson 1

marine biologist
forester
aerospace engineer
meteorologist
geologist
oxygen
laboratory
test tube
sample
radar map
satellite technology
disease
pollute
predict

Lesson 2

hurricane
generate
damage (n, v)
expand
contract (v)
create
global
sink (v)
pressure
subtropics
equator
sailor
decrease
sandstorm
trade (v)

Lesson 3

typical
entire
experience (v)
humidity
stormy
eastwards

Lesson 4

wetland
migrating
descendants
water buffaloes
arched
waterside
artificial
environment

Lesson 5

layer
mud
remains (n pl)
image
drilling
drill (v)
derrick
gush
liquid
pipeline
complex
artificial

Lesson 6

disappointed

Lesson 7

presentation
revolve
launch
rocket
space shuttle
orbit (v, n)
solar panel
fibreglass

Lesson 9

endangered
belly
beak
sponge
coral
lay eggs
illegal
access
examine
obtain
inform

Lesson	Materials	Topic area	Activities	Language
1	SB84 AB142	<i>GPS receivers</i>	Read a factual text for information. Revise writing in the passive voice.	
2	SB85 AB143	<i>Keeping fit in space</i>	Read an interview for information. Write a summary.	
3	SB86 AB144  77	<i>What's the job for you?</i>	Read a magazine quiz for information. Listen to a conversation for attitude and opinion. Write a paragraph about professional interests.	
4	SB87 AB145  78–79	<i>Would you like to go out?</i>	Listen to a conversation for information. Write and act out a conversation.	
	AB146–147	Test	Do a test on Units 5–8.	

Unit 8 Lesson 1

SB84 AB142

Objectives Read a factual text for information.

Revise writing in the passive voice.

Language Review passive forms

Vocabulary *receiver, hand-held, network*

Stage 1 Introduce the lesson SB84

- Ask the students what they know about GPS. Ask the students what the article on SB84 is about. If they read the title, they will know that this is a factual text which describes how GPS receivers work.

Stage 2 Skim the article SB84

- Tell the students to skim the article and check their ideas.

Stage 3 Deal with unknown vocabulary SB84

- Tell the students to read the text on SB84 and highlight any unfamiliar words. Elicit the ways they have practised dealing with unknown words:
Working out the meaning from the context. (For example, sometimes a word is explained in a text, or has a synonym in another sentence.)
Using their knowledge of prefixes and suffixes.
Ignoring them if they are not necessary to understand the text.
Looking them up in a dictionary.
Use *receiver* to show how one can sometimes work out a meaning by thinking about what word it resembles. It may be a noun that comes from a known verb or adjective.
- Elicit the words the students have highlighted. Try to get the class to explain the words.

Stage 4

Read for detail SB84
AB142 Ex A

- Tell the students to read the text and answer the questions.

Answers

- that you can get a hand-held GPS receiver
- fishermen and people who do outdoor sports
- GPS satellites
- the time it takes for the signals from the satellites to reach it
- a map
- that they are expensive, but worth the money

Stage 5

Revise passive forms
AB142 Ex B

- Ask students what passive voice is and why it is used. Write the basic structure (*be* + past participle) on the board.
- Tell the students to rewrite the sentences in the passive.
- When correcting, elicit what verb tense is used in each sentence. Remind students that when the subject in the active voice is indetermined (e.g. *People, Somebody*), it is not used in the passive voice.

Answers

- A lot of mobile phones are sold to teenagers. (present simple)
- This song was written in 2001. (past simple)
- The missing boy has been found by rescuers. (present perfect)
- Satellites are being used to take pictures of the Earth. (present continuous)
- The cup will be presented to the winner of the tennis final by the headmaster this evening. (future simple)

Note: *by the headmaster* can be in these positions:

The cup will be presented by the headmaster to the winner of the tennis final this evening.
The cup will be presented to the winner of the tennis final this evening by the headmaster.

Unit 8 Lesson 2

SB85 AB143

Objectives Read an interview for information.
Write a summary.

Language From the units

Vocabulary *gravity, resistance, earplugs*

Stage 1 Review known and teach new vocabulary AB143 Ex A

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

Answers

- keep fit
- diet
- bones
- muscles
- calcium
- vitamin

Stage 2 Discuss, then read for gist SB85

21st century skills
Critical thinking Using information to evaluate and analyze your own opinions

- Elicit answers to the questions at the top of SB85. Then tell the students to read the interview quickly and find out if any of their answers are mentioned. Explain *gravity*, *resistance* and *earplugs*.

