



English for Libya

Preparatory 3 Teacher's Book

Garnet
EDUCATION





English for Libya Preparatory 3 Teacher's Book
State of Libya
Ministry of Education
Curricula and Educational Research Centre

Published by

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

First edition, copyright © 2019 Garnet Publishing Ltd.

The right of the authors to be identified as authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the C.E.R.C (Libya). Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

إشراف: لجنة من مركز المناهج التعليمية والبحوث التربوية





CONTENTS

Introduction	6
Unit 1 Describing Things	16
Unit 2 Spare Time Activities	38
Unit 3 Our World	58
Unit 4 Fun with English 1	76
Unit 5 The Media	90
Unit 6 Jobs and Careers.....	110
Unit 7 Other Countries	126
Unit 8 Fun with English 2	142
Project	156

Book Map

	UNIT 1 Describing Things Page 16	UNIT 2 Spare Time Activities Page 38	UNIT 3 Our World Page 58	UNIT 4 Fun with English 1 Page 76
Listening and speaking	- Things in a shopping mall 🗣️ - Cars and motoring - Adjectives describing people 🗣️	- Spare-time activities 🗣️ - Equipment used in spare-time activities - Places to visit 🗣️ - Types of stories - Film, theatre and concerts	- Animals, birds, insects - Habitats - Landscape - Adjectives to describe animals 🗣️	Skills, grammar and vocabulary from Units 1 to 3
Reading and writing	- Writing an advert - Reading for enjoyment 🗣️ - Role play: Parent/Children – explaining actions - Role play: sharing diary information	- Writing a fact file on a book - Using written factual information 🗣️ - Making an advertisement for a film, play or concert - Writing an email invitation	- Completing a questionnaire: <i>Caring for the natural world</i> - Reading for interest - Researching and writing a fact file on <i>wildlife</i> 🗣️	
Structure and language	- Describing people, places and things 🗣️ - Telling the time - Expressing purpose orally and in writing - Listening for gist and detail and to understand style - Reading for gist, specific information and vocabulary development - Writing emails: describing a friend 🗣️	- Expressing likes and dislikes 🗣️ - Making suggestions - Talking about stories - Giving opinions and advice - Listening for questions and answers - Listening for numerical information to transfer to tabular form - Reading for gist and detailed understanding 🗣️ - Reading and transferring information to tabular form - Guessing words in context - Improving written text	- Listening for word stress, gist and specific information; taking notes 🗣️ - Describing and comparing animals - Expressing feelings, opinions, agreement and disagreement 🗣️ - Discussing probable and less probable consequences - Reading factual texts for gist, detail, inference and figurative language 🗣️ - Writing a questionnaire	
Vocabulary	<i>There is/are ... , It has ...</i> for describing places - Adjectives and the modifiers <i>very, quite, really</i> - Present and past continuous - Expressing purpose with <i>so you can ...</i> and <i>to help you to ...</i> - Question formation - Compound words - Giving reasons 🗣️	- Verbs + gerund / Verbs + infinitive - Present simple and past simple tenses - Compound and complex sentences	- Comparative and superlative forms of adjectives ... <i>(not) as (beautiful) as ...</i> 🗣️ - First and second conditional tenses - Past habitual tense <i>(used to)</i> - Possessive adjectives and pronouns - Present simple passive with <i>can</i>	



UNIT 5 The Media	UNIT 6 Jobs and Careers	UNIT 7 Other Countries	UNIT 8 Fun with English 2
Page 90	Page 110	Page 128	Page 144
• Sport • Newspaper and magazine sections • Buying and selling • Television programmes 📺	• Jobs, workplaces and education 📺	• Countries and nationalities • Ways of travelling 📺	• Skills, grammar and vocabulary from Units 5 to 7
• Reading for enjoyment 📺 • Role-play: buying second-hand objects • Writing a story • Writing a survey 📺	• Role play: asking for and giving directions to own home/career plans 📺 • Reading for pleasure • Interviewing someone and writing a career history • Playing language games	• Playing a language game • Role play: expressing thanks and enjoyment 📺 • Reading for interest • Researching and writing about a country	
• Listening and understanding biographical information 📺 • Talking about sport • Reading a newspaper: using index and headlines 📺 • Using a TV programme guide	• Listening for gist, language and details; taking notes • Talking about plans for the future • Reading for gist, language and text organization • Writing sentences, a paragraph about self and a career history 📺	• Listening to an illustrated narrative for gist, then detail • Expressing opinions about ways of travelling • Practising conversations for pronunciation • Using a questionnaire for oral practice • Reading for specific information and detail 📺 • Making deductions from short texts 📺 • Writing sentences, a paragraph and a letter 📺 • Apologizing	
• Contrasting past simple and past continuous 📺 • Question forms • Subject and object pronouns • Future simple with <i>will</i>	• <i>going to</i> + infinitive to express plans for the future 📺 • Defining relative clauses with <i>who</i>, <i>which</i>, <i>that</i> • Articles: <i>a</i>, <i>an</i>, <i>the</i>, zero article	• Position of adverbials 📺 • Present perfect and past simple tenses • Present and past simple passive	

Introduction

1 Overview

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

This course has been developed for the teaching of English to students in Preparatory 3. As such, the course has been specifically designed to reflect the fact that the students are starting to become young adults. It covers topics that draw upon their knowledge and experience of the world, as well as their personal interests.

The course gives students the opportunity to expand their knowledge of English and become more fluent users of the language. It also encourages the students to develop their study skills and start to become independent language learners, by providing them with ideas on how to continue learning outside the classroom. Tips on grammar and other language skills are presented regularly in order to help students begin to understand language patterns in English.

The content and approach of the course reflect the fact that, as well as using English in class, the students will increasingly need to use English in the 'real world'. The emphasis of the course is therefore on English as an international language, and on the students' long-term as well as short-term goals.

2 Approach to teaching

21st Century English for Libya, Preparatory 3 is a topic-based course that follows a clear grammatical and functional syllabus. Within this framework there is a coherent strand of skills development. This is generally thought to be the most effective organizational principle for English-teaching material used within state school systems, where there are a variety of constraints on learning.

The main constraint is time. Lack of time means that lessons can only provide a framework within which language can develop. Students will inevitably need to put in extra work, whether by studying independently, taking additional courses of study or travelling to English-speaking countries. An additional constraint is the importance of testing within the state system. This understandably leads to a certain emphasis being placed on knowledge of the language as one of the objectives of learning. *21st Century English for Libya, Preparatory 3* 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 Preparatory 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. Studying 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 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 Preparatory stage need to be encouraged to think for themselves, experiment with the language, and take some responsibility for their own



learning. However, the teacher has a clear role in bringing clarity to the process with regular class-based summaries of progress. The Round up lesson is a useful reminder to do this at the end of each unit.

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

3 Components of the course

Course Book

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

Workbook

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

Test booklet

The test booklet contains progress tests that can be used to test the students after each unit. Each test assesses the skills of listening, reading and writing, as well as specific language points and vocabulary from the unit. Students should already be used to the idea that they will be assessed near the end of

each unit. However, they will need to be reminded in advance so that they have plenty of time to revise. The teacher should guide students through each test, explaining the activities before the students begin – the students are not being assessed on their ability to understand written instructions, but on their listening, reading and writing skills. Wherever possible, the tasks in the test are very similar to tasks the students have encountered before in the Course Book or Workbook. The students are required to apply the particular listening, reading and writing sub-skills they have been practising in the unit.

Tasks in the tests include:

- listening to a conversation and completing notes, matching information, etc. or listening for specific words
- reading and identifying topic sentences
- reordering a conversation
- matching sentence halves containing new vocabulary or structures
- completing and correcting sentences
- matching words to pictures and definitions
- completing an application form with personal information
- writing an email

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

Website

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

Teacher's Book

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

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

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

Icon key



Pairwork activity



Group work activity



Project work



Grammar tips



21st Century Skills



Suggested timing

4 Organization

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

5 Features of the course

5.1 Functional grammar and language tips

These are a regular feature of the *21st Century English for Libya* series. Detailed explanations of usage and realistic examples are provided to help the students develop their language competence. The tips are presented in shaded boxes which are integrated into the unit to maximize convenience for student and teacher.

5.2 Round up pages

Round up pages at the end of Units 1, 2, 3, 5, 6 and 7 allow students and teachers to review what they have done in the unit and go over any problem areas together before the tests. The students work through each point on the page individually or in pairs. The students should be encouraged to think for themselves about what they have achieved and what they need to continue to work on. The teacher should be prepared to answer any questions that the students may have, to write examples on the board or to do oral practice of the points that the students need to revise most.

Homework activities

The Workbook of *21st Century English for Libya, Preparatory 3* contains a number of projects and extended writing activities. The teacher may decide to ask students to do these independently outside of the lesson so as to encourage students to take responsibility for their own learning and allow them to explore areas that interest them personally.

Vocabulary notebooks

A vocabulary notebook gives each student the freedom to record the words they need in the way that works best for them. It is suggested that the students begin a vocabulary notebook at the very start of the course. Various methods of categorizing and arranging vocabulary are possible: the aim is to let the students find their own method of remembering and associating words. It is worth taking the time to show the students how to draw word maps and to use pictures and diagrams to record the meaning of words and the relationships between them, so that they do not write Arabic translations and arrange words in alphabetical order. Finding a personal way of recording vocabulary and ideas is another step on the way to learner independence and is a skill that the students can transfer to other subjects.

Using a dictionary

To further develop language competence, the students should begin to make more use of monolingual dictionaries when they read and write. This is a habit that needs a lot of encouragement. Students are reluctant to use dictionaries for a number of reasons. One reason is simply that they are not sure how to access all the information that dictionaries contain. This is why the students are shown how to do this in the very first unit of the Preparatory course, then encouraged to practise referring to dictionary entries in *Preparatory 3*.

The students are also shown 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 *Preparatory 3*.

6 Advice to teachers of teenagers

6.1 Teaching English to teenagers

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

- (i) Clearer personal goals: teachers need to tap into the positive aspects of their students' goals and

encourage the students to shape these goals for their long-term benefit and the benefit of society.

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

Educational characteristics:

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

6.2 Lesson planning

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

Planning a lesson in advance will also result in greater confidence during the lesson. This confidence will facilitate appropriate decisions during a lesson. It will also be easier to manage time; for example, knowing which activities can be left out if time is short, or when to stop an activity if it seems to be taking up a disproportionate amount of time. Note that approximate timings are provided for each stage

of the lesson as guidelines for the expected duration and relative importance of each activity. However, it is left to the teacher's judgement to manage class time. The key to good time management is to have a clear idea of the essential aims of the lesson. Plenty of time should be allowed before a lesson to plan the following important areas:

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

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

6.3 Recycling language

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

- Social language and ways of keeping a conversation going, including question tags: *Really? That's nice. Was it?*
- Phrases for asking for and expressing opinions: *What do you think? I think ... I agree ... I disagree. Maybe you're right.*
- Describing location and giving directions: *Where's the new shopping centre? How do I get to the library from here?*
- Adjectives to describe experiences and places: *What was it like? How did you feel? Was it interesting?*
- 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 *21st Century English for Libya, Preparatory 3* frequently require students to be organized into groups or pairs. It is important to ensure that this organization happens as smoothly and quickly as possible, so that it does not disrupt the flow of a lesson. Since the students' attention will be distracted once they are sitting in groups, it is a good idea to explain or demonstrate an activity before you split the class up. You can then be sure that everyone is able to see and hear you.

Give clear instructions for rearranging furniture or moving seats around. If the students need their books, notebooks or pens, make sure that you tell them to take them when they change seats. If you are dividing the class into two groups, either draw an imaginary 'line' down the middle of the room, making sure there are equal numbers on each side, or give each student a letter A or B. Then tell the A students to sit on one side of the classroom and B students on the other. It will save time if you think carefully about your students before the lesson. When dividing the class into smaller groups, you should generally try to ensure that students of similar ability are working together. The more able or confident students will, however, help less confident students, so it is useful to have a mixed ability in each group. If you know that some groups or pairs will finish early, have some extra work ready for them to do, or a game for them to play. This will allow you to give the rest of the class the help and encouragement they need, as well as giving all the students time to finish the set task.

For pairwork, it is easiest to ask students to work with students who sit near them. However, pairings should be varied sometimes to make language practice more interesting, so from time to time ask students to make new pairs. The interaction will be more genuine if students are talking to someone they don't know very well, e.g., if they are exchanging opinions or talking about their hobbies and experiences. Moving students to a new seat

also keeps them interested and alert; rearranging the classroom helps to signal a new stage in the lesson. When you want to return to full-class activities, or stop an activity to give instructions, make sure you have everyone's attention and that all the students have stopped talking before you begin. It is a good idea to use a regular signal, such as clapping your hands or ringing a bell.

6.5 Continuous assessment

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

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

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

6.6 Homework

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

7 Teaching in 21st Century English for Libya, Preparatory levels

7.1 Listening

Listening text types in *21st Century English for Libya, Preparatory 3* fall into the following broad types:

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

7.1.1 Activities to develop the skill of listening

The course contains texts specifically dedicated to the purpose of developing the listening skill and the following related sub-skills:

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

There are also dialogues and short texts that are used to model and contextualize new language structures and vocabulary or for pronunciation practice. It is important to read the teacher's notes carefully in order to identify whether a listening exercise is aimed at developing specific listening sub-skills, modelling new language and/or is to be used for extensive listening. In general, the teacher should aim to make the students feel as comfortable as possible with listening to the audio. Students should never come to a listening unprepared as it is unrealistic and will cause unnecessary anxiety. As long as it does not interfere with the aims of the task, the teacher should tell the students how many people are speaking, and who and where they are, before playing the audio. The Course Book pictures should be used as much as possible to aid understanding, since in real-world listening tasks, listeners usually have visual clues to help them (e.g., setting, gestures and facial expression of the speaker).

A basic procedure for listening tasks is as follows:

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

- Use the information for consolidation, transfer or to stimulate discussion.

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

7.2 Speaking

There is a wide range of speaking activities in *21st Century English for Libya, Preparatory 3*. For details of tasks in particular lessons, see the Book Map and unit summaries. In *Preparatory 3* the students will work towards the following competencies:

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

7.2.1 Discussion work, problem-solving and decision-making

21st Century English for Libya, Preparatory 3 contains pairwork and group work activities where students are required to discuss an issue, reach agreement or make a decision. They are encouraged to work together to compare ideas and answers. At this level the students should be encouraged to

use English to complete the activity. They will be better able to do this if they are reminded of simple structures for suggesting, agreeing and disagreeing, e.g., *Let's .../Yes, I think so./Yes, that's right./No, that's wrong./I'm not sure about that.*

7.3 Reading

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

The following sub-skills are covered in *Preparatory 3*:

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

7.4 Writing

Each of the presentation units contains six writing tasks:

- Short writing tasks (50–70 words long)
- One longer end-of-unit writing task (80–120 words long)

21st Century English for Libya, Preparatory 3 concentrates on the development of writing as a skill. At this level the students will be working on writing tasks in various registers (from informal notes and emails to reports or application forms). They will also be attempting longer pieces of writing than they did in previous levels. In addition to these freer activities, there are familiar controlled writing exercises (such as sentence completion, reordering and gap-filling) to consolidate language patterns and structures that have been introduced and practised orally. The following text types will be produced at *Preparatory 3*:

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

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

Students should also be encouraged to refer to the Checklist for Written Work on page 104 of the Course Book. Students should follow this list when writing. Teachers need to present these tips in class to ensure they are fully understood and the list should be referred to whenever students undertake one of the writing tasks. By doing this, students will be encouraged to put more time and effort into their writing and will make continuous progression in their writing throughout the year.

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

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

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

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

While the students are writing, it is important to go round and monitor their work, acting as a resource

for ideas and a helper with spelling, rather than a judge. Always have a task available for those who finish writing early, and allow slower students to finish their work at home. Stages and sub-skills of writing at *21st Century English for Libya*, *Preparatory 3* 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



Aims

Listening and speaking

- Developing listening for specific information; understanding aspects of spoken language
- Listening for gist and to understand style
- Describing a local shopping mall and people
- Exchanging information in pairs
- Expressing purpose orally
- Making positive and negative comments about people

Reading and writing

- Reading and understanding a description
- Reading and understanding a newspaper article
- Developing reading for specific information
- Completing a gapped description
- Writing diary entries
- Expressing purpose in writing
- Writing an email to a friend
- Developing writing at sentence and text level

Structure and language

- Describing people, places and things
- Telling the time
- Expressing purpose orally and in writing
- Listening for gist and detail and to understand style
- Reading for gist, specific information and vocabulary development
- Writing emails: describing a friend

Vocabulary

- There is/are ..., It has ... for describing places
- Adjectives and the modifiers very, quite, really
- Present and past continuous
- Expressing purpose with so you can ... and to help you to ...
- Question formation
- Compound words
- Giving reasons

21st Century Skills

- Communication Skills: Completing an application form; Inferring information from conversations; Understanding meaning from context
- Media Literacy: Inferring information from notices and ads
- Life Skills: Critical thinking
- Study Skills: Completing a table; Inferring information from notes
- Research Skills: Conducting interviews



Language and Word list

artistic (adj) /ɑ:r'tɪstɪk/	fat /fatter/ fattest (adj) /fæt/	safe / safer / safest (adj) /seɪf/
bakery (bakeries pl) (pl) (n)	'fætə/ 'fætɪst/	'seɪfə/ 'seɪfɪst/
/'beɪkəri/ 'beɪkərɪz/	friendly /friendlier / friendliest	security guard (n) /sɪ'kjʊərəti
big (bigger / biggest) (adj) /bɪɡ/	(adj) /'fren(d)li/ 'fren(d)liə/	gɑ:(r)d/
'bɪɡə /bɪɡɪst/	'fren(d)liɪst/	short / shorter / shortest (adj)
car park (n) /kɑ:(r) pɑ:rk/	hard working (adj) /hɑ:(r)d'wɜ:(r)	/ʃɔ:(r)t/ ʃɔ:(r)tə/ ʃɔ:(r)tɪst/
cheap (cheaper / cheapest) (adj)	kɪŋ/	sporty (adj) /'spɔ:(r)ti/
/tʃi:p/tʃi:pə/ 'tʃi:pɪst/	more / most helpful (adj) /mɔ:(r)/	straight / straighter / straightest
curly (curlier / curliest) (adj) /	məʊst'hɛlpf(ə)l/	(adj) /streɪt/ 'streɪtə/ 'streɪtɪst/
'kɜ:(r)li/ 'kɜ:(r)liə/ 'kɜ:(r)liɪst/	information desk (n)	supermarket (n) /'su:pə(r),mɑ:(r)kɪt/
more / most dangerous (adj)	/,ɪnfə'meɪʃəndesk/	talkative (adj) /'tɔ:kətɪv/
/mɔ:(r) / məʊst 'deɪndʒərəs/	kind / kinder / kindest (adj)	tall / taller / tallest (adj) /tɔ:l/
escalator (n) /'eskə,lɛɪtə(r)/	/kaɪnd/ 'kaɪndə/ 'kaɪndɪst/	'tɔ:lə/ 'tɔ:lɪst/
less / least / more / most	musical (adj) /'mju:zɪk(ə)l/	thin / thinner / thinnest (adj)
expensive (adj) /les/li:st/mɔ:(r)/	queue (n) /kju:/	/θɪn/ 'θɪnə/ 'θɪnɪst/
məʊst ɪk'spensɪv/	queue (v) /kju:/	

Unit 1 Lesson 1:

At the Mall

Aims: To revise vocabulary related to public places and shops.
To revise adjectives to describe objects.
To read and understand a description.
To describe a local shopping mall orally.
To complete a gapped description.

Materials: *Course Book* pages 8–9
Workbook pages 4–5

Language: There is/are ... It has ...
Adjectives

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

21st Century Skills: Life Skills: Critical thinking

- Say the words again and encourage the students to match what you say with the correct label. Then clarify the meaning and practise pronunciation.

Answers

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

Additional/Support

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

Warmer 6 mins

- Start the class by asking students to tell you about their shopping experiences: if necessary, give some prompt questions: *Where do you go shopping? Who do you go with? How often do you go? Do you like shopping? What is your favourite shop?*

A Label the pictures with the words in the box. 8 mins

- Ask students to open the *Course Book* on page 8.
- Quickly discuss the picture. Elicit what it is and what the students can see.
- Then elicit the words in the box and get the students to find the matching objects in the picture.
- Say the words and elicit the numbers.

B Read what Richard says about a mall in England. What does he like? 6 mins

- Point out that Richard is in a shopping mall in England. Tell the students to read and answer the question *What does Richard like?*
- Note:** *loads of* is a common colloquial expression that means the same as *lots of*.
- Note:** Notice the use of 'you' in the sentence 'I like going up and down in the lift because you can see everything.' Here *you* refers to the idea that everyone (all people who go up and down in the lift) can see everything.
- Check the answers as a class, then ask other questions about the text. For example: *When does Richard's father get angry? Why does he like electronic shops? What can't people buy at the mall?*

Answers

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

C Talk about a local mall. Use the language below to help. 6 mins

- Elicit sentences from the language table. Establish that they are all true about the mall in the picture.
- Choose students to read out the sentences.

D Choose a person or a place from one of the pictures. Describe it for your partner to guess. 6 mins

- Tell the students to work in pairs and tell their partner about a local shopping mall they know of. Remind them to use language from the box.

Example answers

There are lots of book shops.

There aren't any sports shops.

There isn't a swimming pool but there is a large supermarket.

first answer. They will then be able to write the answers themselves when asked to do so. Make sure the students do not write at this stage.

- Tell the students to work on their own and complete the task.

Answers

- 1 young
- 2 is
- 3 name
- 4 has
- 5 eyes
- 6 a
- 7 his
- 8 wearing
- 9 has
- 10 and

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Workbook**A Look at the picture and write six sentences about the items in the box below. Use *There is/isn't* and *There are/aren't*.** 6 mins

- Exercise A is a simple activity to get the students reading and reacting to the picture. Tell the students to work on their own then elicit some responses as a class.

Answers

- 1 There is a clock in the picture.
- 2 There isn't an information desk in the picture.
- 3 There aren't any shop assistants in the picture.
- 4 There are four plants in the picture.
- 5 There isn't a supermarket in the picture.
- 6 There is an escalator in the picture.

B Complete the texts with the words in the boxes. 7 mins

- This activity will help students to revise the language of description.
- Go through both texts orally. Encourage the whole class to think, rather than accepting the

Additional/Support

- Play a memory game: ask a student to name something they can buy at the mall (e.g. *video games*). Then ask a second student to repeat the item the first student named and to add another item you can buy at the mall (e.g. *video games, T-shirts*). Ask another student to name the previous two items and add another item you can buy at the mall (e.g. *video games, T-shirts, books*). Continue round the class in this way until a student makes a mistake, then start again.

Unit 1 Lesson 2:

Hurry up! It's time to go!

Aims: To revise telling the time.
To listen for specific information.
To understand aspects of spoken language.
To write diary entries and exchange information in pairs.

Materials: *Course Book* page 10
Workbook pages 5–7
Track 1

Language: Telling the time in three ways.
Present continuous/Past continuous

Vocabulary: *worried*

21st Century Skills: Communication Skills:
Inferring information from conversations

- Remind the students of the 12-hour and 24-hour clock. Point out that we sometimes see the 24-hour clock, but we rarely say the time using it.
- Recycle these two ways of telling the time through the rest of the unit.
- Tell the students to match the analogue and digital clocks which tell the same time. Elicit the matching time in the two ways revised above.