Stage 3 Identify the main points SB85 AB143 Ex B

- Remind the students about how we organize an essay or a presentation: we have a number of main points and we support or explain these with details and examples. Tell the students to tick the main points the astronaut makes.

Answers

The main points are: 1, 3 and 6.

Stage 4

Write a summary SB85
AB143 Ex C

- Tell the students to use the main points and details from the article to write a summary of the interview.

Sample answer

Astronauts don't need to be very strong in space because it is easy to move around since there is no gravity. However, they need to stay fit for when they get back to Earth. This environment can be bad for the muscles and bones, so the astronauts have to exercise and have a healthy diet. They use special machines to exercise. They eat food with lots of calcium and vitamins. To help them sleep, they wear eye masks to keep out the light and earplugs to shut out the noise.

Unit 8 Lesson 3

SB86 AB144 77

Objectives Read a magazine quiz for information.
Listen to a conversation and make notes.
Write a paragraph about professional interests.

Language From the units
Vocabulary From the units

Stage 1 Introduce the lesson and review vocabulary SB86

- Say some common jobs, e.g., *designer*, *architect*, *doctor*, *pilot*, and ask students to raise their hands if they have ever thought about doing one of these jobs. Ask the students to explain what these jobs entail, or ask them what kind of interests you might need to have if you want to do these jobs, e.g., *To be a pilot, you have to be interested in travelling*.
- Ask the students to read the jobs in the box. Ask for volunteers to explain what each job entails.

Stage 2

Match interests and abilities
in the quiz SB86  Ex 2

- Ask for a volunteer to read the three interests in the speech bubble on the left. Ask students to suggest a job that someone with the three interests could do, e.g., *If you like travelling, you might like to be a travel agent.* Ask students to read the speech bubble on the right and see if their answers matched.
- Tell the students to read the descriptions in the magazine quiz and match the interests to the jobs from the box.

Answers

- A marine biologist
- B dentist
- C aerospace engineer
- D forester
- E meteorologist
- F chemist

Stage 3 Read and find own interests and
abilities in the quiz SB86

- Tell the students to read the descriptions again and decide which category describes them better and therefore which job would suit them.
- Carry out a class survey to find out which jobs would suit which students, according to this article.
- Ask the students what they think of the results. *Do you think this job would suit you? Would you like to do this job?*

Note: Point out that they already know about these jobs from reading SB72.

Stage 4 Identify the opinions held by
different speakers AB144 Ex A 77

- Tell the students to listen again and match the remarks with the speakers. Some of the remarks summarize a speaker's opinion, so students will have to listen carefully.

 Track 77

A Listen to a conversation and match
the speakers and the sentences.

Write the numbers.

- | | |
|--------|---|
| Mother | What are you reading? |
| Noura | It's a sort of test to help you learn about jobs you might like to do. |
| Mother | That's interesting, Noura. Have you seen one you like? |
| Noura | Yes, I'd like to be a marine biologist. I'd like a job where I can travel to different places and be outdoors. |
| Amani | I'm sure that's an interesting job, but I don't think you can make a lot of money if you're a marine biologist. You should be a pilot; they travel a lot. |
| Noura | Yes, but I like animals, Amani. And I love nature. I don't think I would like being a pilot. |
| Mother | Money isn't everything. It's important to do something that you really enjoy. You'll spend a lot of time at your job. |
| Amani | Well, I'd like to be a dentist. |
| Noura | I'd hate it. You have to work in the same place every day. It sounds really boring. |
| Amani | I think it's a good job because you can make people feel better. It's terrible to have a toothache. I'd like to be a doctor, too. I want to help people. |
| Mother | What about this job, Amani – a forester? |
| Amani | I don't really know what they do. |
| Mother | Well, turn to page 147. |
| Amani | It says they study forests to find out how to protect them. That doesn't sound like much fun. They're probably alone a lot of the time. |
| Noura | I think it sounds interesting. Foresters probably work outdoors a lot. And they protect the environment. It's an important job. |
| Mother | You have to be good at science to do many of these jobs. If they interest you, you've got to work hard in school. |

Noura *You're right, Mum.*
 Mother *Where are you going, Noura?*
 Noura *I'm going to revise for my science exam.*

Answers

Mother: 1 and 5
 Amani: 3 and 4
 Noura: 2 and 6

Stage 5

Discuss the opinions
AB144 Ex B

21st century skills

Communication Expressing ideas and opinions to others clearly

- Tell the students to discuss the opinions of the speakers in Exercise B in small groups.
- Ask them to tell their partners which of the jobs mentioned they would like best and why.
- Ask one or two students *If you don't want to be a (dentist), what do you want to be?*

Stage 6

Write a paragraph about a future job **AB144 Ex C**

- Tell the students to write a paragraph about what job they want when they finish studying. Tell them to write about 50–80 words, describing the job, what kind of person you need to be to do it and what attracts them to it.

Unit 8 Lesson 4

SB87 AB145 78–79

Objectives Listen to a conversation for information.

Write and act out a conversation.

Language From the units

Vocabulary From the units

Stage 1

Listen for gist **SB87 78**

- Read the page title and ask the students how you invite someone to do something. Elicit a few examples with *Would you like to*. Then ask how you make offers. Elicit examples with *Shall I* and *I'll*.
- Tell the students to read the questions at the top of the page. Then tell them to close their books and listen to answer the questions.

Track 78

Listen to two conversations and answer the questions.

Conversation 1

Yousif *Hi, Rashid, how are you? I didn't see you at the match last week.*
 Rashid *I was studying for my Physics exam.*
 Yousif *When was it?*
 Rashid *Yesterday. I think I did really well.*
 Yousif *Great. And what are you doing today? Would you like to go to the beach?*
 Rashid *I'm afraid I can't. I have to go to the dentist this afternoon.*
 Yousif *How about tomorrow? I'll pick you up if you want.*
 Rashid *Thanks, that'd be nice*
 Yousif *I'll pick you up tomorrow morning then.*
 Rashid *Great!*

Conversation 2

Kamal *Hello. Kamal here.*
 Yousif *Hi, Kamal. Listen. I'm going to the beach with Rashid tomorrow. Would you like to come?*
 Kamal *I'm afraid I can't. I'll be visiting my grandparents all day. Let's go today.*

- Yousif *I asked Rashid if he could go today, but he said he couldn't. He told me he had to go to the dentist.*
- Kamal *Oh, right. Well, do you want to go to the cinema tonight?*
- Yousif *I'd love to. What do you want to see?*
- Kamal *There's a comedy showing at 6:00. My brother saw it and said it was incredibly funny.*
- Yousif *That sounds great.*
- Kamal *OK. Shall I pick you up?*
- Yousif *No, thanks. I'm not sure I'll be home. I might go to the library first.*
- Kamal *All right. I'll see you outside the cinema.*
- Yousif *Fine. Bye.*

Answers

Yousif is going to the beach tomorrow with Rashid.

He is going to the cinema tonight with Kamal.

Stage 2 **Listen for detail** **SB87**
AB145 Ex A

- Tell the students to read the questions quickly.
- Tell the students that they can write short notes while they listen, then write sentences afterwards.

 Track 79

A Listen to the conversations again and answer the questions.

[Track 79 is a repeat of Track 78.]

Answers**Conversation 1**

- 1 Because he was studying for his Physics exam.
- 2 He has to go to the dentist.
- 3 Tomorrow morning.

Conversation 2

- 1 He will be visiting his grandparents all day.
- 2 A comedy.
- 3 He might go to the library first.

Stage 3

Write conversations
AB145 Ex B

- Ask the students what they can see in the pictures: Elicit two tickets for a football match in the second picture and a calendar showing a birthday party in the other.
- Tell the students to work in groups of three and choose one of these pictures to write two conversations similar to those on SB87. Tell them they can use their own names, but they should decide who is taking the parts of each of the three people in the printed conversations. So, 'Yousif' is the one who gives the invitation in both conversations. All three students should participate in the writing, making suggestions and correcting as they go along. They all need to write.
- Circulate and monitor the writing.
- Tell the students to practise reading the conversations, then try to act them out from memory.
- Ask volunteers to perform their conversation for the class.