Answers

3A: ten past twelve; twelve ten (12:10)
1B: twenty past three; three twenty (15:20)
6C: ten to six; five fifty (17:50)
4F: half past nine; nine thirty (21:30)

B Now say the times. 3 mins

- Practise saying the times, first one way and then the other.

Answers

1 twenty past three; three twenty
2 six o'clock; eighteen hundred hours
3 ten past twelve; twelve ten
4 half past nine; nine thirty
5 quarter to eleven; ten forty-five
6 ten to six; five fifty

Warmer 6 mins

- Start the class by asking students what the day and date is today. Then go on to ask them about the time and see which students are able to answer. They may use the analogue method of telling the time (*ten past eleven, twenty to one*, etc.). Tell them that today they are going to learn about telling the time using digital clocks.
- If enough students understand the time, play a mime game: call out a time and ask students to tell you what they usually do at that time each day (e.g. *Seven o'clock in the morning. I have a shower. / I get up.*, etc.).

A Which clocks show the same time?

4 mins

- Write 20:00 on the board. Then ask *What's the time?* Elicit *It's eight o'clock*. Write 20:15 on the board and elicit that this is either eight fifteen or quarter past eight.

C The mother in the picture looks worried. Why do you think she is worried? What do you think she is saying on the phone? 3 mins

- Look at the picture on page 10 of the *Course Book*. A mother is at the information desk in the same shopping mall shown in Lesson 1. The children are not back on time; she is asking the children to come back immediately.
- Ask for suggestions from students about why the mother is worried (e.g. *She is worried because she thinks her children are lost. She is worried because she is late to meet her children.*).
- Ask students to speculate about what the mother might be saying on the phone (e.g. *Where are you? I'm sorry I'm late! Are you OK?*).

D Listen to the four conversations. Point to the correct picture.

6 mins

- Tell the students to listen to Track 1 and identify the children in each picture. Tell them to point to each picture as they listen.
- Make sure students understand the instructions. Play Track 1 and remind them to point to the pictures as they listen.

Track 1

Presenter: Listen to the four conversations. Point to the correct picture.

Ibrahim: Hello? Ibrahim, here.

Mum: It's your mum. Look Ibrahim, it's five past one. What are you doing?

Ibrahim: Oh, hi Mum. I'm in the lift. I'm just coming to the ground floor now.

Mum: Oh, well hurry up, then! And what about Salwa? What's she doing?

Ibrahim: Sorry. What was that?

Mum: Salwa! What's she doing?

Ibrahim: I don't know.

Mum: Aren't you with her, then?

Ibrahim: No, I'm with Ameena.

Mum: Who did you say?

Ibrahim: Ameena. Don't worry, Mum. We're coming. See you in a minute. Bye!

Salwa: Hello? Who is it?

Mum: Salwa! It's me. Look. It's five past one! What are you doing? We're waiting for you!

Salwa: I'm waiting in a queue.

Mum: In a queue? Do you know the time? It's five past one – almost ten past one. What are you queuing for?

Salwa: I'm buying an ice-cream. It's very busy.

Mum: There's no time for that. Come back right now, Salwa. Please.

Salwa: I'm really sorry, Mum. See you in a minute.

Hasan: Hello?

Mum: Hasan! It's Mum. What are you doing? It's five past one!

Hasan: Oh, hi Mum. It's all right I'm just coming down the stairs. Can you see me?

Mum: Not yet. Be careful.

Hasan: Mum. I'm OK. See you in a minute. Bye!

Jassim: Hello. Jassim here.

Mum: Yes, I know who it is. But what are you doing?

Jassim: Nothing.

Mum: You sound funny. Where are you?

Jassim: I'm in the restaurant. I'm having a burger.

Mum: In the restaurant? But it's five past one! Where's Fahad? Is he with you?

Jassim: Yes, he was thirsty. He's having a cola.

Mum: Look, Jassim. Will you hurry up, please! Bring the burger with you. Tell Fahad to bring his cola.

Jassim: OK, Mum. Sorry. We're coming.

Mum: Quickly!

Answers

1st, Picture 2: Ibrahim (I'm in the lift. I'm just coming to the ground floor now.)

2nd, Picture 4: Salwa (I'm waiting in a queue. I'm buying an ice-cream.)

3rd, Picture 3: Hasan (I'm coming down the stairs.)

4th, Picture 1: Jassim (I'm in the restaurant [with Fahad]. I'm having a burger.)

E Look at the pictures and read the conversations. Which one happens first – A or B?

5 mins

- Tell the students to read the speech bubbles in A and B and decide which conversation happened first. Point out that they should think about the reason for their choice.
- Ask students to share their answers and explain their choice.

Answer

Conversation A happened first. Reason: the tense in conversation A is present continuous, so we know that is happening 'now'. The tense in conversation B is the past continuous so we know it is referring to a past action that happened before 'now'.

Workbook

A 1 Listen again. Complete the sentences.

5 mins

- Explain that students will listen to the conversations between the mother and her children. This time they are listening to complete the gapped sentences.
- Tell the students to read the sentences on page 5. See if they can complete the gaps in the sentences before listening again. Play  Track 1 again and let students check their answers or complete the gaps. Ask for volunteers to read out each sentence.

Answers

- 1 doing
- 2 in
- 3 queue
- 4 no
- 5 queuing

B 1 Listen again. See how the expressions are used.

5 mins

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

sentences containing the words and discuss how they are used:

just: emphasizes the shortness of time before Khalifa will be back.

really: Khalifa uses this to emphasize that he is telling the truth.

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

4 mins

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

Answers

- 1 was eating
- 2 was drinking
- 3 was waiting
- 4 was coming
- 5 was coming
- 6 was waiting

D Communication exercise.

4 mins

- Introduce the first diary, marked You. Ask what different students were doing on the days and at the times stated. For example: What were you doing on Monday at 6 o'clock?
- Tell the students to write about what they were doing on the days and times stated. Encourage them to think about what they were really doing. This might mean you have to give the students new words so they can express themselves. While the students work, go round helping them with any information they need.
- Discuss as a class any new words that students have used in their diaries. Write them on the board and explain the meaning.
- Practise the question the students will need to ask, using the example in the speech bubble in the Workbook. Get the students to substitute the four days and times.
- Tell the students to exchange information in pairs.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 1 Lesson 3:

Car of the year!

Aims: To revise and develop vocabulary related to cars.
To read and understand a newspaper article.
To work out words in context.
To develop understanding of adjectives.

Materials: *Course Book* page 11
Workbook pages 8–10

Language: Modifiers and intensifiers
quite, very, really

Vocabulary: *actually, air bag, air conditioning, built-in, dream, engine, everyone, expensive, extras, gaze, GPS, litre, roof, run (a car or machine), safety features, standard, tinted, warranty*

21st Century Skills: Communication Skills:
Understanding meaning from context

Warmer 3 mins

- Ask students to share their opinions about cars. If necessary, ask some prompt questions: *Do you like cars? What's your favourite car? What is important when choosing which car to buy?, etc.).*

A Match the numbered car features with the words. 4 mins

- With *Course Books* shut, draw a quick sketch of a car on the board. Elicit what words for parts of a car the students already know in English. Then talk about the words in the box on page 11 of the *Course Book*. The students know most of the words and should be able to guess the meaning. The only completely new item is *GPS*, although some students may already know this. The letters

stand for *Global Positioning System* and describe the satellite navigation system fitted to cars. The students only need to know the initials, *GPS*.

- With *Course Books* open, tell the students to match the words in the box to the picture on page 11.
- Ask students to check their answers in pairs before checking as a class.

Answers

- sunroof
- airbags
- electric windows
- CD player
- GPS
- tinted windows

B Read the newspaper article. Does the writer like the Panther 3.0D? How do you know? 6 mins

- Check that students understand the rubric. Elicit what the students would expect the writer to say if he likes the car, or what he would say if he does not like it. Elicit any adjectives that could describe a car. Then tell the students to skim the text quickly to confirm whether the writer likes the car or not.

Answers

Yes, the writer does like the car.
This is shown by the following phrases:
it's really fantastic
beautiful shape
sit in the driver's seat and dream
what a great engine
beautifully made
there's more
a really safe car

C Is the car in the picture the Panther 3.0D? Read again carefully. 5 mins

- Tell the students to study the picture carefully to see if there is anything different from the car in the text.

Answers

No, the car in the picture is not the panther 3.0D.

The car in the picture is much smaller and appears to only have two rows of seats (seating for 4/5 people).

Workbook

A Read the newspaper article on page 11 of your Course Book. Complete the information for the fact file. 7 mins

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

Answers

Name of car: Panther 3.0D

Number of seats: 8

Kilometres per litre: 12

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

Other extras: electric windows, electric seats, video-game player, CD player, tinted windows, sunroof, GPS

Additional/Support

- Ask a few more questions about the text. For example:
Who is talking about the car? (everyone)
Why? (because it is new and very good)
What's the engine like? (beautifully made/looks like an engine from a more expensive car)
 Use this opportunity to present some of the new words and recycle.

B Find the following words in the text and give the line number. Work out their meaning and use them in sentences. 5 mins

- Write the four new words from Exercise B *gaze*, *dream*, *built-in* and *warranty* on the board. Tell the students to scan the text, find the words, underline them and write the line numbers. Help by marking where they are: paragraph 1: *gaze* and *dream*, paragraph 2: *built-in*, paragraph 4: *warranty*.
- Encourage the students to use the context to guess the meaning of the four words and write them in sentences. Point out that it is more important that they try to work out meanings from context, than that they always get the right answer.

Answers

- | | | | |
|---|-----------------|----------|--|
| 1 | <i>gaze</i> | line: 5 | meaning: to look at for a long time |
| 2 | <i>dream</i> | line: 6 | meaning: to experience dreams (thoughts, images and sensations) while asleep |
| 3 | <i>built-in</i> | line: 12 | meaning: included as part of something |
| 4 | <i>warranty</i> | line: 24 | meaning: a guarantee to cover the cost of repair |

C Look at the text on page 11 of your Course Book. Find the adjectives and the nouns they describe. 5 mins

- Write on the board: *The car is fantastic. It is a fantastic car.*
 - Highlight the fact that the adjective can come in two places in a sentence, before the noun, or *is* + adjective after the noun.
 - Tell the students to find and underline *fantastic* in line 4 of the text. Elicit which one of the two sentence types it is (*is* + adjective after the noun).
 - Tell the students to look at line 6 and find the adjective. Elicit that it is *beautiful*. Then elicit that it comes before the noun. Do the same for the adjectives in lines 7 and 10.
 - Introduce Exercise C. Tell the students to write in the first four adjectives they have found on the chart. Then tell them to find the other six adjectives which correspond with the line numbers in the chart.
 - Look at the first four adjectives again as a class. Elicit what noun each one refers to. See if they can find what else *fantastic* refers to in the text – *the CD player*.
 - Tell the students to write the nouns in Column 2, then complete the other six by themselves.
- Note:** The reason that the finding and matching is done in two operations, is to make sure that the students practise analyzing the text. The process of finding and matching is more important than the answers.

Answers

Line	Adjective	Noun
4	fantastic	car
6	beautiful	shape
7	young	men
10	expensive	car



Unit 1 Describing Things

16	tinted	windows
16	fantastic	CD player
18	fun	extras
24	cheap	Panther 3.0D
27	important	something
28	safe	car

D Write the opposites. You can use the adjectives in the table in Exercise C to help you. 4 mins

- Say the following adjectives and get the students to find the opposites in Exercise C: *terrible, expensive, boring, ugly, dangerous, old, unimportant*
- Tell students to work on their own and complete Exercise D.

Answers

fantastic, cheap, fun, beautiful, safe, young, important

E Complete these sentences with quite or really. 6 mins

- Go through the language box on page 10 and make sure students understand how the modifiers work. Point out that in conversation we very often modify adjectives to show how we feel about things.
- Tell students to do Exercise E. Tell them to think carefully about the meaning and the way the sentences are constructed.
- In feedback, get the students to explain why they have chosen their answers.

Answers

- really:** because the second sentence shows the speaker/writer feels strongly about the speed.
- really:** as above, the second sentence shows the speaker/writer feels strongly about the shape; also the position of the article a means it must be *really*.
- quite:** the second and third sentences show the speaker/writer is not sure about how he feels; also the position of the article a means it must be *quite*.
- quite/really:** the second part of the sentence shows that this year's exam was less difficult than the previous year, so *quite* is probably the best choice. However, it could also be *really*.

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

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 1 Lesson 4: Buying and Selling

Aims: To develop vocabulary.

To listen for gist.

To listen to understand style.

To express purpose orally and in writing.

Materials: *Course Book* page 12

Workbook page 11

🎧 Track 2

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

Vocabulary: comfortable, disc brake,
mountain bike, put up,
ride (n), suspension

21st Century Skills: Communication Skills:
Inferring information from
conversations

Warmer 6 mins

- Play a word association game: get students to stand in a big circle around the desks. Say a word from Lesson 3 (e.g., *car, year, expensive*, etc.). Ask the pupil standing on your right to say a word associated with your word (e.g., *bus, month, cheap*, etc.). The next pupil says another associated word (e.g., *bike, day, money*, etc.). Continue until students cannot continue the chain. Then start again from the last pupil with a new word.

A 2 Look at the pictures. Then listen and think. Which objects are the people describing? 10 mins

- Ask students to open their *Course Book* on page 12. Briefly discuss the pictures. Check understanding of *mountain bike* – the students should already know the two individual words – and *tent*.
- Play Track 2. Ask Tell students to listen to both recordings and decide what is being described in each case. Elicit what helped the students decide their answers.

Track 2

Presenter: Listen and underline the verb you hear.

1

Voice 1: *You'll love this new model from Trekkers! It's very fast, but really safe!*

Voice 2: *There are front disc brakes to help you stop quickly.*

Voice 1: *And it has the latest front and back suspension to keep you on the road.*

Voice 2: *It's really comfortable.*

Voice 1: *And it's a great buy!*

2

Boy: *I think it looks good. Do you think it is big enough?*

Dad: *It says it sleeps two so it should be big enough.*

Boy: *I'm glad it is insect-proof.*

Dad: *Mmm. Yes. I don't want to get bitten.*

Boy: *Yes ... and look, it only takes thirty minutes to put up. You'll like that!*

Answers

In track 1, the people are describing the mountain bike.

We know because of references to: *very fast but really safe, front brakes, suspension* and *road*.

In track 2, the people are describing the tent.

We know because of references to: *big enough, sleeps two, insect-proof* and *takes thirty minutes to put up*.

B Who are the people in the conversations? 6 mins

- Elicit who the students think is talking in each case. Discuss their reasons.

Answers

Two people advertising the bike on the radio.

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

Note: *Disc brakes* are like the ones used on cars. The brake is in the middle of the wheel instead of the outside edge. They are better than standard bike brakes.

Suspension on bikes makes them more comfortable to ride. They also help keep you safe on a bumpy road or track.

C Discuss the new vocabulary. What do the words mean? 6 mins

- Students work in pairs. Encourage the students to guess the meaning of all the new words. Prompt them to use what they heard on the audio. Play the track again if necessary.
- Read through the grammar boxes with the students and also point out what they already know, e.g., *disc* and *brake* put together for *disc brake*.

Possible answers

disc brakes: brakes that use discs

suspension: the system of springs that supports a bike on its wheels

clear: easy to understand

insect-proof: prevents insects from getting inside

Workbook

A Match the words to make compound nouns. 8 mins

- Go over the information on compound nouns in the grammar box on page 12 of the *Course Book*. Ask the students to think of other compound nouns they know already. Prompt them to find examples from pages 9 to 12 of their *Course Books*.

- Tell the students to work on their own and match words in Exercise A to make compound nouns. Let the students check in pairs before eliciting the answers as a class.
Note: There are three types of compound nouns – closed, hyphenated and open. Sometimes knowing when to write compounds as single words (*closed*), hyphenated words (*hyphenated*), or separate words (*open*) is difficult. That's because some compound words change their type based on their function in a particular sentence. For example, *I bought a new video game*. Here it is a noun. However, if we talk about a *built-in video-game player*, the words 'video game' are acting as an adjective.
- Ask students to complete the activity individually, then do a class check. You can invite volunteers to write the sentences on the board, if you wish.

Answers

sweet shop
car park
information desk
disc brakes
insect-proof
airbag
swimming pool
video game
sunroof
litter bin
clothes shop

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

9 mins

- Go over the information in the second grammar box on page 12 of the *Course Book*.
- Refer back to the features listed in the box on page 11 of the *Course Book*. Elicit what they are for and get the students to try to express them in their own words.
- Elicit features and what they are for again, but this time help the students and write them on the board.
- Rub the information off the board. Tell students to complete the exercise individually.

Possible answers

- 1 Cars have airbags so you can be safe in a crash.

- 2 There is a CD player so you can listen to music.
- 3 It has a GPS so you can't get lost.
- 4 There are electric windows so you can open the windows easily.
- 5 There is a sunroof so you can let sunlight into the car.
- 6 There are tinted windows so you can't see into the car easily.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Additional/Support

- Get students to draw a game card with nine squares. Ask them to write seven of the words from Lesson 4 in the *Course Book*, one in each square. Students should colour the remaining two squares grey.
- Students work in pairs. Student A reads out one of their words. If Student B has the same word, they cross it out. Then Student B reads out one of their words. If Student A has the same word, they cross it out.
- The winner is the student to have all their words crossed out.

Unit 1 Lesson 5:

What are they for?

Aims: To understand the language of advertising.
To design an advert.
To write an email to a friend.

Materials: *Course Book* page 13–14
Workbook pages 12–13

Language: *so you can/can't ...*
to help you to ...
Comparatives: *big/ bigger/biggest, most/least expensive, best*

Vocabulary: *cool (fashionable), stylish, battery-powered, rotate, bright colours, changeable*

21st Century Skills: Media Literacy: Inferring information from notices and ads

Warmer 5 mins

- Start the class by asking students to say something about one of the two items discussed in the previous lesson (mountain bike and tent). They can say something from the lesson, or use an idea of their own. Involve as many students as possible.

A Look at the adverts. How can these things help you? 6 mins

- Start the lesson with a quick review of 'how things help' to review the language *so you can/can't ...* and *to help you to ...*
- On the board write the following: *Why do we you have ... disc brakes / electric windows / GPS / airbags / suspension / mountain bikes / windproof material?*
- Ask students to think of their responses and give them a few minutes to decide. Encourage them to look back at Lessons 3 and 4 if they need help. Ask each question; the student with the first correct response gets a point. If mistakes

are made, you can ask other students to suggest the correction.

Possible answers about how these things help you

disc brakes: so you can brake safely and quickly
electric windows: so you can open the window easily

GPS: so we can get to the place we're going to easily, without a map

airbags: to keep: to help us to stay safe in an accident

suspension: to help make the ride smoother
mountain bikes: so we can ride a bike on rough ground

windproof material: to help us stay warm in windy weather

B Match the adverts above with what people say. 6 mins

- Discuss advertising as an industry and what it is for (to help sell things). Discuss how adverts do this. Prompt the students to say that advertisers try to show that their product is better than others.
- Tell the students to read the four adverts in Exercise A. Ask them to think about how the adverts say the objects will help. Write *so you can* and *to help you* on the board.

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

Possible answers about how the adverts say the objects will help

- So you can have the colour you want. To let you choose/have the colour you want.
 - So you don't hurt your eyes. To help you protect your eyes.
 - So you can run faster. To help you run faster.
 - So you can turn quickly/easily. To help you turn quickly/easily.
- Read through rubric for Exercise B, to introduce the matching activity. Explain that each of the sentences (A to D) matches one of the four items in the pictures. Tell the students to read and match.



- During feedback, discuss what clues the students used to match the sentences and pictures. For example, 'Huda has a pair' must refer to something that can be referred to as a pair, i.e., sunglasses.

Answers

1D, 2B, 3C, 4A

C Work in pairs. Look at these three adverts for toothbrushes. Ask and answer questions about each of the toothbrushes. Use the following prompts to help you. 6 mins

- Remind the students that the information on page 14 of the *Course Book* is input for an advert. Point out that the students should already have looked at the page and worked out the meaning of unknown words. If some of them have not done this, organize them into groups so that the ones who have can pool information with them.
 - After the students have had time to discuss the page, give out dictionaries to each group so they can check the meaning of the new words for themselves.
- Note:** 'Changeable brushes' means you can swap the tops and have only one base.
- Organize the students into pairs to ask and answer questions about the three types of toothbrushes shown in the adverts. Students should use the prompts in the box to assist their discussion.

Answers

Which toothbrush is:
the most/least expensive? most expensive – Sonic 2000; least expensive – Maxi Clean
the best for travelling? Maxi Clean
the fastest? Sonic 2000
available with changeable brushes? Sonic 2000
available in the most colours? Maxi Clean

D Choose a toothbrush from the adverts above and tell your partner why you have chosen that toothbrush and why you haven't chosen the other two. 4 mins

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

Answers

Student's own answers, depending on their own opinions

Workbook

A Fill in the gaps to complete the email.

4 mins

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

Answers

- skateboard
- saving up
- fantastic
- well
- easy to put together
- so
- can go
- help you
- can

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

B Imagine you have a new item from adverts 1–4 on Course Book page 13. Write your own email to a friend about your new item.

4 mins

- Refer students to the adverts in the *Course Book*. Tell the students they are going to write an email

to a friend about a new item they have been given. Tell them first to think carefully about what parts of the email in Exercise A they can use as a model. Elicit that they can use similar sentences to the ones using *so you can* or *to help you*. Tell the students to start writing their emails. If time is tight, they could finish them at home.

Suggested answers

I had a new pair of trainers for my birthday. They're great. They're very comfortable. The best thing is that they are designed to help you grip the road. I can run really fast now!

C Read the sentences about how to look after your teeth and mark them true (T) or false (F). 5 mins

- Students can either work individually and then compare their answers with a partner, or in small groups, or they can work together from the start and discuss which statements are true/false.
- You can extend this activity into a class discussion about how we should look after our teeth and what we can do to improve our dental hygiene.

Answers

- T
- F
- F
- F
- T
- T

D Correct the false sentences. 5 mins

- Make sure the students understand the rubric. Ask them to correct the false sentences.

Answers

- You should try to see a dentist if you have a toothache.
- Eating sweets is not good for your teeth, especially if you do not clean your teeth afterwards.
- Two seconds is far too short a time to brush your teeth. Many dentists recommend brushing your teeth for two minutes at least twice a day.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 1 Lesson 6: What do they look like?

Aims: To read for specific information.
To describe people orally and in writing.

Materials: *Course Book* page 15
Workbook page 14

Language: Language for describing people
He/She is ..., *He/She has ...*, *He/She is wearing ...*

Vocabulary: *appearance, artistic, character (personality), friendly, hardworking, sporty, musical*

21st Century Skills: Communication Skills:
Understanding meaning from context

Warmer 8 mins

- Do a word game: get students to stand in a big circle around the desks. Say an item (e.g. *skateboard, toothbrush, bike, tent, car*, etc.). Ask for volunteers to suggest a line for an advert about the item. Encourage as many students as possible to suggest a line. Then repeat the process with different items.
- Note:** If you have a large class, this game is best played in groups of about 6–8 students.



Unit 1 Describing Things

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

10 mins

- Describe what students in the class are wearing for others to guess. Use the language from page 15 of the *Course Book* as a model. Do the same for describing appearance.
- Introduce the two characters, Ahmed and Lamya. Tell the students to study the language tables and think about how to describe them. Then elicit sentences from individual students to build up a complete description. Point out that *has* and *is wearing* can be used interchangeably for clothes, but not for possessions (such as a bag).

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

Example answers

Ahmed:

He is wearing grey trousers.

He has a skateboard.

He has short hair.

He is quite tall.

Lamya:

She is wearing a pink headscarf.

She has a pink bag.

She is quite thin.

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

8 mins

- Write *He/She has ...* and *He/She's wearing ...* on the board. Get the students to use these sentence starters to describe the appearance of the people in the small pictures at the bottom of the page. For example: *One person is wearing an orange T-shirt. Another person has short, black hair.*
- Continue the activity with the students working in pairs.

Example answers

This person is wearing glasses and looking at books.

This person is playing the violin and smiling.

In this picture, both people have long, dark hair.

C Guess the character of three of the people in the photos. Use the words above to help you.

8 mins

- Explain that the students have been describing what people look like. Say you now want to talk about their character. Elicit what character means and give some examples of sentences about character, e.g. *He is sporty and his brother is very hard-working.*
- Tell the students to look at the small pictures at the bottom of the page and find someone who they think is hard working (picture 1) and musical (picture 4). Tell the students to discuss the other people in the pictures in pairs and to think about what they are like.
- Elicit what the students think about the different people. Prompt the students to guess the type of person they are. For example, *Picture 2: sporty.*

Possible answers

I think the boy in picture 1 is hard-working.

I think the girls in picture 5 are friendly.

Workbook

A Complete this description of Lamya.

5 mins

- Tell the students to read the gapped sentences and think about what type of word is needed for each gap.
- Point out that students can look back at their *Course Book* to remind themselves what Lamya looks like. They then complete the description with one or two words in each gap.

Answers

- quite
- fat
- eyes
- is wearing
- scarf
- white
- has

B Now write a description of Ahmed.

6 mins

- Ask students to re-read their descriptions of Lamya then to think about how they will describe Ahmed. They can look back at their *Course Book* if they want to.

Unit 1 Describing Things

- Ask students to write their descriptions. Walk round while they are working and offer help if necessary.

Suggested answer

Ahmed is quite short. He has short, black, straight hair and brown eyes. He's wearing grey trousers and a white jacket. He has a skateboard.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Additional/Support

- Put students in groups of 6–10. They take turns describing someone in the group; the others guess who is being described. Students can use words for physical descriptions as well as character words.

Unit 1 Lesson 7: Good Friends

Aims: To develop vocabulary for describing characteristics of people.

To read for specific information.

To make positive and negative comments about people.

To develop writing at sentence and text level.

To write an email describing a friend.

Materials: *Course Book* page 16
Workbook pages 14–15

Language: adjectives

Vocabulary: *guy, helpful, in common, good fun, talkative*

21st Century Skills: Communication Skills:
Understanding meaning from context

Warmer

5 mins

- Start by brainstorming the idea of friends. Ask students what they think makes a good friend. Ask some of them to describe their best friend.

A Read the two emails. Find one thing Lamya and Ahmed have in common.

10 mins

- Use the pictures of Ahmed and Lamya on page 15 of the *Course Book* to revise descriptions of people. Extend the activity to include descriptions of character. Encourage the students to guess what kind of people they are.
- Ask for examples: *Do you think Ahmed looks friendly? Do you think Lamya looks hard working?*
- Use this opportunity to revise and present some of the adjectives.
Note: The word *cool* is used slightly differently when talking about a person than when talking about an object; it implies that as well as being attractive and fashionable, the person is calm and easy-going.
- Introduce the first email. Elicit that it is from a girl called Dina to her Auntie Amal. Explain that Dina is describing her best friend Lamya. Tell the students to look at the words in red and find out a few things about Lamya. Clarify the meaning of the new words.
- Introduce the second email. Zaid is describing Ahmed to his friend Younis. Tell the students to look quickly at the adjectives to see if they can find things that Lamya and Ahmed have in common, i.e., things that are the same.

Answers

They are both good fun.

They are both kind.

B Write an email to a relative about your best friend in your notebook. Write about their appearance and character. Use some of the words in red in the emails above and the language tables at the top of page 15 to help you. 15 mins

- Tell the students to write an email to a relative about their best friend, using the words in red in the emails on page 16 of the *Course Book* and the language tables on page 15.

Sample answer

Hi ...,
How are you? How are the exams?
I have a new friend at school. His name is Sammi. He's very hard-working and sometimes he helps me with my homework. He is a very kind person! He's also quite musical and he plays the piano very well. He's in the school orchestra. Sammi is nice looking. He's very tall, with short, brown hair. He's friendly and he's also good fun. He's sporty too, so we often play football together in the park.
Tell me your news!
Sara

Workbook

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

5 mins

- Tell the students to read the two emails in the *Course Book* again, carefully and complete the true/false activity.

Answers

Lamya

1T

2T

3F

4F

5F

6T

Ahmed

1T

2T

3F

4F

5T

6F

B Correct the false sentences. 5 mins

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

Answers

Lamya

3 She's very helpful.

4 She's not very good at Maths.

5 She's a bit short.

Ahmed

3 Ahmed's hair is short, black and straight.

4 He's been at Zaid's school since last week.

6 He's talkative.

C Complete the following sentences in a more polite way. 5 mins

- Go through the information in the language box.
- Tell the students to make the sentences in Exercise C more polite. Tell them they will have to think about sentence 6, as it is not in the examples.
- During feedback, teach *not much fun* as a phrase. It can be used to describe people or activities.

Answers

1 He's not very clever.

2 He's a bit lazy.

3 She's not very good at singing.

4 He can't paint very well.

5 She's not very good at football.

6 She's not much fun.

7 He's a bit unfriendly.

Additional/Support

- Encourage the students to talk about people they know. For example:
Do you know any talkative people?
What do they talk about?
Are they always talkative?
Make sure the students describe people in a polite way if they are being negative.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 1 Lesson 8:

Sold out!

Aims: To develop vocabulary for describing characteristics of people.
To read for specific information.
To develop writing at sentence and text level.

Materials: Course Book page 17
Workbook page 16
🎧 Track 3

Vocabulary: *adjectives and adverbs*
21st Century Skills: Life Skills: Critical thinking

Warmer 5 mins

- Start the class by asking students what they learnt in the last lesson. Go round the class eliciting one sentence from each student.

A Read the extract and answer the questions. 15 mins

- Elicit the story title. Then ask what the students think the story might be about.
- Elicit the questions orally and make sure students understand them.
- Tell the students to read the story and find the answers to the questions.
- Play 🎧 Track 3 and tell the students to listen and follow the story in their books. Ask the class if they understood anything better after hearing the story, rather than reading it. Ask for particular examples and why they were easier to understand by listening.

- Ask students if there is anything they want explained or anything they want to say about the story.

🎧 Track 3

Listen to the story.

Voice: *Suleiman was too excited to finish his breakfast. "Nine fifteen. Time to go", he thought.*
"Where are you going, Suleiman?" asked his father.
"To the bookshop, dad," Suleiman replied. "Salem Benali's new book is out today! I'll see you later!"
Suleiman cycled quickly. As he turned the corner, he saw hundreds of people waiting outside the bookshop. His heart sank. "I'll be waiting for hours," he thought, as he joined the queue. He took out the money from his pocket and counted it slowly. He had been saving up for months.
"Hello Suleiman", said a voice.
"Oh! Hi Abdulmutaleb", said Suleiman. Abdulmutaleb was an older boy from school. "Are you queuing for The Long Weekend too?"
"Yes" said Abdulmutaleb. "I really liked Benali's last book. How about you?"
"I love his stories. I've read all of them! His books make me think I can be a writer."
"Ah, that's right," said Abdulmutaleb. "I hear you're good at writing. Your brother says you're very imaginative."
Suleiman smiled. It was true. He was a quiet, hard-working boy, but in his head, he often went on wild adventures. Recently, he'd started to fill notebooks with those adventures. He dreamed of being a famous writer.
As the boys talked, the time passed quickly. Eventually, Suleiman reached the front of the queue. "I'd like The Long Weekend, please," he said.



Unit 1 Describing Things

*The shop assistant made a face. "I'm afraid we've just sold out," she said. Suleiman felt sick. "When will you have more copies?" he asked, in a quiet voice. "I don't know," said the shop assistant. "It could be in a month or two." "Two months!" thought Suleiman. "I can't wait that long!" He stood, looking sadly at the shop assistant. Then he heard Abdulmutaleb's voice. "Suleiman, take this." He passed Suleiman a copy of *The Long Weekend*. "I think you need this more than me. Maybe I can read it after you?"*

Answers

- 1 hard working, quiet, imaginative
- 2 Possible answers: excitable, **friendly**, kind
- 3 *The Long Weekend*
- 4 saving up: keeping money regularly or over time, instead of spending it – often with a planned purchase in mind
his heart sank: he felt very disappointed and sad

Workbook

A Complete the storytime table. 15 mins

- Tell the students to fill in the summary chart on page 16.
- Remind students to look back at the story in their *Course Books*.

Sample answers

Title Sold out!

Characters Suleiman and Abdulmutaleb, two friends, Abdulmutaleb's father, shop assistant
What is it about? The story is about a boy going to buy a new book by his favourite writer. The book is called *The Long Weekend* by Salem Benali. At the bookshop, the boy, Abdulmutaleb, meets his friend Suleiman, who is also there to buy the same book. Both boys really like the writer, Salem Benali.

The boys have to queue for a long time to buy the book, and when Suleiman reaches the front of the queue, the book has sold out. Abdulmutaleb has just bought the last copy. But Abdulmutaleb

sees that his friend Suleiman is upset, and kindly gives his copy of the book to him.

Why I liked/didn't like the story I liked the story a lot because it was a story with a message about being kind. Even though Abdulmutaleb had saved up to buy the book, he was kind and gave his copy of the book to Suleiman.

New words queue, his heart sank, imaginative, save up, wild adventures, copy

B Use the words in the box to complete the sentences. 10 mins

- Ask the students to read the words in the box. Check understanding.
- Ask them to complete the sentences.

Answers

- 1 hard working
- 2 queue
- 3 imaginative
- 4 finish
- 5 copy
- 6 adventures

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson and Unit 1 they enjoyed the most and the least.

Round up (pages 18–19)

- For the first bullet point, prompt more examples of describing places in a shopping mall. For example, ask students to think of a mall they know and ask questions about it (*Does it have a bakery? is there a sports shop? how many clothes shops are there?* etc.). Choose students to answers.
- For the second bullet point, ask the class to talk about things they are doing now and what they were doing at the same time yesterday.
- For the third bullet point, elicit the example sentences. Then draw clock faces with different times, and also digital clock times, on the board and ask the students to say what the time is on each one.



Unit 1 Describing Things

- For the fourth bullet point, go through the chart about the order of adjectives with the class. Elicit the example sentences, then ask students to think of two more sentences of their own, using at least three adjectives each time.
- For the fifth bullet point, elicit the examples then ask for volunteers to describe other students in the class, saying what they are wearing or talking about their physical features (hair, eyes, etc.).
- For the sixth bullet point, organize the students into pairs. Tell them to read the examples then to think of three more compound nouns (more if they can). Ask pairs to share their ideas with the class.
- For the seventh bullet point, ask the students to read the examples. Then write *so you can* and *to help you* on the board. Point to one of the phrases and choose a student to think of an example sentence using that phrase. Repeat many times, using different phrases (not necessarily in alternating order), and different students.





Aims

Listening and speaking

- Developing listening for detailed information
- Listening for questions and answers
- Spare-time activities
- Equipment used in spare-time activities
- Places to visit
- Types of stories
- Film, theatre and concerts
- Talking about likes and dislikes
- Making and rejecting suggestions
- Giving oral opinions about a story
- Performing conversations to practise giving opinions and advice

Reading and writing

- Developing reading for gist and detailed understanding
- Matching phrases to form sentences
- Reading and understanding invitations and advertisements
- Making and rejecting suggestions in writing
- Completing a book review
- Transferring information to a table
- Writing factual information in a table
- Writing a fact file on a book
- Using written factual information
- Making an advertisement for a film, play or concert
- Writing an email invitation

Structure and language

- Expressing likes and dislikes
- Making suggestions
- Talking about stories
- Giving opinions and advice
- Listening for questions and answers
- Listening for numerical information to transfer to tabular form
- Reading for gist and detailed understanding
- Reading and transferring information to tabular form
- Guessing words in context
- Improving written text

Vocabulary

- Verbs + gerund / Verbs + infinitive
- Present simple and past simple tenses
- Compound and complex sentences

21st Century Skills

- Study Skills: Classifying information in a spider diagram; Identifying the general idea
- Life Skills: Critical thinking
- Communication Skills: Concluding information
- Information Literacy: Card messages



Language and Word list

adventure (n) /əd'ventʃə(r)/
beach (n) /bi:tʃ/
blanket weaving (v) /'blæŋkɪt
'wi:vɪŋ/
camping (n) /'kæmpɪŋ/
characters (n) /'kærɪktə(r)z/
comedy (n) /'kɒmədi/
dislike (v) /dɪs'laɪk
don't like (v) / dəʊnt laɪk/
ending (n) /'endɪŋ/
enjoy (v) /ɪn'dʒɔɪ/

episode (n) /'epɪsəʊd/
especially (adv) /ɪ'speʃ(ə)li/
event (n) /ɪ'vent/
extremely (adv) /ɪk'stri:mli/
fiction (adj) /'fɪkʃ(ə)n/
fishing (n) /'fɪʃɪŋ/
graduation (n) /,grædʒu'eɪʃn/
hate (v) /heɪt/
hobby / hobbies (pl) (n) /'hɒbi/
'hɒbiz/
horror (n) /'hɒ:rər/

interview (n) /'ɪntə(r)vjuː/
jewellery making (n) /'dʒuːəlri
'meɪkɪŋ/
like (v) /laɪk/
love (v) /lʌv/
novel (n) /'nɒv(ə)l/
sailing (n) /'seɪlɪŋ/
survivor (n) /sə(r)'vaɪvə(r)/
swimming (n) /'swɪmɪŋ/
tragically (adv) /'trædʒɪk(ə)li/
travel (n) /'træv(ə)l/

Unit 2 Lesson 1:

A Perfect Holiday

Aims: To revise vocabulary in the area of leisure.

To talk about likes and dislikes.

Materials: *Course Book* page 22
Workbook pages 17–18

Language: Verbs of like and dislike + gerund

Vocabulary: *horse riding, camping, fishing, sailing*

21st Century Skills: Life Skills: Critical thinking

Warmer 8 mins

- Part of this unit deals with the topic of books.
- Ask the students to choose a book in Arabic and read it over the next two weeks.
- Ask the students what type of books they like to read.
- Ask a few students to tell the class about a book they have read recently.
- Introduce and explain the unit topic: Spare Time Activities.
- Find out what the students like to do in their spare time and if they have any hobbies.

A Read the advertisement. Name all the activities in the photos. 10 mins

- Ask students to open the *Course Book* on page 22.
- Elicit that the picture represents a poster that is advertising a place to go on holiday. Use the pictures to discuss what people can do in Tourist City. Revise vocabulary during discussion.
- Tell the students to read the advertisement and match the phrases to the pictures. When they have finished, get them to show their partner.
- Elicit as a class the different things you can do in Tourist City. Remember that in this case, 'you' refers to people in general, so the answer to *What can you do?* is *You can (go swimming).*

Answers

swimming = You can go swimming or fishing.

fishing = You can go swimming or fishing.

cinema = ... or go to the cinema.

sailing = ... or do your favourite hobby.

horse riding = ... or do your favourite hobby.

shopping = In the afternoon, you can go shopping ...

shopping ...

camping = Why not spend the night camping on the beach?

- Tell the students to look at the language table and make sentences. Then quickly elicit single sentences from individuals round the class. Elicit as many different sentences as you can.

B Think about your likes and dislikes. Discuss your perfect holiday with your partner. 7 mins

- Tell the students to think about their real likes and dislikes and make three or four sentences that apply to themselves.
- Ask the students to discuss their perfect holiday with their partner and encourage the partners to respond appropriately, for example, *Oh, really? That's interesting*, etc.

Workbook

A Which verb goes with each word or words? Write out the phrases. You can use the same verb more than once. 8 mins

- Introduce Exercise A. Explain that there are many words in English that often go together. Remembering how they go together is a good way of developing vocabulary.
- Tell the students to try Exercise A on their own and do as much as they can.
- Books shut. Elicit what collocations the students can remember and discuss them as a class.
- Write on the board any others that the students are less sure of.
- Tell the students to correct their own work.

Answers

- 1 have a picnic
- 2 have a rest
- 3 go to the cinema
- 4 go shopping
- 5 go fishing
- 6 do a hobby
- 7 kick a ball
- 8 read a story
- 9 score a point
- 10 score a goal
- 11 spend some time
- 12 spend the afternoon
- 13 watch TV
- 14 watch a game
- 15 win a game

Note: *have a hobby* and *have a game* are possible, but the students do not need to know these phrases at this stage.

B Choose five phrases from Exercise A. Write a complete sentence for each one. 5 mins

- Elicit sentences from the students using the phrases in Exercise A.
- Tell the students to write five sentences in Exercise B.

Possible answers

- 1 My mum and I go shopping in the mall on Saturdays.
- 2 I like reading stories in my spare time.
- 3 My brother and my dad go fishing at the weekend.
- 4 I watch TV after I have finished my homework.
- 5 I don't like watching games on the television.

C Put these verbs in order from top to bottom.

7 mins

- Write *like* on the board, and *really like* underneath. Put two ticks next to *like* and one tick next to *really like*.
- Ask the students to think about what you have done. Do they think it is right? Elicit that *really* makes *like* stronger so the ticks should be reversed: one for *like* and two for *really like*.
- Introduce Exercise C. Tell the students to write the items in the right place in the table.

Answers

✓✓✓	love
✓✓	really enjoy
✓	like
×	don't like
XXX	hate

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 2 Lesson 2:

Spare Time

Aims: To listen for detailed information.
To make suggestions orally and in writing.
To practise making and rejecting suggestions in pairs.

Materials: *Course Book* page 23
Workbook page 18
🔊 Track 4

Language: Language of suggestions and preferences

21st Century Skills: Communication Skills:
Concluding information

Warmer 5 mins

- Start the class by saying *I love going to the cinema with my friends. I don't like doing the housework.*
- Invite a few students to tell the class what they like doing and what they don't like doing.

A 4 Listen. Where do the boys decide to go? Order the dialogue as you hear it. 15 mins

- Introduce the situation. Ask students to listen and work out how many boys are talking (Answer: 4).
- Play  Track 4. This is to help them focus on the conversation as a whole. It is not important that they get the right answer, but it is important that they should engage in the task.
- Ask where the boys decide to go. Play  Track 4 again so they can check their answer.
- Discuss why the boys didn't want to go to the park to play football or go to the cinema. Play  Track 4 again if necessary.

Track 4

Listen. Where do the boys decide to go? Order the dialogue as you hear it.

- Boy 1: *What would you like to do this afternoon?*
- Boy 2: *I don't know.*
- Boy 3: *How about going to the park?*
- Boy 4: *What, to play football?*
- Boy 3: *Yes. Why not?*
- Boy 4: *No, it's too hot.*
- Boy 1: *I'd rather go to the cinema to watch a film.*
- Boy 4: *I'd rather not. I don't like the films at the cinema at the moment.*
- Boy 2: *OK. What would you like to do?*
- Boy 4: *Let's go to the mall. There's a new game shop and we can have lunch there.*
- Boy 2: *Yes! That's a good idea.*
- Boy 3: *I hope you have some money.*

Answer

They decide to go to the mall.

- Tell the students to study the language table and work out correct sentences.

- Point out that in the table, *to the mall* has to be used as part of a question as it has a question mark after it.
- Get the students to think how many of these sentences and questions were used in the conversation and make a guess (Answer: 5). Then play  Track 4 and see if they can identify the five that are used.

B What would you like to do at the weekend? Discuss with your partner. 8 mins

- Elicit what people are doing in the pictures.
- In pairs, students discuss whether they would like to do any of these activities at the weekend.
- Elicit what individual students would like to do at the weekend.

Workbook

A Write the verb in the correct form – to go, go or going. 6 mins

- Ask students to close their *Course Books*.
- Tell them to complete the sentences in Exercise A.
- When they have finished, get them to check their answers in the *Course Book*.

Answers

- 1 to go
- 2 going
- 3 go
- 4 go
- 5 to go
- 6 go

- Elicit the sentences as a conversation between two people.
- Continue the practice with substitution in open and closed pairs.

B Ask and answer. 5 mins

- Make suggestions to the class about what to do at the weekend.
- Prompt the students to find reasons to reject each one.

- Introduce the role-play. This is an opportunity for the students to use the language rather than to focus on accuracy.
- Monitor what they are saying and deal with any problems before you start the next exercise.

C Now change roles. 6 mins

- Ask the students to change roles for this next exercise.
- Again, monitor what they are saying and assist as necessary.
- Invite a pair of confident students to demonstrate their conversation in front of the class.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 2 Lesson 3:

Books and Films

Aims: To develop vocabulary for different types of stories.
To complete a fact file.
To give oral opinions about a story.
To write factual information in a table.

Materials: *Course Book* pages 24–25
Workbook pages 19–21

Language: Past simple for narrative (including passive)

Vocabulary: *adventure, comedy, fiction, horror, travel, think of (= opinion), character (in a book or film), ending, blurb, released, especially, tragically*

21st Century Skills: Study Skills: Classifying information

Warmer 5 mins

- Tell the students that a favourite hobby in England is reading. Explain that in this lesson they will be talking about different kinds of stories.
- Elicit the title of the lesson on page 24.
- Encourage the students to briefly express what kind of books they like either verbally, or by pointing to the pictures.

A Study the book covers and reviews.
Match each book to a type in the box below. 8 mins
Additional/Support

- Focus on the first picture and read the short review. Explain that it is a travel book. Get the students to find the word *travel* on the cover of the book. Introduce the word *review*. Explain that each of the short texts is a review of the book in the picture.

- Tell the students you want them to identify all the different types of books.
- Ask them to read the short review for each picture and to find the word in the box to describe the book.
- Elicit each word and check pronunciation.
- Ask again what kind of books the students like, to give them practice in using the words.

Answers

Destination Egypt = travel
The Black Cat = horror
Robinson Crusoe = adventure
The Lord of the Rings = fiction
Mr Bean = comedy

Additional/Support

- Ask students what they might find on the back cover of a book.
- If they volunteer no ideas, get them to look at the back of their *Course Book*.
- Ask them to describe what they find there.
- Now see if they can think what they might find on the back of a book of fiction. Elicit ideas.

- Try to bring out that there is usually a summary of the story, and also there are often quotes from reviews saying how good the book is. We call this type of text a blurb.
- Direct students to the blurb at the bottom of *Course Book* page 24 and give them time to read it, helping with vocabulary/understanding where necessary. Make sure students understand the main gist of the blurb.
- After students have read the blurb about *Robinson Crusoe*, ask them to discuss in pairs why they think the first part is in italics and the second part in plain text (Answer: the italicized text shows it comes directly from the story, the plain gives an outline of the story).

B Look at the fact file. Write the words in the gaps below.

6 mins

- Ask students to close their *Course Books*. Elicit the names of the students' favourite films, and some reasons why they like that film.
- Ask students to open their books and to look at the fact file on page 25.
- Explain the task. Let students work on their own to add the words to the text.
- Remind them to look at the context of the words around each gap to work out the meaning.