Unit 8 Test

AB146–147

Objectives Do a test on Units 5–8.
Language From the units
Vocabulary From the units

Stage 1**Warm-up**

- Spend five minutes playing a game before beginning the test.

Stage 2

Preparation for the test
AB146–147

- Let the students look through the test and clarify the instructions. Answer any questions they may have.
- Remind the students that they must work alone and not copy anyone else's work.

Stage 3

Test AB146-147

Answers

- A Read the conversation between Mona and Rahaf. Now complete what Rahaf says when she reports her conversation with Mona.

I asked Mona how she was. She said she was fine. She said she was at the Best Buy computer shop with her mother. I asked her what they were doing there. She told me they had to buy a computer for her brother Sami. I asked her if she could buy me some computer paper. She said she could. Then she said she had to hang up because her mother was in a hurry.

- B Write these sentences again in the passive.

- 1 The newspaper is written in English and Arabic.
- 2 The package will be sent directly to your house.
- 3 My digital camera was stolen.
- 4 The woman is being taken to hospital for X-rays by the ambulance.
- 5 The cakes were baked the day before the party.

- C Complete these exchanges. Use your own ideas to make offers, invitations and responses.

(The answers will vary. These are examples.)

- 1 Shall I get you a glass of water?
or Shall I turn up the air-conditioning?
- 2 I'll help you./Shall I help you?
- 3 Would you like to come to the museum with us?
- 4 Would you like some tea?
- 5 Thanks, that would be nice.
or No thanks. I don't have time.
- 6 I'll pick you up at six. or I'll send you a postcard from Lebanon.
- 7 Sorry, I'm afraid I can't. I have to look after my little sister.

Unit 8 Word list

Lesson 1

receiver
hand-held
network

Lesson 2

gravity
resistance
earplugs

The Literature Focus has the following key learning objectives:

- to encourage students to read a range of different literary texts, to increase their knowledge, but most importantly, for pleasure: students who read for pleasure are known to achieve more highly in all areas of their academic life;
- to introduce students to literary texts and to encourage them to use the lexis they come across;
- to develop students' awareness of other cultures and forms of artistic activity;
- to foster higher-order and critical thinking skills and to learn to describe, evaluate and discuss more challenging reading texts.

Notes on using the readers

Two books are discussed: *Treasure Island* in the first term, and *Around the World in 80 Days* in the second term. The spreads are designed for **extensive reading (ER)**. They are not designed for working on specific points of grammar.

The Literature Focus can be incorporated into your teaching using the following guide:

Treasure Island

Unit 1: Section 1

Unit 2: Section 2

Unit 3: Section 3

Around the World in 80 Days

Unit 5: Section 1

Unit 6: Section 2

Unit 7: Section 3

The extracts are graded for lexis, grammatical structure, cultural information and cultural sensitivity. This grading is designed to help students to read for pleasure and to read at a reasonable speed. Studies show that extensive reading of graded material boosts performance in all skills for learners. Words above the level of the students that are essential for text comprehension are glossed below each extract.

Before each extract, there is a *The story so far* section, designed to update the student to important events that have taken place since the last extract. Students then are asked to read the extract and do comprehension tasks. Finally, they are asked to engage in a more productive and creative task based on the story.

Some principles for extensive reading:

- Encourage students to read 'past' problem words. These words may be explained by the context later in the chapter. Guessing new words is an important learner skill, and something we do in our own language all the time.
- If a new word still requires reference to the glossary, then looking to the bottom of the page, then returning to the page is a normal study skill. If students need to check other words, encourage use of a simplified monolingual learner dictionary before resorting to translation dictionaries.
- Explain that meeting an unknown word is normal for all readers. Don't expect to know every word the first time, and don't stop reading to check word-by-word.
- The Student's Books are the place for work focusing on grammar. Extensive reading operates differently and promotes comprehension. Aim for understanding without labouring points of grammar. The comprehension activities are important here.
- Silent reading is the natural way to read. Reading aloud activities often make the chosen reader nervous and provide a bad listening model for the rest of the class. There are other opportunities in the Student's Books for work on pronunciation. If you wish students to read aloud, let them read the text silently first.
- The stories contain issues which students may wish to discuss. The teacher will decide for the class and situation what is appropriate, and the activities avoid forcing discussion. The teacher will decide what is appropriate for the class and the situation and will choose activities which avoid forcing discussion. You know your class.

The two books studied are classics of English literature. The adaptations are faithful to the original texts. There are no additions, but they

have been heavily abridged (made shorter). Students will be familiar with the stories, themes and characters if they go on to more advanced studies which involve the original texts. However, if they simply enjoy these classic stories, that is enough. The most important question after any reader is *Did you enjoy the story?*

Treasure Island

Introduction

SB100–101

Objectives	Learn about the book <i>Treasure Island</i> and its author, Robert Louis Stevenson. Read for detail. Predict the content of the book.
Vocabulary	bronchitis, passed away, ranked, wooden, drafts, infamous

Note: There are no corresponding Activity Book exercises for the Introduction section of the Literature Focus. All exercises in the Student's Book should therefore be completed orally.

Stage 1 Ice breaker SB100–101

- Ask students to write the name of a book they have read and enjoyed on a piece of paper. They then walk around the room and show their paper to other students. Ask students to talk about their books with each other, e.g., the main plot, what they liked about it, if they have also read their classmate's book, etc.
- Elicit some ideas from the whole class (*What book have you read? What did you like about it? Have you read any of your classmate's books?, etc*)

Stage 2 Introduce the book SB100–101

- Write *Treasure Island* on the board and ask if students have ever heard of this book. If they

have, ask what they know about it, and if they haven't, ask them to guess what it is about based on the title. Tell students they are going to read some extracts (teach this word), or parts, of this famous book.

- Refer students to the glossary at the bottom of Student's Book page 101. Explain that a glossary is similar to a dictionary, in that it explains the meaning of a word. Explain that in the text, there is an asterisk (teach this word) next to a word that is in the glossary. If students do not know the meaning of this word, they can look at the glossary and learn the new word.

Stage 3 Read texts for gist SB100–101

- Ask students to read the three paragraphs and match them to the headings A–C in the Activity Book. Walk around the room to monitor and assist as necessary.
- When correcting, ask students to close their books. Get them to say what they can remember from each paragraph without looking back at the book and reading it.

Answers

- C
- B
- A

Stage 4 Predict the content of a book SB100–101

- Ask students to work in groups of three or four. Ask them to discuss and predict what might happen in the book.
- Ask a student from each group to share with the class what their group discussed. Don't confirm or correct any of the students' ideas about what might happen in the story just yet.

Answers

Students' own answers

Treasure Island

Section 1

SB102-103 AB148

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary squire, stockade, sailors,
harbours, inn, log cabin, jewels

Stage 1

Warmer

- In small groups, students remember what they can about *Treasure Island*, e.g., the main characters, the story and the setting and its author. Elicit some ideas as a whole class.

Stage 2

Read a summary of the story so far SB102

- Tell students to read *The story so far*. Explain that this section gives them updates on the story and helps them understand the extract they are going to read.
- Ask *What do you think is going to happen to Jim Hawkins?* Give students one or two minutes to discuss the question with a partner. Elicit some ideas as a whole class.

Stage 3

Read and discuss a literary extract SB102/103

- Ask students to read the extract. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- In small groups, students discuss the questions.
- Ask a student from each group to share with the class what their group discussed. Don't confirm or correct any of the students' ideas about what might happen in the story just yet.

Stage 4

Read for detail AB148 Ex A

- Ask students to read the questions, and then find the answers in the extract on Student's Book page 103.
- When they have finished, ask students to compare answers with a partner. Then check the correct answers as a whole class.

Answers

- because he stole from and killed people all across the Caribbean
- names, dates and numbers of all the money he stole
- places where the treasure is scattered
- because he talks too much
- because Flint's old crewmates are watching them

Stage 5

Read for detail AB148 Ex B

- Ask students to read the sentences and complete the task by putting the events in order.
- When they have finished, ask students to compare answers with a partner. Then check the correct answers as a whole class.

Answers

- 1c, 2e, 3a, 4b, 5d

Stage 6

Understand vocabulary from context AB148 Ex C

- Explain the task and ask students to find words in the text which the given meanings.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- sailors
- harbours
- passed away
- log cabin
- jewels

Treasure Island

Section 2

SB104–105 AB149

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary marooned, lad, sails, storm,
cannon, buried

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the book up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of the story so far SB104

- Tell students to read *The story so far*.
- Ask *Who do you think is the man in the picture?* Give students one or two minutes to discuss the question with a partner. Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB105 AB149 Ex A

- Ask students to read the extract on Student's Book page 105. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to read the questions and choose the correct answers.
- Check answers as a whole class, eliciting further details from the extract.