Answers

Titanic, survivor, expensive, tragically, especially

Additional/Support

- Tell the students you will do a quick quiz about the first six pieces of information in the fact file.
- Put them in two teams. Ask questions in a different order than in the *Course Book*. For example:
Who was the director? (James Cameron)
What's the name of the film? (Titanic)
When was Titanic released? (1997)
Who wrote the script? (James Cameron)
Who acted in the film? (Leonardo DiCaprio and Kate Winslet)
- Keep a score to see which team wins.

If they do badly, tell them to study the information again. Then do the quiz again with books shut.

C Ask and answer with your partner.

6 mins

- Elicit what the students remember about the story. Help the students with any words they are not sure about.
- Tell the students to read the example question and answer, then ask and answer questions in pairs using words from the text.
- Write these questions on the board:
Where does the Titanic sail from? (Southampton)
Who tells the story? (Rose)
What happened to the Titanic? (The ship hit an iceberg and sank.)
How many people drowned when the Titanic sank? (over a thousand passengers)

Additional/Support

- Briefly discuss the difference between facts and opinions – one is something we know and the other is something we think.
- Ask the students for their opinion about the interesting facts. Are they interesting or not?

Workbook

A Find the words to describe each type of book in the wordsearch. Then label the books.

6 mins

- Ask students to close their *Course Books*.
- Tell them to use the pictures to help them find the words in the wordsearch.
- Tell them to use the words they have found to label each of the pictures.

Answers

- 1 travel
- 2 horror
- 3 adventure
- 4 fiction
- 5 comedy

B Now find one word that goes down.

3 mins

- See if the students can find a word in the vertical column. If necessary, give them a clue, e.g., It begins with *c*.
- Tell them to use it to complete the sentence.
- Clarify pronunciation and meaning.

Answer

Character

C Complete a fact file about your favourite film.

6 mins

- Tell the students to start work on their fact file.
- Try to maintain interest by letting them share what they are writing with their partner.
- As they write, go round the class encouraging them and helping with any necessary vocabulary and expressions.
- Give the students one week to finish the fact file. Then collect them in for evaluation.
- Choose the best ten and display them in the classroom.

D Complete the article with a verb from the box. Use each word once.

4 mins

- Ask students if they have seen the film *Star Wars*. Ask them if this is one of the types of films in the word box at the top of *Course Book* page 24. (Answer: No, it isn't.)
- Ask them what type of film *Star Wars* is. Elicit ideas.
- Introduce the category *science fiction*.
- Ask for a show of hands to see how many students like science fiction stories.
- Explain that the text is a simple review of a science fiction story. Tell the students to complete the text using the words in the box.

Answers

I read an interesting book recently. It was called *The Mountains of the Moon*. It was a science fiction story. The main characters were called Jim and Mary. They were astronauts – you know, people who go into space. They went to the moon. They found a mountain on the moon. It was made of gold. They got lots of the gold, but then the spaceship was too heavy. It couldn't take off. I didn't like the ending because it was very sad.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 2 Lesson 4:

Work or play?

Aims: To listen for questions and answers.

To contrast present simple and past simple.

Materials: *Course Book* page 26
Workbook pages 21–22
 🎧 Track 5

Language: Present simple and past simple

Vocabulary: *audition*, *play* (= act),
actor, *break* (= rest),
scream (v), *part* (in a TV programme)

21st Century Skills: Life Skills: Critical thinking

Warmer

6mins

- Elicit very brief information from a variety of students about a story they have read. For example, the name of the book (help them with the translation) and why they like it.
- Get two students to talk in more detail about their books, e.g., the characters, the story and the ending.
- Encourage the other students by telling them you will find out about what they have read over the next few lessons.
- Try to show that you are really interested in what they are all reading.

A This is Lucy Fisher. She is the star of a new TV comedy. Some students are interviewing her. Match the questions and answers.

8 mins

- Ask students to open their *Course Book* on page 26.
- Discuss the picture. Elicit that the girl is in a TV programme and her name is Lucy.
- Introduce *part*: *Lucy has a part in the TV programme.*
- Find out what the students think a young actor does. Do they think she also goes to school? Do they think it is fun being an actor?
- Elicit the title *Work or play?* Establish that this is another way of saying *Is it hard or easy to be an actor?*
- Establish that Lucy is being interviewed. Get the students to match the questions and answers.

Answers

How old are you? I'm 16.

What character do you play? I play the part of Samara.

What kind of TV programme is it? It's a comedy.

How did you get the part? I saw a poster at school.

How long did it take? Six months.

B Think of some more questions to ask Lucy. Make a list.

6 mins

- Tell the students to imagine they are meeting Lucy Fisher. What else would they like to ask?
- Elicit some more questions as a class.
- Prompt the students to write one or two of the questions that they will hear. For example, *What's the TV programme called?* or *Did you go to school?*
- Tell the students to work with their partner and write a list of new questions in their notebooks.
- Go round the class as they work, helping with ideas and language.
- When they have finished, elicit some of the questions as a class.

C 5 Listen to the interview. Do the students ask any of your questions?

10 mins

- Tell the students to listen carefully to the questions the children ask Lucy.
- Tell them to see if they ask the same or similar questions to the ones they have already written.
- Play Track 5. Elicit any questions on the recording that are the same as questions the students have written.
- Then elicit which questions from Exercise A they heard. These are *How old are you?* *What character do you play?* *What kind of TV programme is it?* *How did you get the part?*
- Play the track again and focus the students' attention on the different use of present simple questions and past simple questions. Present simple: *How old are you?* *What character do you play?* Past simple: *How did you get the part ...?* *How did they tell you about the part?*

Track 5

Listen to the interview. Do the students ask any of your questions?

Student 1: *How old are you?*

Lucy: *I'm 16.*

Student 1: *Is your father an actor?*

Lucy: *No, he isn't. He's a doctor.*

Student 2: *What's the TV programme called?*

Lucy: *It's called The Badri Family.*

Student 1: *What kind of TV programme is it?*

Lucy: *It's a comedy. It's really funny.*

Student 2: *What character do you play?*

Lucy: *I play the part of Samara. She's the daughter of the family.*

Student 3: *How did you get the part in the TV programme?*

Lucy: *I saw a poster at school. It said 'Audition next Friday in the school hall'. So I went for the audition. I did alright, but I didn't think I'd get the part.*

Student 1: *Why didn't you think you'd get the part?*

Lucy: *Because there were about 200 other girls there!*

Student 2: *How did they tell you about the part?*

Lucy: *They phoned. My mother answered the phone. She screamed really loudly so I ran to her. She told me the news and I screamed, too! Then we both started laughing – and crying!*

Student 1: *Did you go to school during the filming?*

Lucy: *No, I didn't go to school for about six months.*

Student 2: *Wow! Cool!*

Lucy: *Yes, but wait a minute! I had a special teacher with me all the time. She taught me in all the breaks and after filming each day.*

Student 2: *Did you have lots of words to learn?*

Lucy: *Yes, lots and lots! But of course you only do one part of the programme at a time. You only have to learn a few words at a time.*

- Point out that some questions were in the present and some in the past.
- Elicit examples of each from the class and write them on the board.
- Focus on the language table at the bottom of page 26.
- Highlight the position of the verbs *are*, *were*, *do*, *did* and the subject *you* in each case. Compare with the other questions on the page and with the verbs on the board.

Workbook

A One student wrote about his interview with Lucy. Some information is wrong. Correct the information. There are no spelling or grammar mistakes. 5 mins

- Tell the students that there are nine mistakes in the text in the activity.
- Tell them to find and correct the mistakes. Let the students work in pairs to complete the task. Play 🎧 Track 5 again if necessary.

Answers

Lucy is an actor. She plays the character Samara in a new TV comedy. Lucy got the part after an audition. There were about 200 other girls at the audition. The TV company phoned her after the audition. It took six months to make the TV programme. She didn't go to school, but she had lessons after filming each day.

Note: In modern English the word *actor* is used for both men and women. The feminine forms of words such as *actress*, *stewardess*, *tailoress*, *hostess* are less commonly used and are thought of as being old-fashioned.

B Another student wrote this. The information is correct but there are eight spelling mistakes. 8 mins

- Ask the students to correct eight spelling mistakes in the student's article.

Answers

Lucy is an actor. She is in a new TV comedy. Lucy plays the character Samara. She did an audition. There were about 200 other girls at the audition. She got a phone call after the audition. Filming took six months. She had a special teacher who gave her lessons every day.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 2 Lesson 5:

Two Conversations

Aims: To perform conversations to practise giving opinions and advice.

To develop a range of questions.

Materials: Course Book page 27
Workbook pages 22–23
Track 6

Language: Past simple
Adjectives
Use of ellipsis in sentences

Vocabulary: *anyway, director, cockroach, killer, low budget, taxi driver, title, topic, zapped*

21st Century Skills: Life Skills: Critical thinking

Warmer 5 mins

- Ask students to tell you who they usually go to the cinema with, how often and what types of film they like to see.
- Encourage a class discussion and help with any new vocabulary as necessary.

A 6 Listen to the conversations. Then practise in pairs. 15 mins

- Introduce the situation – there are two sets of people talking about films they watched yesterday.
- Tell the students to listen to the two conversations and find out if the people like or dislike the films in each case.

Track 6

Listen to the conversations. Then practise in pairs.

A

- Boy 1: *I went to the cinema yesterday.*
 Boy 2: *Oh, yes? What did you see?*
 Boy 1: *The Night of the Killer Cockroaches.*
 Boy 2: *What kind of film is that?*
 Boy 1: *It's a horror film.*
 Boy 2: *So, what's it about, anyway?*
 Boy 1: *These cockroaches. They're huge. They start attacking people.*
 Boy 2: *That sounds a bit strange.*
 Boy 1: *Yes, it's not very good.*
 Boy 2: *Who's the main character?*
 Boy 1: *The leader of the team to kill the cockroaches is called Mason Dixon.*
 Boy 2: *What's the ending like?*
 Boy 1: *It's not very good. The cockroaches are cornered and end up being zapped.*
 Boy 2: *So, do you think I should see it?*
 Boy 1: *No, it isn't really very good.*

B

- Girl 1: *I went to the cinema yesterday.*
 Girl 2: *Oh, yes? What did you see?*
 Girl 1: *Taxi City.*
 Girl 2: *What kind of film is that?*
 Girl 1: *It's a factual film.*
 Girl 2: *So, what's it about, anyway?*
 Girl 1: *The taxi driver, who is also the director, films and records his journeys and discussions over two or three days.*
 Girl 2: *That sounds a bit strange.*
 Girl 1: *Yes, but it's good.*
 Girl 2: *Who's the main character?*
 Girl 1: *It's the driver – he's called Ahmed. So, it's him and all the different people he takes in his taxi.*
 Girl 2: *What's the ending like?*
 Girl 1: *It's great. It also shows how effective a low budget film can be.*
 Girl 2: *So, do you think I should see it?*
 Girl 1: *Yes. It's on for another week.*

Answers

The first person doesn't like the film. The second person does like the film.

Additional/Support

- Ask students to close their books. Discuss whatever else the students managed to hear. For example, the title, the type of film, the main characters, what happened, what the ending was like. At this stage, just find out what the students can tell you.
- Present or check understanding of *cockroach*, *killer*, *zapped*, *director*, *low budget* and *taxi driver*. Prompt the students to guess the meaning themselves.
- Discuss the informal language style in the conversations. Replies tend to be short, sometimes only one word. Topics, for example, are introduced as follows: *These cockroaches. They're huge* instead of *There are some huge cockroaches. The taxi driver* instead of *The man who is a taxi driver*.
- Divide the class into two groups, A and B. Allocate the two roles. Then play  Track 6 again and get the students to repeat after it. Encourage the students to copy the intonation used on the track.

B Ask and answer with your partner about a film you have seen recently.

8 mins

- Get the students to practise their conversations in pairs. Remind them to use the questions and short answers as in the conversations in Exercise A.
- Invite some pairs to perform their conversations to the class.

Workbook**A Draw lines to match questions in the left-hand column that have the same meaning as questions in the right-hand column.**

6 mins

- Tell the students to work in pairs and complete as much as they can of the question matching.

- Go over the exercise as a class. Practise by asking one question and eliciting the matching one. Check understanding of the words *title* and *topic*.

Answers

What is it called?	What's the title?
Who is it about?	What's the name of the main character?
What's the topic?	What's it about?
Where does it happen?	Where does it take place?
What's the ending like?	How does it end?
Could you lend it to me?	Could I borrow it?

B Cover the second column in Exercise A. Can you remember the questions? Then cover the first column. Can you remember the questions?

5 mins

- Tell the students to study the matching pairs, then do Exercise B on their own.
- Encourage them to make a good attempt to get the questions right.

C Make notes about a book or a film you read or watched recently.

6 mins

- Discuss the task. Find out more about who is reading a book or has read one recently. If they prefer, students can think of a film they watched recently. Draw the table on the board.
- Elicit information from one student and write it on the board. Give any help the student needs with vocabulary. When the table is complete, encourage the rest of the class to ask the student for other information about his/her book/film.
- Do the same with one or two other students.
- Ask the class to complete the table. Monitor and assist as necessary.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 2 Lesson 6:

A TV Comedy

Aims: To read for gist and detailed understanding.
To match phrases to form compound and complex sentences.

Materials: *Course Book* page 28
Workbook pages 23–25

Language: Compound and complex sentences

Vocabulary: *clumsy, puddle, spill* (v)

21st Century Skills: Communication Skills:
Concluding information

Warmer 6 mins

- With *Course Books* closed, ask the students to tell you what they remember about Lucy Fisher from Lesson 4. Encourage students to give as much information as they can.
- Ask students to open their *Course Books* on page 28 and explain that they will read a magazine article about Lucy Fisher.

A Look at the magazine article. What kind of TV show do you think it is about? 5 mins

- Elicit what the text is and where it is from – a review from a magazine. Ask the students to read the short review extracts. Then ask questions such as:
Who is the schoolgirl? (Lucy Fisher)
Who thinks the TV comedy is wonderful? (the reviewer)
Should it be funny? (Yes, it's a comedy.)
- Discuss what is happening in the pictures. Establish that they come from the TV programme. Use this opportunity to present *clumsy, puddle, spill* (v).

Answer

It's about a comedy TV show.

B Read the text. Match the numbered sentences to photos a–e.

10 mins

- Tell the students to read the first numbered sentence and decide which of the five pictures matches it best – d – the one of the young boy (Samara's brother).
- Tell the students to read the rest of the passage and match the other four pictures.

Answers

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

Workbook

A Are the sentences true (T) or false (F)?

5 mins

- Tell the students to complete Exercise A quickly on their own and then check with their partner. Warn them to think carefully about the first sentence.

Answers

1F (only Samara's brother in the TV programme), 2T, 3F, 4F, 5F, 6T

B These sentences come from Lucy's article. Match the beginning and ending of each sentence. 7 mins

- Ask students to close their *Course Books*. Tell them you want them to make the story by matching parts of sentences in their *Workbook*. Tell them to read carefully and match by writing the letter of the second sentence next to the number of the first part.
- Ask students to compare their answers in pairs and then check them against the article in the *Course Book*.

Answers

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

C Complete these sentences about Lucy's TV show in the present simple. Use verbs from the box. You can use some verbs more than once. 6 mins

- Highlight the fact that Lucy's description of her part in the new TV show is told in the present tense.

- Point out that the present tense is sometimes used to give the listener or reader more sense of involvement in what is happening. This is often done during informal oral accounts of events.
- Quickly go through the verbs in the box in Exercise C. Elicit which ones add *s* in the third person and which ones change – only the verb *be* has a different form (*am/is*).
- Tell the students to think carefully and get the form right for each verb they choose.
- Ask the students to complete Exercise C on their own and then check with their partner.
- Remind them they must use all the verbs in the present simple form.

Answers

- 1 is
- 2 puts
- 3 drops, trips
- 4 falls
- 5 spills, slips

D We often tell the story of a film or book in the present simple, but we can also tell it in the past simple. Write the story from Exercise C in the past simple. 6 mins

- Explain that the most common tense for telling stories is the past simple.
- Tell the students to rewrite the sentences from Exercise C in the past simple.

Possible answer

Samara's brother was very clumsy and always had silly accidents. In the first episode, he put salt in her mother's tea instead of sugar. He always dropped things and tripped over. They stayed in a hotel and Samara's brother fell in the pool. Then he spilled his drink and slipped in the puddle.

Additional/Support

- Ask the students to think of a film or TV series they have seen and try to remember one particular part in detail, so they can describe it in the next lesson.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 2 Lesson 7:

Invitations

Aims: To read and understand invitations and advertisements.
To complete invitations.
To transfer information to a table.

Materials: *Course Book* page 29
Workbook pages 26–27

Language: Language of inviting

Vocabulary: *Shall I ...?, by the way, graduation, prefer, in advance, circus, free (Are you ...?)*

21st Century Skills: Information Literacy:
Card messages

Warmer 6 mins

- Ask the students to talk to their partner about the film (or TV series) they were asked to think about at the end of the previous lesson using the past simple.
- Remind them that this should just be one detailed part of the film.
- Give the students enough time to talk to each other about their film.
- Go round the class as they work, helping the students express what they want.
- Invite individual students to tell the class about their film.

Unit 2 Spare Time Activities

A Read the emails and advertisements and answer your teacher's questions about the two events.

6 mins

- Ask what the students can see in their *Course Books* on page 29.
- Elicit that there are two advertisements, one for a graduation party and the other for a circus – present the new words *party* and *circus*. Establish that there are two emails inviting people to come to the party or circus.

B Study the dialogue below about the school graduation party. Role-play a similar dialogue about the circus.

6 mins

- Ask students to now close their *Course Books*. Elicit the language of invitation. Prompt the students to say, for example:
Would you like to come to a (party)?
When would you like to come?
Present *Shall I ...?* and *free* in the following sentences:
Shall I get you a ticket?
Are you free on Wednesday? (Remind the students of the other meaning of *free*.)

Additional/Support

- Ask some questions to encourage the students to scan for information. For example:
How long is the circus in town? (for one week from Saturday 18th March)
When does the party start? (at 10 a.m.)
How many days is the circus on for? (seven)
How much are the cheapest tickets for the circus? (20 LYD)

Workbook

A Look at the advertisements on page 29 of your Course Book. Complete the table about the events.

6 mins

- Go through the questions in the first column. Ask the students to form complete questions from the first four short form questions:

Where is the (party)?

Which days is the (circus) on?

What time does the (party) start?

How much are the cheapest tickets?

- Establish that the answers are in the adverts. Make sure the students know what to do. Tell them to complete the information.

Answers

	The graduation party	The circus
Where?	the main hall of the school	Al-jadiriya
Which day(s)?	Thursday 15 th April	for one week from Saturday 18 th March
What time?	doors open 9.30 a.m.; party starts 10 a.m.	doors open at 7.30 and the show starts at 8.00
How much?	free	20, 30 and 50 LYD
How can I get tickets?		book on the internet

B Complete these sentences. Choose a word from the box.

5 mins

- Ask the students to do as much of Exercise B as they can with their *Course Books* shut.
- Point out that they should add capital letters at the beginning of sentences.
- When they have finished, ask them to read the emails and find similar sentences to help them check their answers.

Answers

- Would
- free
- better
- prefer
- need
- starts
- cost
- Shall

- C Look at the advertisements on page 29 of your Course Book. What information about an event should you give on a poster? Make a list in the first column.** 5 mins

- Use the rubric in Exercise C to introduce the task. Highlight the first heading. Then, with *Workbooks* closed and *Course Books* open, elicit headings and write them on the board.
- Rub off the headings and let the students complete the left-hand column on their own.

Answers

See Answers for Exercise D below.

- D Copy words from the box in the correct place in the second column.** 5 mins

- Ask students to look at Exercise D.
- Go through the types of event that are in the box. Students write these entries into the right-hand column of the table in Exercise C.
- Then let students complete the rest of the table using their own headings and the words in Exercise D.
- Ask *Is there any information in the box that you couldn't copy? What extra headings do you need?* Refer students to *Workbook* Exercise A to check their ideas.

Possible answers

Type of event: fun fair, sports festival, charity event, graduation ceremony, film, poetry reading
Place/Where?: International Hotel, sports hall, school hall, theatre, cinema

Date/When?: 14th June, 1st September, 23rd March, Friday, Monday, Saturday

What time?: 2.00 p.m., 5.45 p.m., doors open at 8 p.m.

Cost/How much?: 50 LYD, 30 LYD, 20 LYD, free

How can I get tickets?: 009467719658933, www.tickets.com, on the door

- E Think of an event you would like to go to. Find out all the information you will need to complete a similar table.** 6 mins

- Ask the students to think of an event they would like to go to.
- If students have access to the internet, ask them to find out all the information they will need to complete the table. If not, allow them to decide on an imaginary event.

- Allow students to work in pairs.
- Monitor and assist as necessary.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 2 Lesson 8: What is your hobby?

Aims: To develop reading for gist and detailed understanding.
To guess new words from context.

Materials: *Course Book* page 30
Workbook 28–29
🎧 Track 7

Vocabulary: *hobby, spare time, fishing, relaxation/relaxing, creative, jewellery making, blanket weaving, loom*

21st Century Skills: Life Skills: Critical thinking

Warmer 5 mins

- Elicit the title of the lesson.
- Ask the students to tell the class what they like to do when they have spare time. Write each idea they come up with on the board and with a show of hands, find out which is the most popular spare time activity.

A What are some of the most popular hobbies? Read the magazine article and find out. 6 mins

- Ask the students to read the first paragraph of the article carefully to find out what a hobby is.

Unit 2 Spare Time Activities

- Explain that there is no clear line between a spare time activity and a hobby. Even a sport can be a hobby, but when this is the case, the person is interested in more than just playing; they will collect information about it and be particularly interested in equipment, etc.
- Ask the students to read the rest of the article quickly and find four of the most popular hobbies in Libya.
- Remind them how to read for gist. They should quickly look at the beginning of each paragraph to see if they think the answer will be in that paragraph. If not, they should move on to the next one until they find the answer.
- Point out that they may get to the end without finding the answer. If this happens, they should go back to where they think it might be, and keep looking at different parts of the text.

Answers

swimming
fishing
jewellery making
blanket weaving

B Find any new words you do not know the meaning of and look them up in a dictionary. 5 mins

- Tell the students to read the article again. Ask them to pay particular attention to any new words they are not familiar with and note them down.
- Ask students to look up the words they have noted down in a dictionary.

C Label the photographs with the bold words from the text. Number the hobbies in the order you would like to try them: 1 being your favourite hobby and 5 being your least favourite. 5 mins

- Discuss some of the hobbies the students have read about.
- Elicit some of the ones that they can see in the pictures. Highlight the *-ing* ending to make the noun from a verb, e.g., *swimming*, *fishing*, *making* and *weaving*.

- Tell the students to reread the article and label the photographs with the hobbies in bold from the text.
- They can then number the photos in order of preference – with 1 being the hobby they would like to do the most and 5 being the hobby they would least like to do.
- Have class feedback and elicit the most popular hobbies in the class.

Answers

A jewellery making
B watching television
C blanket weaving
D swimming
E fishing

Workbook

A 7 Listen. Sara is talking about her weekend. Complete the table. 8 mins

- Ask students to study the table and elicit the information they are going to listen out for.
- Play  Track 7 once and ask students to fill in the information they can.
- Play the track again for students to fill in any information they missed the first time.

Track 7

Listen. Sara is talking about her weekend. Complete the table.

Girl 1: What did you do last weekend, Sara?

Sara: Well, on Thursday morning I went to the mall. I met my friends. We went shopping and then had some lunch in a fast food place. In the afternoon, we went to the park. We sat and talked and then went for a walk.

Girl 1: What about the evening? Did you go out anywhere?

Sara: No, I stayed at home and read a book. An adventure story, actually.

Girl 1: Was it any good?

Sara: It was OK. I liked the main character, but the ending was terrible.

Girl 1: Why didn't you like it?

- Sara: *Well, nothing happened. It just ended!*
- Girl 1: *What about Friday?*
- Sara: *I stayed at home in the morning. I had some homework to do. Then I visited my aunt and uncle in the afternoon. They have a swimming pool, so we went swimming. It was nice.*
- Girl 1: *Oh. Where do they live?*
- Sara: *They have a house near the mountains. In the evening we had a barbecue. It was great.*

Answers

	Thursday		Friday	
	place	activity	place	activity
morning	mall	met friends for shopping and had lunch	home	did homework
afternoon	park	sat and talked then went for a class	aunt and uncles' home	visited them and went swimming
evening	home	read a book	aunt and uncles' home	barbecue

B Use a verb from the box to complete the phrases. Use each verb only once.

6 mins

- Students complete the phrases with the words from the box.

Answers

- go
- have
- borrow
- write
- spend
- watch
- play

C Write the words to match the definitions.

4 mins

- Students write the words matching the definitions.

Answers

- hobby
- comedy
- author
- sports
- concert

D What's my hobby? Read and find out.

6 mins

- Encourage the students to think of this as a puzzle.
- Divide the class into small groups and treat the exercise like a competition.
- As soon as a group completes the exercise, ask them to put up their hands.
- Check answers and praise the winning team.

Answers

- jewellery making
- fishing
- blanket weaving
- swimming
- watching TV

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson and Unit 2 they enjoyed the most and the least.

Round up (pages 32–33)

- For the first bullet point, give individual students in the class an activity to which they can express a preference. For example:
Teacher: *Do you like swimming, Adnan?*
Student: *Yes, I love swimming.*
- For the second bullet point, ask students to read the examples and invite others to add some more.
- For the third bullet point, ask students to work in pairs to make invitations and arrangements.
- For the fourth bullet point, ask students to think of at least one more noun which could go with *play*, *watch* and *spend*. For example:
play – cards, football, ground
watch – a film, DVDs
spend – money, the holiday, the day



Unit 2 Spare Time Activities

- For the fifth and sixth bullet points, go round the class inviting students to ask and answer the questions.
- For the final bullet point, ask students to tell you how much they remember about the film *Titanic*.

Note: Part of the purpose of the list on the Round up page is to encourage students by showing them how much they have achieved.





Aims

Listening and speaking

- Developing listening for specific information
- Listening to three descriptions and matching to pictures
- Talking about possible results of change
- Expressing feelings; agree/disagree
- Practising a conversation, focusing on how to convey meaning orally
- Talking about unlikely events
- Talking about animals following a model
- Using a fact file to ask and answer questions
- Animals, birds, insects, habitats and landscapes
- Using adjectives to describe animals

Reading and writing

- Using headlines to predict vocabulary
- Developing reading for gist, detail and inference
- Completing a questionnaire
- Developing reading for pleasure
- Developing taking notes while listening for specific information
- Writing about possible results of change
- Writing about unlikely events
- Completing a questionnaire
- Writing a fact file following a model
- Completing a questionnaire: *Caring for the natural world*
- Reading for interest
- Researching and writing a fact file on *wildlife*

Structure and language

- Listening for word stress, gist and specific information; taking notes
- Describing and comparing animals
- Expressing feelings, opinions, agreement and disagreement
- Discussing probable and less probable consequences
- Reading factual texts for gist, detail, inference and figurative language
- Writing a questionnaire

Vocabulary

- Comparative and superlative forms of adjectives ... *(not) as (beautiful) as ...*
- First and second conditional tenses
- Past habitual tense (*used to*)
- Possessive adjectives and pronouns
- Present simple passive with *can*

21st Century Skills

- Media Literacy: Inferring information from a picture, story or leaflet
- Information Literacy: Transferring information to a table
- Numeracy Skills: Reading numbers
- Research Skills: Comparing results and conclusions
- Communication Skills: Recalling information quickly
- Study Skills: Comparing notes to texts; Organizing information in a diagram



Language and Word list

afraid of /ə'freɪd ɒv /

area (n) /'eəriə/

more / most beautiful (adj)

/mɔː(r) / məʊst 'bju:təf(ə)l/

better (adj) /'betə(r)/

birth rate (n) / bɜː(r)θ reɪt /

cold / colder / coldest (adj)

/ kəʊld 'kəʊldə 'kəʊldɪst /

deer (n) /dɪə(r)/

dive (v) /daɪv/

domestic (adj) /də'mestɪk/

don't mind /dəʊnt maɪnd/

falcon (n) /'fɔːlkən/

fawn (n) /fɔːn/

feel (v) /fiːl/

fly (n) /flaɪ/

government (n) /'gʌvə(r)nmənt/

habitat (n) /'hæbɪtæt/

hot (adj) /hɒt/

huge (adj) /hjuːdʒ/

increases (v) /'ɪnkriːsɪz/

large (adj) /lɑː(r)dʒ/

life expectancy (n) /laɪf

ɪks'pektənsi/

likely (adj) /'laɪkli/

mosquito (n) /mɒ'skiːtəʊ/

natural (adj) /'nætʃ(ə)rəl/

nature (n) /'neɪtʃə(r)/

necessity (n) /nə'sesəti/

need (v) /niːd/

neither (adv) /'naɪðə(r) /'niːðə(r)/

population (n) /,pɒpjʊ'leɪʃ(ə)n/

questionnaire (n) /,kwestʃə'neə(r)/

spider (n) /'spaɪdə(r)/

traditional (adj) /trə'dɪʃ(ə)nəl/

useful (adj) /'juːsf(ə)l/

wet (adj) /wet/

wildlife (n) /'waɪld,laɪf/

Unit 3 Lesson 1:

Creatures in Our World

Aims: To reactivate and develop vocabulary related to nature.
To use adjectives to describe animals.
To complete sentences with the correct verbs.
To study and practise different ways of making comparisons.
To play a language game.

Materials: *Course Book* pages 36–37
Workbook pages 30–32

Language: Revision and expansion of vocabulary
Comparative forms of adjectives
(*not*) *as* + adjective + *as*

Vocabulary: *natural, category, bear, duck, sheep, stork, camel, jackal, habitat, consonant, compare, comparative, superlative, vowel*

21st Century Skills: Media Literacy: Inferring information from a picture, story or leaflet

Warmer 6 mins

- Ask the students to look at the photos of animals in the *Course Book*.
- Ask them if they have ever seen any of these animals and where, e.g. in films, on TV, at the zoo, in real life.
- Get them to tell you in L1 the names of wild animals in Libya and write the names in English on the board.

A Read each category and look for the examples in the pictures. Then write two or three more examples for each category. 7 mins

- Elicit the meaning of the four categories and the examples orally.
- Present the new vocabulary. Tell the students to find each example in the pictures during this stage.

Additional/Support

- Take this opportunity to remind the students about recording vocabulary in their notebooks and learning it. If you have regular class quizzes, tell them they will have a quiz on the words in this lesson later in the week.

- Tell the students to work in pairs and write two or more examples of each category.
- When the students finish writing, elicit the answers from each pair and write them on the board.
- If necessary, give the students clues to remind them of words they should know.
- Aim to elicit the words below that have been presented in the course so far.

Possible answers

- 1 wild animals (big): giraffe, monkey, elephant, lion, fox, rat
- 2 birds: parrot, pigeon, stork
- 3 farm animals: sheep, cat, dog, horse
- 4 habitats: beach, park, garden, sea, river

B Use these adjectives to describe the pictures. Does your partner agree? 7 mins

- Elicit the adjectives orally and check their meaning.
- Elicit a sentence with each adjective.
- Elicit the text in the speech bubble orally. Ask if anyone in the class disagrees. Then tell the students to work in pairs taking turns to describe an animal with one of the adjectives.
- Circulate and listen to them.

- Elicit a sentence with each adjective from individual students. Ask the class if they agree.
- Write these words on the board: *very, quite, really*. Remind the students that they can use these to modify their descriptions.

Possible answers

The stork is beautiful.

Jackals are dangerous.

The desert is very hot and dry.

Sheep are very useful animals.

The camel is huge.

The bear has a really large mouth.

The duck really loves the wet water.

The duck is quite small.

- Go through the example sentences and the corresponding explanations in the language box.
- Check the students' understanding of *syllable* and elicit the number of syllables in *quiet, useful* and *expensive*. Remind the students that *less* is the opposite of *more*.
- Go through the other way of comparing things with *as ... as*. Give the students another example, using two students in the class, e.g., *I think (Sameera) is as tall as (Saba)*. Ask the two students to stand back to back to check. If they are not the same height, you can give another example with *not*, e.g., *No, Sameera is not as tall as Saba. She's shorter*.

C Play a guessing game: Which picture is it?

5 mins

- Tell all the students to choose an animal or bird from the photos without saying which one, and to prepare a description of it using *bigger than* and *not as big as* and one or two other adjectives. They can write the description in their notebooks.
- Ask a student to read or say his/her description. The student who guesses the animal correctly takes the next turn.
- If the students have difficulty, continue the game as a whole-class activity, but if they are doing well enough to try with less supervision, tell them to play the game in pairs.

Workbook**A Choose the correct verb to complete each sentence.**

4 mins

- The students should be able to do this exercise without preparation. However, you should walk round and check that this is the case. If it isn't, ask individual students to read each complete sentence aloud.

Answers

- 1 fly
- 2 hunt
- 3 bite
- 4 produce
- 5 grow

B Study the spelling rule and write the comparative forms of these adjectives.

4 mins

- Go through the spelling rule and present *consonant*. Point out that similar rules apply when *-ing* is added to verbs, e.g., *run – running, hit – hitting*, but *clean – cleaning*.
- Tell the students to do the exercise. Give them only five minutes.
- Elicit the answers orally.

Answers

- 1 wetter
- 2 thinner
- 3 sadder
- 4 longer
- 5 noisier
- 6 friendlier
- 7 nearer
- 8 fitter
- 9 heavier

C Write the comparative forms of these adjectives in the correct places in the table.

3 mins

- Check that the students understand how to do Exercise C.
- Elicit the answers orally when they finish.

Answers

cheaper	more dangerous
uglier	more expensive
happier	more interesting
tidier	more careful

D Write these sentences differently so that they mean the same thing. 3 mins

- Go through the example sentences.
- If you think it is necessary, elicit the answers to Exercise D orally before telling the students to write them.

Answers

- A lion is faster than a bear. / A bear is slower than a lion.
- In the desert, a horse is not as useful as a camel. / In the desert, a horse is less useful than a camel.
- Goats are smaller than cows. / Goats are not as big as cows.

E Study the language box below. Then discuss the questions in Exercise F. 2 mins

- Go through the information in the language box.
- Elicit the comparative and superlative forms of some of the adjectives in Exercises B and C.

F Read the following sentences and discuss in pairs. 4 mins

- Ask the students to work in pairs using the discussion questions.
- Make sure they ask for reasons.
- Encourage the students to agree and disagree, using *I think ...*

Possible answers

- I think the most useful farm animal is the cow because we get milk, cheese and butter from them.
- I think the most useful insect is the bee because they give us delicious honey.
- I think the Acacus Mountains is the most beautiful place in Libya because you can see many old rock paintings.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 3 Lesson 2:

Our Growing World

Aims: To use headlines and pictures to predict content of newspaper articles.
To listen for specific information; write notes.
To speculate about future changes.

Materials: Course Book page 38
Workbook page 32
Track 8

Language: First conditional: *If + present + will*
Measurements and abbreviations

Vocabulary: *increase* (v, n), *cause*, *at a rate of*, *expect*, *life expectancy*, *column*, *continue*, *per*

21st Century Skills: Media Literacy: Inferring information from a picture, story or leaflet

Warmer 6 mins

- Write the four categories from Exercise A in Lesson 1 on the board: *wild animals*, *birds*, *farm animals* and *habitats*.
- Divide the class into small groups of 4–6 students.
- Set a time limit of five minutes for students to write as many words related to each category as they can.
- Ask one group to read their words and write them on the board.
- Invite other groups to add any additional words they may have.

A Use the newspaper headlines and the pictures to answer this question. Which news stories do you expect to find these words and phrases in? Write the numbers.

5 mins

- Elicit the three newspaper headlines orally.
- Revise *rise* and *population*. Present *increase*.
- Ask the students what they know about these topics. Don't spend too long on this.
- Set the task and present *expect* and the noun *expectancy*.
- Tell the students to write the numbers in the gaps.
- Do not check answers at this stage.

B 8 Listen and check your ideas.

8 mins

- Play Track 8 and ask the students to check if their guesses were correct.
- Go round the class eliciting the number for each phrase.

Track 8

Listen and check your ideas.

1

Voice 2: *People are growing taller. People are taller than they used to be because of better food. Scientists say that we are growing two centimetres every ten years.*

2

Voice 1: *People are living longer. A new baby in Libya can expect to live for 70 years or more. Thanks to better health services, life expectancy is rising by one year every five years.*

3

Voice 2: *The population is increasing. The number of people in Libya is over 6 million and it is going up slowly each year. This is due to an increase in the birth rate and a decrease in the death rate.*

Answers

better food – story 1
35 million – story 3
better health services – story 2
life expectancy – story 2
birth rate – story 3
2 cm every ten years – story 1

Workbook

A Write the headlines on page 38 of your Course Book as sentences in column 1.

7 mins

- Before introducing the *Workbook* exercise, ask the students to make each headline into a sentence orally.
- Focus on the missing items in headlines: articles and complete verbs.
- Tell the students to write the sentences in the first column in Exercise A.

Answers

What is happening?

- 1 People are growing taller.
- 2 People are living longer.
- 3 The population is increasing.

B 8 Now listen and complete the information in column 2.

6 mins

- Read the rubric and present *column*, *rate of change* and *per*.
- Then tell the students to listen and write notes in the second column. Play Track 8 again.

Answers

Rate of change

- 1 2 cm every 10 years
- 2 1 year every five years
- 3 1 million per year

C 8 What is causing these changes? Write short notes in column 3. Then listen again to check.

6 mins

- Introduce Exercise C and present *cause*.
- Point out that it is a noun in the heading of the table and a verb in the question. Play Track 8 again.
- Elicit answers and write them on the board. Note that those in the third column can vary.

- Ask the students why the population is increasing. If necessary, tell them that one reason is in the table. (People are living longer.)

Answers

Cause of change

- better food
- better health services
- birth rate increase / death rate decrease

D What may happen if these changes continue? Finish the sentences. 7 mins

- Use the discussion question in the rubric and the three example sentence beginnings.
- Try to elicit consequences of all three changes.
- Encourage the students to make whatever suggestions they wish, even if they are frivolous.
- Let them enjoy themselves. If they can think of amusing consequences, it will mean that they have understood the texts.

Possible answers

- If people grow a lot taller, we will need to build higher doors.
- If people live longer, there will be more generations in each family.
- If the population keeps increasing, there will not be enough food.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 3 Lesson 3:

I hate spiders!

Aims: To express and agree/disagree with feelings and attitudes.
To use a picture to predict feelings and attitudes of two people; listen to check.

Materials: Course Book page 39
Workbook page 33
🎧 Track 9

Language: Expressions of agreement/disagreement
Introduction of the second conditional

Vocabulary: *I don't mind, So do I, Neither do I, spider, suppose, harmless, useful, outside*

21st Century Skills: Research Skills: Comparing results and conclusions

Warmer 6 mins

- Ask students if they can remember the reasons why people are growing taller, living longer and why the population is increasing from the previous lesson.
- Conduct a class discussion and invite students to give their opinions using *I think ...*

A How do you feel about spiders, mosquitoes and the animals below? Discuss with a partner. Try to give reasons for your feelings.

6 mins

- This can be a class or a group activity, depending on the ability of your students and their willingness to work in groups.
- First, elicit all the Student A/B text and present the new expressions. Then begin a discussion, e.g., *I'm afraid of dogs. What about you (Noura)?*

- Prompt other students to add their comments. If the students work in groups, circulate and listen to each group briefly.
- Don't interrupt them if they are making mistakes because this might discourage them from communicating. Where students are reluctant to participate, join in the discussion.

Possible answers

I hate mosquitoes. So do I. Their bite really hurts.

I don't mind flies. Neither do I. But they are annoying.

I'm afraid of spiders. So am I. They run so fast. I'm not afraid of falcons. Neither am I. I enjoy watching them fly.

I like horses. I don't. They're very big and quite scary.

B Look at the picture and guess the answers to these questions about Malek and Marwan. 9 Then listen and check your ideas. 13 mins

- Read the first part of the rubric, then ask a student to read the four questions aloud.
- Say that the boy who is shocked in the picture is Malek and that Marwan is the one who is doing something with the spider.
- Elicit answers to each question, but don't confirm or correct them at this stage. Tell the students to listen for the answers. Play Track 9.
- After the students have listened to the recording, elicit the correct answers.

Track 9**Listen and check your ideas.**

Marwan: *Hi, Malek!*

Malek: *Marwan!*

Marwan: *What's the matter?*

Malek: *Look! There's a spider on my book!*

Marwan: *So? What about it?*

Malek: *I can't get my book!*

Marwan: *Why not?*

Malek: *I hate spiders!*

Marwan: *Really? I don't mind them.*

Malek: *You must be joking!*

Marwan: *No, I'm not joking. Most spiders are harmless.*

Malek: *I'm not afraid of them. I just don't like them!*

Marwan: *If there were no spiders, you wouldn't be happy.*

Malek: *Oh yes, I would!*

Marwan: *No, you wouldn't. They eat mosquitoes, you know – and flies.*

Malek: *Mm. I suppose they are useful.*

Marwan: *They're very useful. If we didn't have any spiders, we'd have more mosquitoes.*

Malek: *All right, all right! But there aren't any mosquitoes in here. So we don't need any spiders!*

Marwan: *All right. I'll put it outside.*

Malek: *Thanks, Marwan.*

Answers

- 1 Malek hates spiders.
- 2 Marwan doesn't mind spiders.
- 3 Yes, they are useful because they eat mosquitoes and flies.
- 4 He's going to put it outside.

Workbook**A Choose suitable sentences to answer the speaker.** 8 mins

- Introduce Exercise A.
- Elicit the answers orally. Then tell the students to write them.

Answers

- 1 So do I. or I don't.
- 2 Neither do I. or I don't mind them.
- 3 Neither am I. or I am.
- 4 So am I. or I don't mind them.
- 5 I don't mind them.

B Practise saying the sentences. 6 mins

- Use open pairs to practise saying the exchanges aloud so that you can focus on pronunciation.

C Complete the sentences so that they are true. 6 mins

- Ask the students to work in pairs to complete the sentences.
- Check answers as a class.

Note: It isn't necessary to focus on the form of the second conditional until the next lesson.

Answers

1a, 2b, 3a

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 3 Lesson 4:

If we didn't have any spiders ...

Aims: To make sentences using the second conditional.
To understand how to talk about unlikely future events.

Materials: Course Book page 40
Workbook page 34

Language: Second conditional

Vocabulary: *an alien, snails, pain*

21st Century Skills: Communication Skills:
Recalling information quickly

Warmer 8 mins

- Use the language box at the top of the page.
- Point out the difference between this sentence pattern with *if* and the one explained on page 38.

- Write these sentences on the board and highlight the tenses:

1 *If people grow taller, we will need bigger houses.*

2 *If we didn't have any spiders, we would have more mosquitoes.*

- Conditional sentences are quite difficult to explain. Use Arabic to explain that in the first sentence, the present tense shows that the condition is true or possible, so the consequence is possible. The tense in that part of the sentence is *will* plus infinitive. The past tense in the second sentence shows that the condition is not possible (or very unlikely to be possible), so the consequence is not possible either. The tense in that part of the sentence is *would* plus infinitive.

A Make second conditional sentences using these sentence beginnings. Read them to your partner and check each other's work.

 10 mins

- Direct students to the example sentence and encourage them to imagine what they would do if they had lots of money.
- Students work in pairs to say sentences to each other using the sentence beginnings given in the speech bubbles.
- Encourage them to be as wild and imaginative as they like.

Possible answers

If I had lots of money, I would travel around the world.

If I was late for school, I would apologize to my teacher.

If I met an alien, I would ask them about their planet.

If I had to eat snails, I would be sick!

If the internet disappeared, it would be the end of the world!

B Now make second conditional sentences using these sentence endings. Read them to your partner and check each other's work.

 12 mins

- Explain to the students that they will now need to invent sentence beginnings to join to

the endings given in the speech bubbles at the bottom of the page.

- Let them work in their pairs to make sentences and invite some of the students to say their sentences to the class.

Possible answers

If I broke my tooth on a hard sweet, I would be in a lot of pain.

If there were no flies, there would be too many insects.

If the dog ate my homework, my teacher would be very angry.

If I watched TV last night instead of studying, I wouldn't do very well in the test.

If I got up late and went to school without breakfast, I would be very hungry.

Workbook

A Finish these sentences. Make them true for yourself. 8 mins

- Tell the students that they must now work independently to complete the sentences in Exercise A.
- They should make their sentences realistic this time.

Possible answers

- If there was a spider on my desk now, I would put it out the window.
- If my friend had a pet monkey, I would pat it.
- If we didn't have air-conditioning, I would buy a fan.
- If we didn't have cars, we would have to walk to school.

B Match the beginnings and endings of the second conditional sentences. 7 mins

- Ask the students to study all of the sentence parts carefully before they work independently to match the beginnings and endings.
- Tell them to notice the position of *if* in each of the sentence parts to help them work out which ones match.
- Ask the students to check their answers in pairs, before whole-class feedback.

Answers

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

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 3 Lesson 5: The Fastest Living Things

Aims: To read a factual text for gist, detail and inference.

Materials: *Course Book* page 41
Workbook pages 34–36

Language: Pronouns and possessive adjectives

Vocabulary: *Bedouin, dive (v), falcon, falconer, falconry, kph, mostly, houbara, necessity, necessary, 4WD (= four-wheel-drive vehicle), left (= remaining), government, set up, area, environment, as a result, inference, possessive, subject, object*

21st Century Skills: Media Literacy: Inferring information from a picture, story or leaflet

Warmer 5 mins

- Provide the students with some sentence beginnings and ask them to work in pairs to make second conditional sentences, such as *If I had a broken toe, ...; If I met an elephant on my way to school, ...; If I went swimming in the sea in winter, ...*
- Encourage them to be as funny as possible.

- Invite some pairs to present their sentences to the class.

A Read the text and then suggest two possible titles for it. 6 mins

- Elicit the names of the two birds in the pictures.
- Ask the students which one the text is about. (They need to read the lesson title and guess or use their general knowledge to answer that it is the falcon.)
- Tell them to read the text quickly and suggest two more titles.
- Give them no more than four minutes. Then elicit answers.

Possible answers

Falconry
Falconry past and present
The tradition of falconry
Falcons and people
Hunting with falcons

B What do these words mean? 8 mins

- Ask the students to read the text about falconry again more slowly.
- As they read, they should look out for the words in the word box at the bottom of the page and try to work out their meaning from the context.

Answers

dive: to go steeply down through the air

necessity: the fact that something must happen or be done

government: the group of people who are responsible for controlling a country or a state

area: part of a place, town, etc.

environment: the natural world in which people, animals and plants live

Workbook

A Are these sentences about the text true (T) or false (F)? 5 mins

- Remind the students how to do this task: they should look for a key word or phrase in each

sentence in the *Workbook*, then search the text in the *Course Book* for that word/phrase. When they find it, they need to read around it carefully to find out if the sentence is true or false.