Answers

1a, 2a, 3c, 4b

Stage 4

Understand vocabulary from context SB105 AB149 Ex B

- Explain the task and ask students to find words in the text which the given meanings.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- sails
- storm
- marooned
- cannon
- buried

Stage 5

Complete a summary SB105 AB149 Ex C

- Ask students to read the summary of the extract. Explain that they should use the words from Exercise B to complete the text. Ask students to complete the task individually.
- When they have finished, ask students to compare their answers, and then check the answers as a whole class.

Answers

- sails
- marooned
- storm
- buried
- cannon

Stage 6 Write a diary entry AB149 Ex D

- Put students into groups of three or four. Ask students to imagine Ben Gunn's daily routine on the island and make notes to write a diary entry. They can choose to write about a regular day before the ship arrived or about the day he met Jim Hawkins.
- Ask students to write their diary entry individually, then get them to share their entry with a partner. Ask for volunteers to share their entry with the whole class.

Answers

Students' own answers

Treasure Island

Section 3

SB106–107 AB150

Objectives Read for pleasure.

Develop vocabulary.

Vocabulary mutineers, gunpowder

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the book up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of the story so far SB106

- Tell students to read *The story so far*.
- Ask *Why do you think Long John Silver is holding Jim Hawkins prisoner?* Give students one or two minutes to discuss the question with a partner. Elicit some ideas as a whole class.

Stage 3 Read a literary extract for gist SB107 AB150 Ex A

- Ask students to read the extract on Student's Book page 107. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to decide if the sentences are true or false.
- Check answers as a whole class, eliciting further details from the extract.

Answers

- False – The pirates ran the other way, to the middle of the island.
- True
- False – They left them on the island with food and guns.
- True

- False – Silver had taken a bag with three or four hundred coins for himself.

Stage 4 Read and understand sequence of events SB107 AB150 Ex B

- Ask students to read the sentences and complete the task by putting the events in order.
- When they have finished, ask students to compare answers with a partner. Then check the correct answers as a whole class.

Answers

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

Stage 5 Understand vocabulary from context SB107 AB150 Ex C

- Explain the task and ask students to find words in the text which mean the opposite of the given words.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- empty
- opposite
- forward
- slowly
- nearest

Stage 6 Read for detail AB150 Ex D

- Teach the word *sequel*. Elicit any sequels students now and ask how they added to or built on the first story.
- Put students into groups of three or four. Ask students to imagine they are the author of *Treasure Island* and make note for a sequel.
- Ask students to write their synopsis individually, then get them to share their entry with a partner. Ask for volunteers to share their synopsis with the whole class.

Answers

Students' own answers

The moral of *Treasure Island* is that those who remain faithful and stick to their principles will prevail over those who trick others. Those who seek to deceive other people will ultimately fall into the evil of their own deeds. Use this as an opportunity to discuss the moral of the story and how students can apply this moral to their own lives and experiences. Teach the English expression *Cheats never prosper* if necessary.

Around the World in 80 Days

Introduction

SB108–109

- Objectives** Learn about the book *Around the World in 80 Days* and its author, Jules Verne.
Read for detail.
Predict the content of the book.
- Vocabulary** adaptation, attempt, extraordinary, inspired, popularity

Stage 1 Ice breaker SB108–109

- Ask students to write the titles of three of their three favourite books on a piece of paper. Put students into small groups and ask them to talk about their three books and explain what they liked about them. They can also talk about the plot briefly and say what they learnt from the books.
- Elicit some ideas from the whole class (*Which books are in your top three? What did you like about them? Have you read any of your classmate's books?, etc*)

Stage 2 Introduce the book SB108–109

- Write *Around the World in 80 Days* on the board and ask if students have ever heard of this book. If they have, ask what they know

about it, and if they haven't, ask them to guess what it is about based on the title. Tell students they are going to read some extracts (teach this word), or parts, of this famous book.