- Tell them they can do this task in pairs.
- Check the answers orally.

Answers

- 1 T
- 2 F
- 3 T
- 4 F
- 5 T

B Study the explanation. Then choose the best answers to complete the sentences. 5 mins

- Go through the explanation of understanding inferences.
- Then elicit the answers orally.

Answers

1b, 2b, 3c

C Study this extract from the text about falconry and complete the sentences below. 5 mins

- Note that this language is revision.
- Ask a confident student to read the extract to the class.
- Go through the first item orally so that you can be sure all the students understand the task.
- Allow students to work in pairs, assisting as necessary.
- Check answers as a class.

Answers

- 1 subject; the Bedouin
- 2 object; the Bedouin
- 3 the Bedouins'

D Now complete this table. 6 mins

- Elicit the answers to the next part of the exercise orally and write them on the board.
- Remind the students that these possessives do not have apostrophes.
- Write *it's* on the board and ask what it means. Elicit *it is*. Compare this with *its*, which means belonging to it, e.g., *The dog hurt its foot*.

Answers

subject pronoun	object pronoun	possessive adjective
I	me	mine
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

E Read and complete this conversation with words from the table. 5 mins

- Tell the students to work in pairs, read the conversation aloud and discuss what to write in the spaces.
- Circulate and check their work so that you can see if you need to do any remedial work.
- As a class check, elicit the completed conversation orally and write the answers on the board so that the students can correct their work if necessary.

Answers

- 1 your
- 2 our
- 3 us
- 4 his
- 5 you
- 6 my
- 7 it
- 8 its
- 9 you
- 10 it
- 11 You
- 12 I
- 13 their
- 14 us
- 15 her
- 16 she
- 17 me

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 3 Lesson 6:

Do you care about wildlife?

Aims: To read and complete a questionnaire.
To study the structure of a text.
To do a punctuation exercise.

Materials: *Course Book* page 42
Workbook page 37

Language: Second conditional
Vocabulary: *questionnaire, bedding, worms, hatch, squash, capture, chase*

21st Century Skills: Research Skills: Comparing results and conclusions

Warmer 8 mins

- Ask students to close their *Course Books*.
- Give them the five words from Exercise B in the last lesson and see if they can provide you with a definition. Alternatively, provide the definition and see if they can provide you with the word. The five words are: *dive, necessity, government, area* and *environment* and the definitions are provided on page 68 [CB, Lesson 5, Exercise B] of this Teacher's Book.

A Read the questionnaire and follow the instructions. 10 mins

- Present the questionnaire and elicit the title.
- Ask a student to read the instruction under the title aloud.
- Tell the students to read and do the questionnaire individually.

B Explain your answers with reasons.

15 mins

- Do a quick class survey of the results.
- Say *Hands up all those who have (10) points*. Go through all the numbers to zero and write each result on the board, e.g.,
10 points – 6 students
9 points – 5 students, etc.
- Use open pairs to ask and answer the questions in the survey like this:
A: *What would you do if you found a bird with a broken wing in your garden?*
B: *I would put it in a box and look after it.*
A: *Why?*
B: *So that it could get better and be set free.*
- Let as many students as possible answer and give their reasons. Note that as well as practising the second conditional tense, this is good speaking practice.
- Ask the students why the highest points are given to (c) answers and no points to (a) answers. Try to elicit the answer that it is because (c) answers are the best thing to do and (a) answers are the worst.

Workbook**A Complete the information about the parts of a questionnaire.** 6 mins

Use these words:

- Note that this exercise is designed to get the students to think of the structure of the questionnaire.
- Tell the students to read and complete the sentences.
- Elicit the answers orally.

Answers

- 1 topic
- 2 title, questions, instructions
- 3 situations, answers
- 4 points, scores

B Write these sentences with punctuation.

6 mins

- Note that as well as practising punctuation, this exercise gives the students practice in writing the kind of questions they will need in their own questionnaires.
- Tell them to do the exercise.
- Circulate and find out if they are able to do it reasonably well. If not, stop them and do the exercise as a class.
- Write the unpunctuated sentences on the board.
- Elicit the punctuation marks with reasons.
- Focus on the comma that is needed in sentences 2 and 3 where the *if* clause comes first, but not in sentences 1 and 4 where the *if* clause comes second.
- Then the students can copy the answers into their *Workbooks*.

Answers

- 1 What would you do if you saw a snake?
- 2 If I was going to a wild place, I would tell my father first.
- 3 If you were bitten by an animal, what would you do?
- 4 Would you touch a shellfish if you saw one underwater?

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Ask the students to research a kind of wildlife in preparation for writing a fact file in the next lesson.

Unit 3 Lesson 7:

Different Animals

Aims: To listen to descriptions of animals and match them to pictures.
To listen for questions and write them.
To describe other animals.
To ask and answer questions using a fact file.
To write a fact file about one kind of wildlife in Libya.

Materials: *Course Book* pages 43–44
Workbook pages 38–39
🎧 Track 10

Language: Present passive
Revision of language from the unit

Vocabulary: *kind (n), fangs, poison, fact file, buffalo, crops, rice, barley, wheat, reed, flamingo, pelican, heron, ecosystem, extinct*

21st Century Skills: Study Skills: Comparing notes to texts

Warmer 5 mins

- Present the names of new animals in the *Course Book* on page 43 and elicit all the others.
- Ask the students which ones they have seen and where.

Answers

- 1 hedgehog
- 2 bat
- 3 sandviper (snake)
- 4 gazelle
- 5 wild goat
- 6 wolf

A 🎧 10 Listen to three descriptions and match them to the pictures.

8 mins

- Tell the students that they are going to hear three short conversations. One of the animals on page 43 is described in each conversation.
- They have to listen carefully and work out which one is being described.
- Say that you will pause the track after each conversation and elicit the answer. Play 🎧 Track 10.

🎧 Track 10

Listen to three descriptions and match them to the pictures.

1

Girl 1: *They're small animals. They can only be seen at night. They sleep in the daytime.*

Girl 2: *What do they look like?*

Girl 1: *Well, when they're flying, they look like birds. But really they're quite different. For example, they have big ears. Some of them look like mice.*

Girl 2: *Mice?*

Girl 1: *Yes. Mice that can fly! I don't like them very much.*

2

Boy 1: *They're long and thin animals. They can be found in deserts.*

Boy 2: *What else do you know about them?*

Boy 1: *They have long fangs with poison in. You can be killed if you are bitten.*

Boy 2: *They sound scary! I hope I never get bitten by one!*

3

Girl 1: *They're quite big animals with beautiful grey and white fur.*

Girl 2: *Where can they be found?*

Girl 1: *They can be found in many places in the Middle East, Asia, Europe and America. Some people are scared of them, but there aren't many of them and they do not like to live near humans.*

Girl 2: *I think they're beautiful.*

Girl 1: *Me too.*

Answers

- 1 bat
- 2 snake
- 3 wolf

B Describe the other animals.

8 mins

- Tell the students to work in pairs and take turns to describe the remaining three animals (hedgehog, gazelle, goat).
- Explain that they should use the conversations they have just heard in Track 10 as a model.
- You may want to write the following prompts on the board to help them:

*Appearance**Where found?**Do you like them?***Possible answers**

hedgehog: They're small brown animals with stiff parts on their backs that feel like needles. They're very sharp. You don't see them during the day; only at night. People put milk and bread on a saucer in their gardens to feed the hedgehogs. I think they're very sweet.

gazelle: They look like a deer. They have long legs and can run very fast. They eat grass and leaves. They're very shy, so we don't often see them. They're very pretty.

goat: Goats are sometimes wild. Wild goats are very good at climbing. Others live on farms. Delicious cheese is made from their milk. They're very smelly!

C Look at the fact file. Ask and answer your teacher's questions about the underlined information.

6 mins

- First, talk about the structure and purpose of the text.
- Ask for volunteers to read a paragraph each.
- Explain that a fact file contains information that someone has found out about a particular subject. In this case, it is about wildlife and birds in Libya.
- Ask *What kind of life is this fact file about?* and elicit *Animals and birds in Libya*.

- Explain that each heading tells us what the paragraph is about.
- Write *fennec foxes, golden wolves, bamboo rats, flamingos, European white stork* on the board.
- Tell the students to find these in the fact file.
- Elicit or give the class translations of these items if necessary.
- Use the underlined information in the text to give the students some practice finding information quickly.
- Tell them you will ask questions and you want them to find the answers very quickly.
For example:
Where are Mediterranean monk seals seen?
(along the coast)
Which region do the fennec foxes live in? (the Jebel Acacus region)
Where can elephants and giraffes be seen? (In the art on some of the rocks.)
What sort of animal is a fat-tailed gerbil?
(a rodent)
Which birds can be seen near the coast?
(flamingos and birds of prey)
What are migratory birds? (Birds that travel through Libya on their way to another country.)
How many species of mammals and birds are there? (87 species of mammals and 338 species of birds)
- Tell the students you want them to ask questions about the text. Use open pairs.
Some possible questions are:
Why was it easier for elephants to live in Libya in the old days? (The land was greener then.)
What is the Kentish plover? (a migratory bird)
How many protected famous nature reserves are there? (two)

Workbook

- Write *Where can the sandviper be found?* on the board to revise active and passive forms.
- Ask the students to make the question active. If necessary, begin the question: *Where can you ...* and elicit *see them?*
- Write the questions on the board and draw attention to the differences:
Where can they be seen?
Where can you see them?

- Write this sentence on the board to remind the students how to form the present passive without a modal:
People now protect birds.
- Ask the students to make this into a passive sentence beginning with *Birds*.
- If they don't remember how to do this, remind them that the present passive is made with the verb *be* plus the past participle of a main verb.
- Elicit *Birds are now protected*.
- Explain that *people* is not needed because the sentence is general.
- Read through the grammar box in the *Workbook* on page 38 with the students and check understanding.

A Match the beginnings and endings of the passive sentences. 4 mins

- Tell the students to use what they have learnt about the present passive to match the sentence halves.
- Check answers in open class.

Answers

- 1 Bats can be seen at night.
- 2 A new species has been discovered.
- 3 Snakes can be found in deserts.
- 4 You can be killed if you are bitten by a snake.
- 5 Where can they be found?
- 6 A lot of animals can be frightened of humans.

B Complete these sentences in the passive.

4 mins

- Ask the students to work in pairs to complete the exercise.
- Ask for volunteers to read a sentence each and check that the whole class agrees.

Answers

- 1 be eaten
- 2 be hunted
- 3 be found
- 4 be raced

C Choose a kind of wildlife and complete a fact file. 10 mins

- Find out which wildlife the students are going to write about.

- If some students have not done the research and brought information, use the information you have found.
- Write it on the board in note form and tell the students to use it to write a fact file.
- Go round the class giving help as necessary.
- You may want all or some of the students to edit their first draft and write it again at home.
- Collect the writing in this lesson or the next for assessment.

Possible answer

Fact File	
Kind of wildlife + examples	North African ostrich – it is the world's largest bird reaching a height of 2.74 metres and weighing up to 154 kilograms. They are also the fastest running bird at over 70 km/hr.
Where?	They used to live in many areas of North Africa but are thought to now live in small groups in just a few countries.
When?	In 2014, North African ostriches were returned to Tunisia after being extinct for 127 years.
What has changed and why?	In the 18 th century, they were hunted for their feathers for ladies' fashion and disappeared from North Africa.
What do students think about ...	I think it is important to reintroduce these animals to North Africa and to protect them from extinction.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 3 Lesson 8:

Things happen in nature for a reason.

Aims: To read for interest.

Materials: *Course Book* page 45
Workbook pages 40–41

Vocabulary: *bow, doused, fawn, focus, labour (n), predators*

21st Century Skills: Communication Skills:
Recalling information quickly

Warmer 8 mins

- Before students open their *Course Books* on page 45, write the word *nature* on the board and elicit what it means to the students.
- On the board, write up any words they can think of.
- Now ask them to open their *Course Books* on page 45 and look at the picture.
- Elicit what they can see.
- Do not give any new vocabulary at this stage (e.g., *deer, fawn*).

A Read the story and then try to answer these questions. 15 mins

- Tell the students to search the text to find the answers to the questions. They can work in pairs if you wish.
- Elicit the answers. When a student answers, ask him/her to read out the part of the text that contains the answer.

Answers

- 1 a hunter, forest fire, a lion
- 2 Students' own answers
- 3 The lightning strikes and blinds the hunter, he fires his arrow at the lion.
- 4 With calmness.

Workbook

A Complete the table. 10 mins

- Ask the students to complete the summary chart on page 40.
- Remind them to look back at the story in their *Course Books*.

Sample answer

- 1 Title Things happen in nature for a reason.
- 2 What is it about? A deer is about to give birth and she is surrounded by dangers.
- 3 What is threatening the deer? a strong-flowing river, dark clouds, lightning, a forest fire, a hunter, a hungry lion
- 4 What happened? She focuses on giving birth to her foal.
- 5 What do you think the message of the story is? Have a positive attitude to life and don't let negative thoughts take over.
- 6 Why I liked / didn't like the story. I liked the story because it has a happy ending for the deer and her foal and the message is very important.
- 7 New words bow, doused, fawn, focus, labour (n), predators

B Write true (T) or false (F). 6 mins

- Tell the students to decide if the definitions are true or false.
- Let students work on the activity individually and then check their answers in pairs before checking with the whole class.
- Ask students to correct the false definitions.

Answers

- 1 T, 2 F, 3 T, 4 F
- 2 A *fawn* is the word for young deer.
- 4 *Confront* means to face up to and deal with problems and difficulties.

C Complete each sentence b so that it means the same as sentence a. 6 mins

- Students rewrite the sentences so that they mean the same.
- Remind them they will need to remember how to use the second conditional and the passive.

**Answers**

- 1 If there were no spiders, there would be more insects.
- 2 There are more birds than before / than there used to be.
- 3 A rat is bigger than a mouse.
- 4 Small animals and birds are eaten by falcons.
- 5 Where can wild flamingos be found?

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson and Unit 3 they enjoyed the most and the least.

Round up (pages 46–47)

- For the first bullet point, ask three volunteers to read the three lines. Ask students if they can remember how to form the comparative and superlative forms of other adjectives.
- For the second bullet point, ask for volunteers to read the example sentences and then turn to Lesson 1 on pages 36–37 of the *Course Book* to make comparisons of the animals in the photos using adjectives.
- For the third bullet point, ask students to compare their own country now and in the past.
- For the fourth bullet point, ask the students to speculate about their own country in the future.
- For the fifth bullet point, ask three pairs of volunteers to read the example dialogues and ask if a confident pair would like to present a further dialogue to the class.
- For the sixth bullet point, first ask two students to read the example sentences and then organize the students into pairs to each write two sentences using pronouns and possessive adjectives correctly. Ask several pairs to present their sentences to the class.
- For the seventh bullet point, ask the students to turn to *Course Book* page 44 and to find as many examples of the passive in the fact file as they can. Ask for volunteers to read out the passive sentences.

Aims

Listening and speaking

- Listen for 'loud' words and repetition of words
- Read and discuss speaking tips. Do exercises to practise points made in the tips

Reading and writing

- Read and discuss reading tips. Do exercises to practise points made in the tips
- Read and discuss writing tips. Do exercises to practise points made in the tips

Structure and language

- Grammar and vocabulary from Units 1 to 3

21st Century Skills

- Communication Skills: Saying days and times
- Information Literacy: Effective reading strategies; Organizing information in a spider diagram
- Study Skills: Organizing words in lists; Understanding information from notes



Language and Word list

attention (n) /ə'tenf(ə)n/

experiences (n) /ɪks'piəriənsɪz/

gist (n) /dʒɪst/

happen / happened / 'hæpən /
'hæpənd /

headline (n) /'hed,lain/

important (adj) /ɪm'pɔː(r)t(ə)nt/

information (n) /,ɪnfə'meɪʃn/

logical (adj) /'lɒdʒɪk(ə)l/

loud / louder / loudest (adj)

/laʊd 'laʊdə(r) 'laʊdɪst /

loudly (adv) /'laʊdli /

paragraph (n) /'pærə,gra:f/

pardon / 'pɑː(r)d(ə)n/

repeat (v) /rɪ'piːt/

repetition (n) /,repə'tɪʃ(ə)n/

slow / slower / slowest (adj)

/sləʊ 'sləʊə 'sləʊɪst /

slowly (adv) /'sləʊli/

summary (n) /'sʌməri/

surprised (adj) /sə(r)'praɪzd/

title (n) /'taɪt(ə)l/

topic sentence (n) /'tɒpɪk

,sentəns/

understand (v) /,ʌndə(r)'stænd/

Unit 4 Lesson 1:

Listening

Aim: To review and practise ways of improving listening.

Materials: *Course Book* page 50
Workbook pages 42–45
Tracks 11–15

21st Century Skills: Communication Skills:
Recalling information quickly

Warmer 3 mins

- Read aloud the heading in the box and the *Remember!* tip at the top of the page while the students follow.
- Reinforce the message by reading it again with gaps. *Course Books* should be shut.
- Prompt with gesture: *When a person is ... in English, you ... understand every ...*

A Read these listening tips. 3 mins

- Choose a student to read Tip 1.
- Write it on the board while the student is reading it.
- Read it again, emphasizing the important words by saying them more loudly and more slowly: *People often say the important words more loudly and more slowly.*
- Ask a student to come up and underline the important words.
- Get other students to comment before confirming.

B What are the important words here? 3 mins

- Ask what the important words are in the announcement in the first speech bubble. The students should realize that they are the ones in green.

- Elicit what they are. Then read the announcer's words while the students follow in their books.
- Emphasize the important words by saying them more loudly and more slowly.
- Ask the students to study the words and decide what kind of words most of them are.
- Elicit that they are descriptions.

C 11 Listen to two speakers. What are the important words in each case? What are the loud sounds here? 4 mins

- Explain that they are going to hear some more descriptions.
- Tell them to listen and write the important words in each case.
- Play  Track 11. Elicit answers after the announcement in each case – the bold words are the important ones in each announcement. If there are lots of mistakes, play the announcement again.

Track 11

Listen to two speakers. What are the important words in each case?

Announcer 1: *And now, here is the weather for tomorrow. In the morning, it will be **sunny and hot**. In the afternoon, there will be some **cloud** and there is a chance of **rain**.*

Announcer 2: *It is 9 o'clock and here are the news headlines. The **President of Tunisia** is arriving in **England** at 11 o'clock today. In the morning, he will meet the **Prime Minister**. In the afternoon, he will visit the **children's hospital**. He flies on to the UAE this evening.*

Answers

See words in bold in transcript.

- Ask different students to each read a sentence aloud from Tip 2.

- Check comprehension. Ask: *How many sounds do long words in English have? How many sounds do you hear clearly in a long word?* (one) *How must you recognize long words?* (listen to the loud sound).
 - Say the words in the speech bubbles. Emphasize the stressed syllable in each case. Make it louder, but do not exaggerate too much.
- Note:** There is more to stress within words than loudness, but for the moment, it is best not to complicate the issue. Loudness is what people tend to notice and therefore the thing to focus on first.

D 🎧 12 Listen to some long words from the course. Write the words you hear.

- Explain that the students are going to hear some long words. They will hear each word on its own, then within a sentence.
- Point out that the context will also help identify the word.
- Tell the students to write the words, without paying too much attention to spelling, as this is listening practice not a dictation. Play 🎧 Track 12.
- Elicit the answers and write them on the board.
- Elicit the strong sounds and underline them. Then practise pronunciation with choral drilling.

🎧 Track 12

Listen to some long words from the course. Write the words you hear.

- Voice: 1 Supermarket. I went to the supermarket.
- 2 Beautiful. It's a beautiful car.
- 3 Artistic. She's a very artistic person.
- 4 Character. The main character is called Marcus.
- 5 Adventure. It's a very exciting adventure story.
- 6 Stadium. Ali went to the football stadium.
- 7 Information. Ask the woman at the information desk.
- 8 Fantastic. I just bought a fantastic new phone cover.

Answers

See transcript above.

- Elicit Tip 3. Tell the students to look carefully at page 50 of the *Course Book* and find an example of repeated information.
- Prompt, if necessary, that the information is in the two speech bubbles in Exercise B.
- Elicit the differences in the two descriptions. The main difference is that the repetition in the second speech bubble is all in one sentence.

E 🎧 13 Listen to two announcements. Make a note of the important information in each case.

- Tell the students to listen to two more announcements and write the important information.
- Point out that in both cases the information will be repeated. Play 🎧 Track 13.
- Elicit the answers. Discuss how the students feel when listening to information they know will be repeated.

🎧 Track 13

Listen to two announcements. Make a note of the important information in each case.

1 At the airport.

Voice 1: *This is the final call for A320 to Beirut. Would all passengers for flight A320 to Beirut go to Gate 7? That's the final call for flight A320 for Beirut leaving from Gate 7.*

2 At the shopping mall.

Voice 2: *Attention please. I have a special announcement about this week's competition. This is the number of the winning ticket. The number is green 428. That's green, four hundred and twenty-eight. If you have number 428 green, come to the information desk for your prize.*

Answers

- 1 A320 to Beirut from Gate 7
- 2 Green 428

Workbook

A Read the two questions. 🎧 14 Listen to the announcement and answer them. 3 mins

- Ask for a volunteer to read the two questions.
- Play 🎧 Track 14. The students write the answers in their *Workbooks*.
- Check answers as a class.

🎧 Track 14

Read the two questions. Listen to the announcement and answer them.

Announcer: *Can I have your attention, please? We have a report of a young girl missing in the shopping mall. Her name is Jenny Green. She is eight years old. She has straight black hair and brown eyes. She is wearing a blue shirt and white trousers with black trainers and socks. So that's a missing child called Jenny Green. She's eight with straight black hair, brown eyes. She has a blue shirt, white trousers, black trainers and black socks.*

Answers

- 1 Jenny Green
- 2 8 years old

B 🎧 14 Look at the descriptions. Listen to the announcement again and tick the correct adjective. 4 mins

- Play 🎧 Track 14 again. Students can work in pairs to complete the activity.
- When they have finished, check answers together and write them on the board.

🎧 Track 14

Look at the descriptions. Listen to the announcement again and tick the correct adjective.

[The announcement is repeated.]

Answers

- a straight hair
- b black hair

- c brown eyes
- d blue shirt
- e white trousers
- f black trainers
- g black socks

C Read the questions. 🎧 15 Listen to the advertisement and answer them. 5 mins

- Explain to students that they will now listen to a different recording.
- Ask a student to read the four questions.
- Ask them what the recording is going to be about (Answer: a type of car).
- Students listen to the recording and write their answers.
- Play the recording again if necessary.
- Check answers as a class.

🎧 Track 15

Read the questions. Listen to the advertisement and answer them.

Announcer: *Do you need a new car? Do you want to buy the best? Come to Best Cars in Al-Zaytoon Street. We have the new Panther 4.5 in stock. It has electric seats. It has electric windows. It has a sunroof and a CD player. It even has a DVD player for the kids in the back seats. And it has lots of space for six people. This beautiful car has everything that you expect in an expensive car. But it is not expensive. It is cheap to buy at 12 thousand Libyan dinars. And it's cheap to run – it does 14 kilometres to the litre. Yes, that's right. 14 kilometres to the litre. So if you want a beautiful 6-seater car with electric windows and seats, a CD player and a DVD player, come to Best Cars now and test drive the Panther 4.5.*

Answers

- 1 Panther 4.5
- 2 12,000
- 3 14 kilometres
- 4 six

D Read the list of features. 15 Listen to the advertisement again and tick the features you hear. 4 mins

- Explain to students that they will hear the same track from Exercise C again.
- This time they have to tick the features of the car they hear.
- Ask a student to read the features a–j. Help with any unknown vocabulary.
- Play 15 Track 15 again.
- Ask students to compare answers in pairs and then check as a class.

15 Track 15

Read the list of features. Listen to the advertisement again and tick the features you hear.

[The announcement is repeated.]

Answers

- a electric windows
- b electric seats
- c sunroof
- e CD player
- g DVD player

E Opposites: find ten pairs of words that are opposites and write them in the table.

3 mins

- Explain to students that they will now complete the table with words from the box that are opposites.
- Students can work in pairs to complete the activity.
- Elicit each pair of opposites and check pronunciation.

Answers

- 1 fast/slow
- 2 awful/fantastic
- 3 beautiful/ugly
- 4 bright/dark
- 5 cheap/expensive
- 6 dangerous/safe
- 7 happy/sad

- 8 hard working/lazy
- 9 noisy/quiet
- 10 old/young

F Word groups: put the words from the box into the correct column. 4 mins

- Explain the task.
- Ask a volunteer to read the four table headings with the examples.
- Check understanding by asking for a new word from the box for each heading.
- Divide the class into four groups. Students work together to complete the exercise.
- Once they have finished, ask a volunteer from each group to read their answers for one category each. Check that everyone agrees.

Answers

Buildings: airport, cinema, department store, hospital, hotel, mall, museum, stadium, theatre
Describing people: artistic, clever, cool, friendly, helpful, talkative

Jobs: author, carpenter, doctor, electrician, minister, nurse, painter, policeman

Types of stories: adventure, comedy, horror, science fiction, travel

G Write the verb in the correct form – to go, go or going. 3 mins

- Ask a student to read the rubric. Make sure that students understand that they have to complete the sentences with either *to go*, *go* or *going*.
- Ask students to complete the activity individually.
- Check answers by asking for volunteers to read a completed sentence each. Check everyone agrees.

Answers

- 1 to go
- 2 go
- 3 going
- 4 go

H Complete the sentences with the correct pronoun or possessive adjective. 3 mins

- If necessary, revise pronouns and possessive adjectives.
- Students fill in the gaps with the correct pronoun or possessive adjective.
- Check answers orally.

Answers

- 1 My
- 2 his
- 3 your
- 4 me/us
- 5 She, her

I Choose the correct word(s) to complete the first conditional sentences. 3 mins

- Read each sentence out loud stopping when you get to the gap.
- Invite volunteers to call out the correct answer.
- If the student gets it right, ask them to read the sentence in full.

Answers

- 1 eat
- 2 won't do well
- 3 will you
- 4 doesn't

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 4 Lesson 2:

Reading

Aim: To review and practise ways of improving reading.

Materials: *Course Book* pages 51–52
Workbook pages 46–47

21st Century Skills: Information Literacy:
Effective reading strategies

Warmer 3 mins

- Read aloud the heading in the box and the *Remember!* tip for the students to follow.

- Engage their attention by getting them to guess the meaning of *prepare*.
- Prompt the students to make suggestions.
- Then discuss why they need to prepare for reading.

A Read the first paragraph of the article on Course Book page 11: Car of the year. 3 mins

- Choose a student to read Tip 1.
- Then put the students in groups of four to answer the two questions:
What is this text about?
What words will be in the text?
- There are obviously no right answers, but highlight the answers which seem most appropriate to you.
- Elicit ideas from different groups and discuss reasons why they have chosen certain topics and words. Discuss how this would help them when reading.

Example answers

This text is about a new car that everyone wants.

B Read the first paragraph on page 28: A TV comedy, and 30: What is your hobby? 3 mins

- Tell the students to read Tip 2 and think about how it is similar to Tip 1.
- Elicit that both tips encourage the students to think before reading.

C Read the first paragraph on page 45: Things happen in nature for a reason. 3 mins

- Divide the students into groups of four.
- Distribute the sections in Tip 3 between the groups, so that some groups are reading about newspapers (page 11), some are reading about magazines (page 30) and some about stories (page 45).
- Tell each group to read the information carefully and refer to the texts that are specified in each section.

- They can then see if the information applies to these articles or stories. For example, the group reading about newspapers will find out if the first paragraph says where and when the news happened and who was involved.
- Highlight the word *usually*, i.e., these things do not always happen.
- As the students work, go round encouraging them to read carefully, think and discuss.
- Get each group to give feedback to the other two groups. As they do this, make sure the other groups look at the paragraphs in their *Course Book* that the groups refer to.

Example answers

- Page 11
Where: A major motor show
When: Now
Who: People at the show
- Page 30
What article is about: Popular hobbies
First person? No
- Page 45
Where: In a forest
When: Now
Who: A deer

D Find and underline the topic sentences in the article on page 30: *What is your hobby?* 4 mins

- Books shut. See if the students can remember what topic sentences are – key sentences that help understanding of the paragraph.
- Books open, go through the information in Tip 4 with the class.
- Refer to the article *What is your hobby?* on page 30.
- Tell the students to look at the article and find the topic sentence in each paragraph. They should soon realize that these are the first sentences in each case.
- Refer to the story *The fastest living things* on page 41.
- Point out that the topic sentence is not always the first sentence.

Topic sentences

Do you have a hobby?

If you live near the river, you may enjoy swimming or fishing.

If swimming sounds like too much hard work, fishing may be more your kind of hobby.

Being creative and making things can also be extremely enjoyable.

Another ancient craft still popular in many homes is blanket weaving.

E Find and underline the topic sentences on page 45: *Things happen in nature for a reason.* 4 mins

- Have students do this exercise alone, then compare with a partner.

Topic sentences

In a forest, a deer is about to give birth.

What can the pregnant deer do? She is in labour!

She is trapped by the fire on the one side, the fast-flowing river on the other. She is also boxed in by her natural predators.

Lightning suddenly strikes and blinds the hunter.

In our lives too, there are moments of choice when we are confronted on all sides with negative thoughts and difficulties.

F Look at these pictures and follow Tip 1. 3 mins

- In pairs, students look at the pictures and guess what the articles will be about.

Example answers

Picture 1: Tennis match

Picture 2: Car crash

Picture 3: Football match

Picture 4: Fashion

G Look at these headlines and titles. What do you think each text is about? 4 mins

- Point to the newspaper headlines and story titles. Both have a similar function in preparing the reader for the story.
- Write the first headline on the board and elicit a few ideas. Continue with the first title.
- Put students into pairs to discuss the other headlines and titles. Encourage them to use their imagination.
- During feedback, encourage the students to discuss their own ideas freely.

H What information is in these paragraphs? 3 mins

- Elicit what the two texts at the bottom of the page represent, i.e., the first sentence from each paragraph from *What is your hobby?* and *The fastest living things*.
- Divide the students into two groups. One group looks at the sentences from one article and the other at the sentences from the other.
- Tell the students to try to remember the extra information just by looking at the topic sentences. Give them a few minutes to do this, then elicit the information as a class.

Workbook

A Read the text and number the paragraph headings in the correct order. 5 mins

- Ask the students to read the text individually.
- They can work in pairs to number the paragraph headings in the correct order.
- Whilst they are doing this, write the headings on the board.
- Ask for volunteers to number the paragraph headings 1–5. Make sure everyone is in agreement.

Answers

At the village school – paragraph 2
A French friend – paragraph 4
Life outside Libya – paragraph 5

Moving to Tripoli – paragraph 3
Ahmed as a child – paragraph 1

B Mark the sentences true (T) or false (F). 3 mins

- This exercise will test the students' understanding of the text.
- Read out each sentence and elicit answers orally.

Answers

- 1 F
- 2 F
- 3 F
- 4 T
- 5 F

C Answer the questions. 4 mins

- For this exercise, ask students to answer with full sentences.
- Whilst they are working, monitor and help as necessary.
- Check answers by asking individual students to read out their answers.

Answers

- 1 It was in the south of Libya.
- 2 He looked after his father's goats and chickens.
- 3 Because he was interested in animals.
- 4 Because he liked reading.
- 5 Because his father got a new job there.
- 6 He learned to speak French and he learned about France.
- 7 He wanted to be a zoologist so that he could study animals in different countries.
- 8 He is writing his book in France.

D Complete the text with the past tense of these verbs. 3 mins

- Remind students that the most common tense for telling a story is the past simple.
- Point out that students need to write the verbs in the box in the past tense.
- Go round the class as they work, assisting if necessary.
- Check answers by reading out the text and asking for volunteers to call out the verbs for each gap.

Answers

- 1 met
- 2 became

- 3 was
- 4 learned
- 5 talked
- 6 wanted
- 7 moved

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 4 Lesson 3: Speaking

Aim: To review and practise ways of improving speaking.

Materials: Course Book pages 53–54
Workbook page 48

21st Century Skills: Communication Skills:
Saying days and times

Warmer

6 mins

- Elicit the title in the box and the first line of text.
- Present the expression *lost for words*, i.e., you can't think what to say, and keep it going.
Note: You can be lost for words when you have heard something that shocks or surprises you, as well as if you don't have enough English.
- Ask if the students have ever been *lost for words* in Arabic. Discuss how they keep the conversation going when they speak in Arabic.

A Read these tips and practise in pairs.

3 mins

- Ask for four volunteers to read aloud one tip each.
- Check understanding and answer any questions.
Note: Explain that closed questions are questions that can be answered with *Yes*. or *No*.

(e.g. *Are you Libyan? Do you live in Tripoli?*) whereas open questions require a full answer (e.g. *What do you think of the new shopping mall? What are your plans for the weekend?*).

B Give your partner some information about yourself. Ask your partner to repeat information. Use different ways.

8 mins

- Tell the students to read Tip 1 again.
- Then say something which the students can't possibly understand.
- Elicit a request for repetition.
- Refer students to the expressions in this section and say something else incomprehensible.
- Continue until the students have used all the different expressions.
- Drill the expressions, focusing on intonation.
- Try to get the students to sound genuinely interested when they ask for repetition.
- Ask the students to think of some information to tell you. Elicit the information from different students. Each time, pretend that you cannot understand and use a different expression to elicit repetition. Continue this as pair practice.

C Give your partner some information. Repeat the information you hear and continue the conversation.

10 mins

- Explain that another strategy used in speaking is to repeat information that the other person has just said.
- Explain that there are four main reasons for doing this.
- Tell the students to look at Tip 2 again and tell you what they are.
- Refer to the conversations. Tell the students to match each use of repetition to one of the conversations (they are in the same order).
- Practise the conversations using one student as the person starting the conversation and yourself as the respondent. Focus again on intonation. Show how the repetition varies, depending on whether you are showing that you don't understand, that you are surprised, asking for more information or giving an opinion.

- Reverse the roles. Then get the students to practise in individual pairs.
- Put the students in groups of four. Tell them to work out the new conversations and then perform them in pairs.
- While one pair in the group performs the conversation, the other monitors and then performs the conversation themselves.
- While the students work, go round encouraging with ideas and helping with intonation.

D Give an opinion. Use different verbs. React to the opinion.

6 mins

- Tell the students to look at the three conversations under the rubric. Then ask:
Is the second person asking for repetition? (No)
Is he or she repeating information? (No)
What is he or she doing, then?
- Elicit that the second person is reacting. Check understanding of the word.
- Practise the conversations with choral repetition.
- Demonstrate the relationship between the statement and the reaction on the board as follows:
I like ...
Do you?
I don't like ...
Don't you?
- Show also how the person then goes on to give an opposite opinion.
- Point out that this is the reason we repeat something. It shows we are accepting the person's opinion before giving an opposite opinion. If we agree, we can just say *So do I* or *Neither do I* or just *Me too/neither*.

E Practise these conversations and notice the difference.

6 mins

- Tell the students to look at the two conversations for this exercise.
- Elicit what is different about them. Accept any sensible answer, but focus on the fact that the first is much shorter than the second.
- Point out that when you ask closed questions, the answer is often just *Yes* or *No*.

- Go through the first conversation with a student. Take the part of the person answering. Say *Yes* or *No* as if you are not interested. Point out to the class that this sounds very rude.
- Tell the students to read Tip 4 again. Then ask *Why should you use open questions?*
- Elicit that it encourages the other person to talk more and to give extra information. In this way the conversation usually becomes easier and more friendly.
- Students practise the open question conversation. Encourage them to use their imaginations to continue the conversation.

Workbook

A Choose the correct word or phrase to complete the Speaking tips.

6 mins

- Suggest that students work in pairs and try to complete the exercise without looking at their *Course Books*.
- Allow them to check to confirm their answers.
- Check with the whole class by asking volunteers to read a tip each. Check everyone agrees.

Answers

- 1 understand
- 2 ask
- 3 don't
- 4 surprised
- 5 more
- 6 an opinion
- 7 gives
- 8 good
- 9 first
- 10 open

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 4 Lesson 4:

Writing

Aim: To review and practise ways of improving writing.

Materials: *Course Book* page 55
Workbook pages 49–50

21st Century Skills: Study Skills: Understanding information from notes

Note:

- 1 The activities build through the lesson into a complete reconstruction of the text. There is a full plan of this at the end of these notes. For this reason, answers are not given at the end of each section.
- 2 Although the focus of this lesson is writing, you will probably not spend very much of the lesson on actual written production. This is because the aim is to improve the students' ability to construct logical and coherent texts. It is less important that they should produce accurate sentences. Therefore, do not rush through the organizational activities, Exercises A–C, in order to get to the production activity in Exercise D.

Warmer 6 mins

- Discuss how to write in English.
- Encourage the students to reflect on the writing they have done so far during this semester and the problems they have faced.
- Make it clear that good writing needs planning and involves a process, rather than just producing ready-made sentences.
- Explain that in this lesson you want to go through the process in detailed steps, so that the students will experience an organized way of carrying out writing.

A Look at the paragraph headings for narrating a story. Write them in a logical order in your copybook.

8 mins

- Ask the students to study Tip 1.
- Elicit the first step – to make a plan with information in a logical order.
- Point out that the same process applies to most types of writing.
- Elicit other types students might need to use, for example, describing someone or something, writing a letter, applying for a job, relating a personal event.
- Introduce the five points for narrating a story.
- Explain that they are descriptions of paragraph headings.
- Tell the students to read them and think about the best order to write them.
- Elicit as a class. Then ask the students to write them in the correct order in their copybooks.
- They should write two headings on each page, with room under each one to write the next stages of the process.

Note: In short pieces of writing the plan points would not necessarily be written as paragraphs. However, the same principle applies, i.e., starting with a series of headings.

Answers

- Introduce the topic.
- Give facts about the story – title, author, when published.
- Introduce the main character(s).
- Tell the story, briefly, in order.
- Give your own opinion.

B Write these topic sentences for the story under the correct paragraph heading in your copybook. 8 mins

- Read through Tip 2 with the class to remind the students of the meaning and benefit of topic sentences.
- Then do a small diagram on the board to show that the topic sentences together not only make a summary, but also introduce each of the paragraphs.

- Then show how topic sentences come from the plan and add this to the diagram:
Plan point 1 Topic sentence 1
Plan point 2 Topic sentence 2
Plan point 3 Topic sentence 3, etc.
Summary
- Highlight the relationship between each plan point and each topic sentence.
- Remind the students of each plan point and elicit possible topic sentences for the paragraphs. Don't worry if the sentences are not very good, but try to guide the students to think of something relevant, even if it is inaccurate. However, if the students are really struggling with this, move quickly onto the next phase.
- Refer students to the set of topic sentences on page 55 of their *Course Books*.
- Ask them to put the sentences in order and write them under the correct paragraph heading in their copybooks.
- Let the students do this in groups or pairs as you think appropriate.
- Give help and encouragement as they work.

Answers

- Introduce the topic. I read a very interesting book recently.
- Give facts about the story – title, author, when published. It is called 'Treasure Island'.
- Introduce the main character(s). It is about a boy called Jim Hawkins.
- Tell the story, briefly, in order. Jim finds a map of an island.
- Give your own opinion. I think this story is excellent.

C Write these notes after the correct topic sentence in your copybook.

8 mins

- Elicit what the students should do next when writing – add more information in each paragraph. Refer to Tip 3.
- Tell the students to allocate each of the notes in Exercise C to a topic sentence.
- Point out that at this stage the information is in note form.
- Let the students work in pairs or groups.
- Monitor and assist the students as they work.

Answers

- Introduce the topic. I read a very interesting book recently. about pirates – men who steal things at sea, pirates take treasure
- Give facts about the story – title, author, when published. It is called 'Treasure Island'. Robert Louis Stevenson, 1883
- Introduce the main character(s). It is about a boy called Jim Hawkins. Long John Silver – man with wooden leg
- Tell the story, briefly, in order. Jim finds a map of an island. goes to island, finds treasure, pirates take treasure, Jim gets it back, John Silver escapes
- Give your own opinion. I think this story is excellent. exciting, lots of action, frightening, Long

D Use your notes to write sentences in your copybook. Write about a book you have read or a play/film you have seen recently. Follow the tips.

8 mins

- Introduce Tip 4. Work through the examples on the board. Highlight how individual notes make sentences, some of which can then be joined to make a longer sentence.
- Tell the students to use the notes they have made in their copybooks to write good sentences.
- Discuss the choice of writing topics in the rubric for Exercise D.
- Elicit from individuals what they will choose to write about.
- Point out that they can base the work on books, plays or films they have written about in previous lessons, but encourage them to choose something new if they can.
- Give the students one week to complete the work.
Note: Go over the work carefully when the students hand it in, to make sure the students have a sense of completion. Remember that writing is a process, but at the end there should be a product.

Possible answers

Plan

- 1 Introduce the topic:
I read a very interesting book recently.



- 2 Extra information:
It was about pirates, men who steal things at sea from other ships.
 - 3 Give facts about the story: title, author, when published:
It is called 'Treasure Island' and it was written by Robert Louis Stevenson in 1883.
 - 4 Introduce the main character(s):
It is about a boy called Jim Hawkins.
Another important character is Long John Silver, an old pirate with a wooden leg.
 - 5 Tell the story, briefly, in order:
Jim finds a map of an island. With his friend, Captain Smollett, and others, he sails to the island in search of the treasure. One of the crew is Long John Silver and it turns out that many of the other crew members are pirates, too. There are many adventures on the island and Long John Silver shows he is a bad man with a kind heart sometimes. In the end, they find the treasure and set sail for home. However, Long John Silver disappears and so does some of the treasure. Jim says he will never look for treasure again!
 - 6 Give your own opinion:
I think the story is excellent. It is very exciting and there is lots of action. It is also frightening. I'm glad Long John Silver escapes. He is not a good man, but he is sometimes kind to Jim.
- The questions refer to the four Writing Tips in the Student's material. This is to remind the students of what they should be doing.
 - Also refer students to the Checklist for Written Work in the *Course Book*, on page 104.
 - Give students a good amount of time to do this exercise.
 - Let students swap their texts with a partner and let their partner correct it.
 - Remember that learning doesn't generally take place when a student gets something right, but when they get it wrong and understand their mistake.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson and Unit 4 they enjoyed the most and the least.

Workbook

A Use the plan below to write about your life.

6 mins

- Go through the questions with the class and check understanding.
- Tell students to pick three sections and write notes on them.

B Use your notes to write about your life in your notebook.

7 mins

- As detailed in the writing question, the work on organizing a written text is as important on this occasion as the accuracy of the written production.

Aims

Listening and speaking

- Listening and understanding sports results
- Listening and understanding a biographical narrative
- Conducting a class survey
- Talking about sports results
- Asking and answering about things for sale
- Asking and answering questions in the future simple
- Conducting a class survey
- Newspaper and magazine sections
- Buying and selling
- Television programmes

Reading and writing

- Reading and understanding a newspaper (contents/letters/reviews)
- Reading about reading habits
- Developing reading for pleasure
- Developing writing notes
- Completing a text in the past simple
- Using subject and object pronouns to complete sentences
- Reading for enjoyment
- Role-play: buying second-hand objects
- Writing a story

Structure and language

- Listening and understanding biographical information
- Talking about sport
- Reading a newspaper: using index and headlines
- Using a TV programme guide

Vocabulary

- Contrasting past simple and past continuous
- Question forms
- Subject and object pronouns
- Future simple with *will*

21st Century Skills

- Information Literacy: Assessing reliable sources of information
- Media Literacy: Inferring information from images
- Life Skills: Critical thinking
- Study Skills: Transferring information to a table
- Communication Skills: Decoding dictionary entries; Telephone etiquette



Language and Word list

a few (pro) /ə fjuː/
advert /advertisement (n)
/'ædvɜː(r)t /əd'vɜː(r)tɪsmənt/
arts (n) /ɑː(r)ts/
badminton (n) /'bædmɪntən/
baseball (n) /'beɪs,bɔːl/
basketball (n) /'bɑːskɪt,bɔːl/
business (n) /'bɪznəs/
cartoons (n) /kɑː(r)'tuːnz/
editor (n) /'edɪtə(r)/

fashion (n) /'fæʃ(ə)n/
favourite (adj) /'feɪv(ə)rət/
feature (n) /'fiːtʃə(r)/
minister (n) /'mɪnɪstə(r)/
most (adv) /məʊst/
opinions (n) /ə'pɪnjənz/
prefer (v) /prɪ'fɜː(r)/
programme (n) /'prəʊgræm/
report (n) /rɪ'pɔː(r)t/
reporter (n) /rɪ'pɔː(r)tə(r)/

reviews (n) /rɪ'vjuːz/
running (n) /'rʌnɪŋ/
score (n) /skɔː(r)/
section (n) /'sekʃ(ə)n/
some (adv, pro) /səm/
sports (n) /spɔː(r)ts/
table tennis (n) /'teɪbl tenɪs/
tennis (n) /'tenɪs/

Unit 5 Lesson 1:

Watching the Match

Aims: To match sports with sports equipment.
To listen and understand sports results.
To talk about sport and sports results.

Materials: *Course Book* page 58
Workbook pages 51–52
🔊 Track 16

Language: Past simple, question forms

Vocabulary: *basket, net, running shoes, draw (= equal score)*

21st Century Skills: Life Skills: Critical thinking

Warmer 5 mins

- Ask students to work in pairs and look back at the readings texts from Unit 3 in their *Course Books*.
- Ask each student to choose a new word they learned in that unit and describe it to their partner who has to guess the word their partner chose. They then swap roles.

A Look at the pictures. What sports are they used for? 6 mins

- Tell the students to link the sports and sports equipment. While they do this, tell them to think about how to say these things in English.
- During feedback, make sure the students get practice in using the words.
- Clarify any new words.
- Point out that they know most of these words already, e.g., *basket* from *basketball*.

Answers

- 1 tennis (net)
- 2 football (net)
- 3 badminton (net)
- 4 basketball (net)
- 5 table tennis (bat)

- 6 tennis (racket)
- 7 running (shoes)
- 8 football
- 9 football (boots)
- 10 baseball (bat)

B Read what Sami says. Then talk about yourself. 6 mins

- Talk about the picture. Elicit what the people are doing and why.
- Prompt the students to use words like *excited, cheer, shout, score, goal* and *team*.
- Tell the students to read the text in the speech bubble and find out what sport the boy watches. Ask a few check questions:
What does he do when he gets excited? (jumps up and down)
What does he like best? (football)
What was the last thing he watched? (a football match)
- Use the information in the text as a prompt to get the students talking about themselves.

Possible answer

I watch all types of sport with my brother and sister. But we all love tennis best. We always watch Wimbledon on television, and we hope to go there one day to watch an important match with famous tennis players. It will be very exciting. We recently watched Federer win in the Dubai Tennis Championships on TV. He's my favourite player.