- Refer students to the glossary at the bottom of Student's Book page 109. Explain that a glossary is similar to a dictionary, in that it explains the meaning of a word. Explain that in the text, there is an asterisk (teach this word) next to a word that is in the glossary. If students do not know the meaning of this word, they can look at the glossary and learn the new word.

Stage 3 Read texts for gist SB108–109

- Ask students to read the three paragraphs and match them to the headings A–C in the Activity Book. Walk around the room to monitor and assist as necessary.
- When correcting, ask students to close their books. Get them to say what they can remember from each paragraph without looking back at the book and reading it.

Answers

- B
- A
- C

Stage 4 Discuss a book SB109

- Ask students to work in groups of three or four. Ask them to discuss the questions about the book.
- Ask a student from each group to share with the class what their group discussed. Don't confirm or correct any of the students' ideas about what might happen in the story just yet.

Answers

Students' own answers

Around the World in 80 Days

Section 1

SB110–111 AB151

Objectives Read for pleasure.

Develop vocabulary.

Vocabulary estimate, dare, flee, robbery, shipwreck, strict, theft

Stage 1

Warmer

- In small groups, students remember what they can about *Around the World in 80 Days*, e.g., the main characters, the story and the setting and its author. Elicit some ideas as a whole class.

Stage 2

Read a summary of the story so far SB110

- Tell students to read *The story so far*. Explain that this section gives them updates on the story and helps them understand the extract they are going to read.
- Ask *What do you think is going to happen to Phileas Fogg?* Give students one or two minutes to discuss the question with a partner. Elicit some ideas as a whole class.

Stage 3

Read and discuss a literary extract SB110–111

- Ask students to read the extract. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask a student from each group to share with the class what their group discussed. Don't confirm or correct any of the students' ideas about what might happen in the story just yet.

Stage 4

Read for detail AB151 Ex A

- Ask students to read the questions, and then find the answers in the extract on Student's Book page 111.

- When they have finished, ask students to compare answers with a partner. Then check the correct answers as a whole class.

Answers

- You can travel around the world quicker than you could in the past.
- No. The *Daily Telegraph* is not 100% certain.
- The condition was that Stuart paid for the costs if he was successful.
- No, he thought it was a joke.
- He thinks nothing is impossible.

Stage 5

Read for detail AB151 Ex B

- Ask students to read the sentences and complete the task by putting the events in order.
- When they have finished, ask students to compare answers with a partner. Then check the correct answers as a whole class.

Answers

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

Stage 6

Understand vocabulary from context AB151 Ex C

- Explain the task and ask students to find words in the text with the given meanings.
- When checking as a whole class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- clever
- discussion
- railway
- journey
- banged

Around the World in 80 Days

Section 2

SB112–113 AB152

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary description, reveal, suspects

Stage 1

Warmer

- Put students into groups of three or four. Ask them to discuss what happened in the book up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of the story so far SB112

- Tell students to read *The story so far*.
- Ask *Who do you think the man in the picture is?* Give students one or two minutes to discuss the question with a partner. Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB112–113 AB152 Ex A

- Ask students to read the extract on Student's Book page 113. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to read the questions and choose the correct answers.
- Check answers as a whole class, eliciting further details from the extract.

Answers

1a, 2c, 3b, 4c

Stage 4

Understand vocabulary from context SB113 AB152 Ex B

- Explain the task and ask students to find words in the text which the given meanings.

- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- commission
- trick
- honest
- arrest
- service

Stage 5

Complete a summary SB113 AB152 Ex C

- Ask students to read the summary of the extract. Explain that they should use the words from Exercise B to complete the text. Ask students to complete the task individually.
- When they have finished, ask students to compare their answers, and then check the answers as a whole class.

Answers

- trick
- commission
- arrest
- service
- honest

Stage 6

Write Fogg a letter AB152 Ex D

21st century skills

Collaboration Working together to apply knowledge and ideas to create new and meaningful texts

- Put students into groups of three or four. Ask them to imagine they are Passepartout and that they have decided to warn Fogg about Fix. Ask them to discuss what they should tell Fogg as group.
- Ask students to write their letters individually, then share them with their group. You can also display the letters around the classroom for all students to read and choose the best one.

Answers

Students' own answers

Around the World in 80 Days

Section 3

SB114–115 AB153

Objectives Read for pleasure.
Develop vocabulary.

Vocabulary attempt, cheer, degrees, eastward, gasped, ruined

Stage 1

Warmer

- Put students into groups of three or four. Ask them to remember what happened in the book up to the last extract.
- Ask one student from each group to share what they discussed.

Stage 2

Read a summary of the story so far SB114

- Tell students to read *The story so far*.
- Ask *What do you think Passepartout will tell Fogg?* Give students one or two minutes to discuss the question with a partner. Elicit some ideas as a whole class.

Stage 3

Read a literary extract for gist SB115 AB153 Ex A

- Ask students to read the extract on Student's Book page 115. Monitor and help when necessary, but tell them they do not need to know the meaning of every word to understand the story.
- Ask students to decide if the sentences are true or false.
- Check answers as a whole class, eliciting further details from the extract.

Answers

- False – When they are back in England, Fogg asks Aouda if she still wants to get married.
- False – Fogg and Passepartout arrived in England one day early.

- True
- True
- False – Fogg had travelled the world to prove to his friends that the journey could be done.

Stage 4

Read and understand sequence of events SB115 AB153 Ex B

- Ask students to read the sentences and complete the task by putting the events in order.
- When they have finished, ask students to compare answers with a partner. Then check the correct answers as a whole class.

Answers

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

Stage 5

Understand vocabulary from context SB115 AB153 Ex C

- Explain the task and ask students to find words in the text which mean the same of the given words.
- When checking as a class, drill the correct pronunciation and elicit example sentences with the words.

Answers

- mistake
- reached
- ruined
- found out
- completed

Stage 6

Read for detail AB153 Ex D

- Put students into groups of three or four. Ask students to imagine they are going to write a modern version of *Around the World in 80 Days*. Ask them to make notes on the questions.
- Ask students to write a synopsis of the plot individually, then get them to share their synopsis with a partner. Ask for volunteers to share their synopsis with the whole class.

Answers

Students' own answers

Around the World in 80 Days features a struggle to achieve a goal in the face of many challenges and helps the reader to learn never to give up, no matter how hard a challenge may become. Use this as an opportunity to discuss with students that just because you might arrive or be finished late, it does not mean that you have failed, and discuss how the students could apply this lesson to their own lives. Teach the English expression *Better late than never* if necessary.

Appendix B Photocopiable activities

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Unit 1 – Role play

Student A



Meeting for the first time

Your partner is a British tourist who is visiting Iraq. Follow the instructions.

- Introduce yourself.
- Ask him/her about their journey to Iraq.
- Ask when he/she arrived.
- Ask how long he/she is staying in Iraq.
- Ask where he/she is from.
- Ask what he/she would like to see.

Remember to show that you are interested. Answer any questions.



Student B



Meeting for the first time

You are a British tourist who is visiting Iraq. Use the notes below to answer your partner's questions.

- Name: Paul/Paula Wilkinson
- Journey: Not great. There was a problem with the airline
- Arrived: Two days ago
- Staying in Iraq: 10 days
- Nationality: Scottish
- Likes: Museums, history

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Unit 6 – Role play

Student A

You are the patient. Choose one of these problems. Explain it to your partner. Ask for advice and respond. Then change roles.

- headache
- sore throat
- knee hurts
- sprained ankle



Student B

You are the doctor. Your partner will tell you about a health problem. Use the notes below and your own ideas to give advice. Then change roles.

- drink tea
- don't spend hours on your computer
- drink hot lemon
- put ice on it
- take aspirin
- rest it
- wear a bandage

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Unit 7 – Questions and answers

Student A

Ask your partner questions.

What will you do if ...?

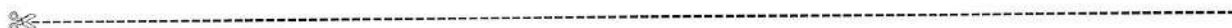
Now answer your partner's questions.

If ..., I'll ...

Ask your partner what he/she will do if he/she ...

- has to give a presentation in class.
- forgets to do his/her homework.
- has a headache in the evening.

Think of two more questions.



Student B

Ask your partner's questions.

If ..., I'll

Now ask questions.

What will you do if ...?

Ask your partner what he/she will do if ...

- someone invites him/her to the cinema.
- he/she doesn't hear the alarm clock in the morning.
- he/she finishes his/her homework early.

Think of two more questions.

Teacher's notes

Components of *English for Iraq, 4th Preparatory*

- Student's Book
- Activity Book
- Teacher's Book
- Audio