C 🎧 16 Listen to three conversations. 8 mins

- Introduce the listening. Explain that there are three conversations in which different people talk about football matches.
- Tell the students to listen and try to answer the questions at the bottom of page 58. Play 🔊 Track 16.
- Elicit what the students are able to remember.
Note: Make sure the students know that Juventus (pronounced you-ven-tus) and AC Milan are famous Italian teams and Manchester United and Arsenal are famous English teams.

Track 16

Listen to three conversations.

1 Ali is talking to Mustafa.

Ali: *What did you do last night, Mustafa?*

Mustafa: *I stayed at home.*

Ali: *So, what did you do at home?*

Mustafa: *I watched football on television. India and Brazil.*

Ali: *India and Brazil! Who won?*

Mustafa: *Brazil.*

Ali: *Yes, I'm sure they did. What was the score?*

Mustafa: *9-0. It wasn't a very good match!*

2 Ali and Mustafa are talking the next day.

Mustafa: *There was a good match on television last night, Ali.*

Ali: *Really? Better than the Brazil-India match, I hope.*

Mustafa: *Yes. It was really exciting.*

Ali: *Who played?*

Mustafa: *Juventus and AC Milan.*

Ali: *Yes, that sounds much better. What was the result?*

Mustafa: *2-2.*

Ali: *So, neither of them won, then?*

Mustafa: *No, I don't like a draw, but it was still a good match.*

3 Ben is talking to James.

James: *Did you watch the match last night, Ben?*

Ben: *Yes, I did. I always watch Manchester United.*

James: *Was it good?*

Ben: *Yes, very good.*

James: *Who did United play?*

Ben: *They played Arsenal.*

James: *Oh, really? Who won?*

Ben: *United, of course.*

James: *By how much? What was the score?*

Ben: *It was 3-1. They got two goals right at the end.*

Answers

Brazil 9 : India 0

Juventus 2 : AC Milan 2

Manchester United 3 : Arsenal 1

Workbook

A 16 Listen to three conversations. Then complete the table with the football scores.

5 mins

- Introduce the table in Exercise A of the Workbook.
- Find out what the students remember from the recording by asking questions. For example:
Who watched the Brazil-India match? (Mustafa)
Was it a good match? (No)
Who watched the Juventus-Milan match? (Mustafa)
Was that a good match? (It was exciting.)
Who watched the United-Arsenal match? (Ben – he always does.)
- Don't confirm answers until you have played the recording a second time.
- Tell the students to listen again and write down the scores.

Answers

Team	Score		Team
Brazil	9	0	India
Juventus	2	2	AC Milan
Manchester United	3	1	Arsenal

B Complete the conversation. You can use the same word more than once.

4 mins

- Tell the students to complete the conversation in Exercise B.
- Point out that they will use the same words several times.
- Give them one minute to complete it.
- Perform the conversation with one other student to check answers.
- Then let students correct their work.
- Tell the students to perform the conversation in pairs.

Answers

Did, didn't, did, did, didn't, was, was

C Now practise the conversation. 3 mins

- Tell the students to perform the conversation in pairs.

D Think of scores for two football games.**Write them here.** 2 mins

- Tell the students to choose some teams and scores, then write them in the table.

E Role-play the conversation from Exercise B, using the information from your table.

6 mins

- Get students to role-play the conversation, making any changes they wish using the information in the table.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 5 Lesson 2:

Lina Fakroun Talks to the Newspaper

Aims: To listen to understand a biographical narrative.
To distinguish between background events and narrative sequence.

Materials: *Course Book* page 59
Workbook pages 52–53
🎧 Track 17

Language: Past continuous for background and scene-setting
Past simple for narrative sequence
Question forms

Vocabulary: *treat* (v), *decayed*, *all of a sudden*, *gum*, *bleed* (v), *smart/smarter*, *clinic*, *treatment*

21st Century Skills: Media Literacy: Inferring information from images

Warmer 6 mins

- Course Books* closed. Explain to students that in this lesson they will be listening to an interview with a dentist.
- Ask them about dental hygiene, such as *Do you clean your teeth twice a day? Are you careful about how many sweets you eat? Do you visit a dentist regularly?* etc.
- Encourage a class discussion and help with any new vocabulary as necessary.

A What was Lina Fakroun doing in 2013? What do you think has happened? 5 mins

- Discuss the two photos at the top of the page.
- Get the students to guess what Lina Fakroun was doing in 2013.

- Accept any reasonable answers. Prompt as appropriate. Write some responses on the board.
- Get the students to predict what has happened to Lina.
- Encourage them to guess why things have changed. Write some responses on the board.
- Elicit the lesson title.
- Ask why the students think Lina Fakroun talks to the newspaper.

B **17 Listen to the interview between Lina Fakroun and a reporter from a local newspaper. What is Lina Fakroun doing these days?** 15 mins

- Tell the students to listen to the interview with a reporter from the local newspaper and find out what happened to Lina.
- Tell them to just listen for the general idea (gist). Play Track 17.
- Elicit information from the whole class to build up an idea of the last few years of Lina's life. As you elicit information, compare it with what you have on the board.

Note: Point out that Lina is happier now because she is successful and is helping people to have healthy teeth and is also able to offer free treatment to poor families. Use the opportunity to discuss that success often comes through hard work and that reward is not just financial but also a sense of doing things to help other people or improve situations.

Track 17

Listen to the interview between Lina Fakroun and a reporter from a local newspaper.

Reporter: *Good morning. Today, we are talking to the well-known dentist, Dr Lina Fakroun. Dr Fakroun, first of all, where were you born?*

Dr Fakroun: *I was born in Tripoli.*

Reporter: *What were you doing before you became a famous dentist?*

Dr Fakroun: *Well, I was already a dentist, and I was reading a lot at home*

and keeping in touch with a large number of dentists in different countries around the world.

Reporter: *I see. So what changed your life?*

Dr Fakroun: *One day I was treating a tooth for one of my patients. It was badly decayed and needed to be pulled out. Everything was fine but all of a sudden the gum started bleeding. I tried and tried until I finally succeeded in stopping the bleeding. I resumed my work again. It was a lesson for me to work harder and find newer, smarter methods to treat bad teeth.*

Reporter: *What happened then?*

Dr Fakroun: *I participated in different workshops on using lasers in dentistry. I opened a large new dental clinic using modern equipment to make my work more successful.*

Reporter: *Are you happy with your work now?*

Dr Fakroun: *Oh, yes, very happy because I am helping people in my city to have healthy teeth. I also offer free treatment to poor families.*

Reporter: *Now, show me the new equipment that everybody is talking about ...*

- Look at the Narrating a story box at the bottom of the page and read the example sentences.
- Remind students to use the past continuous to describe background events, and the past simple for story events.
- Students find an example of both tenses in the text. (*I was reading a lot at home ...; I was treating a tooth ...; the gum started bleeding ... I finally succeeded in stopping the bleeding.*)

Workbook

A Read the sentences about the Dr Lina Fakroun interview and mark them true (T) or false (F). 17 Listen and check. 8 mins

- Tell the students to look at the true/false sentences and see which ones they can answer.
- Play 17 again so the students can check their answers.
- Elicit correct sentences for the false answers.

Answers

- 1 T
- 2 T
- 3 F (The tooth was badly decayed.)
- 4 F (She participated in workshops on using lasers in dentistry.)
- 5 F (The new clinic uses modern equipment.)
- 6 T
- 7 T
- 8 F (Lina offers free treatment to poor families.)

B Make questions for the answers. 5 mins

- *Workbooks* shut, write the first outline question and answer on the board:
What / Lina / do / before she became a famous dentist?
She was reading a lot at home and keeping in touch with other dentists.
- Highlight *was* and *reading* and *keeping* in the answer and prompt students to make the correct question:
What was Lina doing before she became a famous dentist?
- Do the same with the second question and answer.
- Clean the board. Tell the students to complete the remaining four questions on their own.
- Ask them to check their answers in pairs before doing a whole-class check.

Answers

- 1 What was Lina doing before she became a famous dentist?
- 2 What changed Lina's life?
- 3 What did Lina do next?
- 4 What is Lina's new clinic like?
- 5 How did the modern equipment help?
- 6 Who does Lina offer free treatment to?

C Make a conversation between a reporter and Dr Lina Fakroun. Use the questions and answers in Exercise B. Practise the conversation in pairs. 6 mins

- Ask the students to make a conversation using the questions and answers in Exercise B and to practise the conversation in pairs.

Possible answers

- Reporter: What were you doing before you became a famous dentist?
- Lina: I was reading a lot at home and keeping in touch with other dentists.
- Reporter: What changed your life?
- Lina: A bleeding gum.
- Reporter: What did you do next?
- Lina: I participated in workshops on using lasers in dentistry.
- Reporter: What is your new clinic like?
- Lina: My new clinic is large and uses modern equipment.
- Reporter: How did the modern equipment help?
- Lina: It made my work more successful.
- Reporter: Who do you offer free treatment to?
- Lina: I offer it to poor families.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 5 Lesson 3:

Read all about it!

Aims: To read and understand a newspaper page.
To scan for numerals.
To read and write notes.

Materials: *Course Book* pages 60–61
Workbook pages 54–55

Vocabulary: *hero, lunch, receive, welcome, escort, venue, shot*

21st Century Skills: Information Literacy:
Assessing reliable sources of information

Warmer 8 mins

- *Course Books* closed. Ask the students if they read or listen to the news and which medium they prefer, e.g. online, radio, TV news, newspapers.
- Ask them if their preference differs to other members of their family. For example, an older member of the family may prefer reading a physical newspaper, whilst younger members of the family may prefer to read the news using an online app.
- Encourage a class discussion.

A Look at a page from the newspaper. Which item is most interesting for you? 5 mins

- Introduce the newspaper.
- Tell the students to look quickly at all the information in the newspaper and decide which item they think is the most interesting.
- Elicit opinions from different students.
- Encourage them to say why something is interesting, or not.
- Let them say what they think, even if you don't agree with it.
- Elicit a few details from the item they prefer.

B Find these numbers in the articles and the advertisements. What does each number refer to? 6 mins

- Tell the students to study the numbers in the task on page 61.
- Then with books closed, see which ones they can remember.
- Use this as an opportunity to practise saying numbers.
- Tell the students to scan the newspaper to find and underline all the numbers.
- During feedback, make sure the students show what the numbers mean.

Answers

- seven: seven days a week – the Cedars Restaurant is open every day.
- 13: John Smith's age
- 15: the cost of lunch at Cedars Restaurant
- 11: 11 a.m. – the sports city was opened
- 1 billion: the cost of the sports city
- 26: Salma Al-Bayati's age
- three: three years – the time to build the new sports city
- five: Salma's daughter Nadia is five years old
- 10: 10 a.m. – the time Tyson Poole arrived at the sports city

Workbook

A Read the article about the local celebrity's visit. Complete the reporter's notes. 5 mins

- Introduce Exercise A. Tell the students to read the article in their *Course Books* on page 61 and write notes.

Possible answers

Celebrity arrived at: 10 a.m.

Celebrity opened the sports city at: 11 a.m.

Cost of new sports city: 1 billion dollars

B Answer these questions about Salma Al-Bayati and John Smith. Use short answers. 5 mins

- Tell the students to read and answer the questions in Exercise B on the article about Salma Al-Bayati and John Smith in their *Course Books* on page 61.

Unit 5 The Media

- Elicit answers and build up complete sentences on the board. For example: *She was playing with a ball.*
- Use the sentences to elicit a short summary.

Answers

- walking across the park / playing with a ball
- ran up to Salma and her daughter
- playing football
- kicked the ball at the dog

- C Check this information in the advertisements. Write C (Cedars), HS (Hassan and Son), CT (Classic Tables) beside each sentence.** 6 mins

- Introduce Exercise C. Make sure the students understand that they should only write C, HS or CT.

Answers

1 C, 2 HS, 3 CT, 4 CT, 5 HS, 6 HS

- D Choose the correct form of the verb in brackets (past simple or past continuous) for each sentence.** 6 mins

- Tell the students to complete Exercise D using the verbs in brackets.
- Make sure they understand that they must use either the past simple or past continuous.
- Elicit answers by asking volunteers to read a sentence each.
- Make sure everyone agrees with the answers given.

Answers

- was reading
- got
- accepted
- looked forward
- came
- arrived
- went
- gave
- were watching
- got
- left
- went

- E Choose the correct form of the verbs.**

4 mins

- Tell the students to complete Exercise E individually and then check answers in pairs.

- Check answers by asking for volunteers to read out a completed sentence each.

Answers

- doing
- was playing
- saw
- acted
- waiting
- spoke

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 5 Lesson 4: Where can I find it?

Aims: To read to understand newspaper sections.
To match definitions with topics.
To match newspaper extracts with section titles.

Materials: *Course Book* page 62
Workbook page 56

Language: Spelling and punctuation

Vocabulary: *business, cartoon, rainforest, company chief*

21st Century Skills: Information Literacy:
Assessing reliable sources of information

Warmer 6 mins

- Introduce the contents page of the newspaper.
- Go through each section and elicit what the students think they will find there.
- Let the students try to express themselves with the language they have.
- Prompt them where necessary.

- During this stage, try to interest the students in the contents of the different newspaper sections.

A Match each extract with one of these newspaper sections. 12 mins

- Explain that the newspaper extracts are small parts from each section of the newspaper.
- Read the extracts aloud in random order and get the students to respond with the number of the extract.
- Keep attention by asking a check question for every third extract.
- Present or revise any difficult words.
- Tell the students to read and match each extract to the section in the contents.

Answers

- Home News
- Arts
- International News
- Business
- Television
- Sport
- Cartoons

Additional/Support

- Elicit which extract the students find the most interesting.
- Then elicit more information to expand the extract. Write it on the board. Make sure the students do most of the work.
- Tell the students to choose another extract and do the same thing.
- Make sure all the students write at least one more sentence.

Note: This should be a fairly free activity to encourage the students to write for interest.

B Which newspaper sections do different people read? Think about men, women, girls and boys. 6 mins

- Discuss which newspaper sections are of interest to men, women, girls and boys.
- Students do this with a partner.
- Then have a whole-class discussion.

C What about you? Which sections are you interested in? Which sections are you not interested in? 5 mins

- Ask the students what sections of a newspaper they are interested in and not interested in.
- Encourage them to give reasons for their answers.

Note: Point out that in the UK, lots of people buy second-hand things from advertisements in the newspaper.

Workbook

A Here are the sections from an English newspaper. Match each section with the contents. 8 mins

- Tell the students to read and match the sections with the contents in the exercise in the *Workbook*.
- Tell them to do as much as they can on their own, then check with their partner.
- Point out that some are easier than others.
- Check answers as a class.

Answers

1j, 2i, 3g, 4h, 5f, 6e, 7m, 8c, 9a, 10k, 11d, 12l, 13b

Additional/Support

- Workbooks* closed, tell the students to look at the contents page in their *Course Books* on page 62 again.
- Give descriptions from the contents list in the *Workbook* and get the students to respond with the appropriate section heading.

B There are three spelling and punctuation errors in each sentence. Underline and correct them. 8 mins

- Tell the students to find three spelling and punctuation errors in each sentence in Exercise B.
- Check answers orally.

Answers

- price's = prices; bin = been; munths = months
- Their = There; exsiting = exciting; ? = .

- 3 acre's = acres; rainforrest = rainforest; . = ?
 4 knew = new; favrite = favourite; oclock = o'clock

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 5 Lesson 5: Would you take less?

Aims: To ask and answer about things for sale.
 To develop vocabulary related to buying and selling.

Materials: *Course Book* page 63
Workbook pages 57–58
 🎧 Track 18

Language: Idioms and question forms connected with buying and selling

Vocabulary: *mountain bike, town bike, tyre, gears, condition, as good as new, controllers, for sale, Would you take ...? (for negotiating price)*

21st Century Skills: Communication Skills:
 Telephone etiquette

Warmer 8 mins

- Elicit the title of the lesson.
- See if the students can guess what someone would take less for – the bicycles in the picture.
- Discuss the two bikes. Explain that they are both second-hand.
- Elicit what is different about them.
- Revise known vocabulary and present new items.
- Check understanding of the labelled parts of the bicycle.

- As the names suggest, a 'town bike' is designed for use on surfaces such as well-surfaced roads. The tyres are quite smooth and thin.
- A 'mountain bike' has much wider tyres, with more tread (raised pattern on the surface), and is designed for off-road cycling on rough tracks as found in mountainous places.

A Write two telephone conversations about the advertisement for the two bikes. 10 mins

- Highlight the small advert. Remind the students that people in the UK often buy second-hand things privately from advertisements in the newspaper. This can also be useful for people who are living temporarily in England and do not want to pay the full shop price for items that will only be used for a short period of time.
- Books shut. Elicit some of the questions someone would ask if they ring up about the bicycles.
- Prompt where necessary: *Kind of bike? Size? Colour? Extras? Age? Price?*
- Write some of the questions on the board.
- Course Books* open. Tell the students to complete the matching task to make two telephone conversations. Not all the information is completely clear. The students will have to use their judgement and then listen for confirmation.

B 🎧 18 Listen and check your answers. Then practise the two conversations with your partner. 10 mins

- Play the conversations for the students to check their answers.

Track 18

Listen and check your answers.

1 Khaled's father is ringing about a mountain bike for sale.

Khaled's father: *What kind of bike is it?*

Man: *It's a mountain bike.*

Khaled's father: *What size is it?*

Man: *It's smaller than a man's bike.*

Khaled's father: *Is it in good condition?*

Man: *Yes, very good.*

Khaled's father: *What colour is it?*

Man: *It's mainly red.*

Khaled's father: *How many gears does it have?*

Man: *Twenty-one.*

Khaled's father: *Does it have any extras?*

Man: *No, but it's a really good bike.*

Khaled's father: *What about lights?*

Man: *No, it hasn't got any lights.*

Khaled's father: *How old is it?*

Man: *It's only a year old – it's as good as new.*

Khaled's father: *How much is it?*

Man: *It's 90 Libyan Dinar.*

Khaled's father: *Would you take less?*

Man: *Well, maybe 80 Libyan Dinar.*

2 Khaled's father is ringing about a town bike for sale.

Khaled's father: *What kind of bike is it?*

Woman: *It's a town bike.*

Khaled's father: *What size is it?*

Woman: *It's the same size as a man's bike.*

Khaled's father: *Is it in good condition?*

Woman: *It's OK, but the front tyre is worn.*

Khaled's father: *What colour is it?*

Woman: *It's brown.*

Khaled's father: *How many gears does it have?*

Woman: *It doesn't have any.*

Khaled's father: *Does it have any extras?*

Woman: *Um ... I don't think so.*

Khaled's father: *What about lights?*

Woman: *No, but it has reflectors.*

Khaled's father: *How old is it?*

Woman: *It's about ten years old.*

Khaled's father: *How much is it?*

Woman: *It's 90 Libyan Dinar.*

Khaled's father: *Would you take less?*

Woman: *No, sorry. 90 Libyan Dinar is a good price.*

Answers

Mountain bike: 1b, 2a, 3a, 4b, 5b, 6a, 7a, 8a, 9a, 10b

Town bike: 1a, 2b, 3b, 4a, 5a, 6b, 7b, 8b, 9b, 10a

- Divide the class into two groups, buyer and seller.
- Play the first telephone conversation again. Get the students to repeat after the track.
- Change roles and get the students to repeat the second conversation after the track.
- Students practise the conversations in pairs.

Workbook

A Find the correct reply in the box on page 58 of this Workbook for each sentence in the conversation. Copy the replies into the Seller spaces. 8 mins

- Discuss the pictures. Identify the three items in the pictures.
- Present the new word *controller*.
- Introduce the task. Students complete matching on their own.

Answers

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

B Practise the dialogue in Exercise A. 6 mins

- Check answers by getting pairs to perform.
- Monitor, paying attention to correct pronunciation.

C Role-play a telephone conversation about this advertisement. One student is the buyer and one is the seller. Then change roles. 7 mins

- Discuss what the students would need to ask if they were buying a second-hand table tennis table.

- Ask the students to role-play the conversation in pairs.
- Monitor as they perform being ready to assist with any new vocabulary as necessary.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 5 Lesson 6: What's happening at school?

Aims: To read and understand a school activity programme guide.
To ask and answer questions about events in the future.
To read and understand reviews in a newspaper.

Materials: *Course Book* pages 64–65
Workbook pages 59–61

Language: Questions and answers using the future simple (*will*)
Past continuous tense for background events
Past simple tense for narrative sequence
Forming negatives

Vocabulary: *charity, graduation party, performance, solo, opinion*

21st Century Skills: Study Skills: Using a table

Warmer

5 mins

- Discuss the idea of a 'School activity week' – this could take place over a week or a few days, or even just for one day.

- Many schools have a Students' Day when special events and activities are organized.
- Depending on what your school does or doesn't do in this area, elicit what activities students would like to have for a special 'School activity week'.

Note: Check the meaning of the word *charity*.

Additional/Support

- See if students can name any well-known charities (e.g. *Oxfam* – a global organization fighting world poverty; *Save the Children* – an organization working to improve the lives of children everywhere, *Red Crescent* – an international humanitarian movement, etc.).
- Ask if they have been involved in any charity events or activities before.
- If time, get students to discuss in small groups what type of charity activity they could organize or would like to see at their school activity week.

A Look at the timetable featuring some of the events for the next School activity week. Match the events (a–e) with the pictures 1–5.

6 mins

- Briefly introduce the timetable.
- Elicit what it is and how many activities there are.
- Tell the students to match the events with the pictures 1–5.
- Check answers.

Answers

- a Art / Picture 1
- b English / Picture 3
- c Science / Picture 2
- d Sport / Picture 4
- e Charity activities* / Picture 5

* See if students can tell you the meaning of *donate*.

- Go through the information in the language box.
- Elicit other examples, both questions and statements.
- See if students can think of other sentences where we use *will* in this way. For example:

*It will rain tomorrow.
The next test will be in June.*

B Ask and answer with your partner about the events in the table. Ask about when events will start and how long they will go on for.

5 mins

- In pairs, tell the students to make questions and give answers about the events in the timetable in Exercise A.
- Monitor and check that students are making correct questions and giving correct answers.

C Sara and Mona both went to the school graduation party featured in Unit 2, Lesson 7. They wrote reviews of the party for their school magazine. Read the reviews and answer the questions.

6 mins

- Remind the students of the party advertised in Unit 2, Lesson 7.
- Introduce the two reviews.
- Explain that the people are writing to the school magazine about the school graduation party.
- Tell the students to read both reviews quickly to find how the opinions of the two writers are different.
- Elicit that Sara was not happy with the event, but Mona was.
- Tell the students to read the reviews again and answer the questions.

Answers

- 1 Mona enjoyed the party, but Sara didn't.
 - 2 They were wearing their uniforms.
 - 3 The hall was already full when she arrived. She had to stand at the back and struggled to see or hear anything. Students near her were chatting loudly.
 - 4 She will try and get to the party earlier next time to get a better seat.
- Draw the students' attention to the Remember box.
 - Ask for two volunteers to read the example sentences.
 - Check understanding.

D Find examples of the past continuous tense in the reviews in Exercise A. Change them to the past simple tense.

3 mins

- Check students understand what they have to do.
- Check understanding by asking for a volunteer to give the first example using the past continuous and changing it to the past simple.
- Allow students to work in pairs.
- Monitor and assist as necessary.
- Check answers by asking for volunteers to provide an example each.

Answers

was smiling = smiled
were wearing = wore
was waiting = waited
was struggling = struggled
were chatting = chatted
were performing = performed
were enjoying = enjoyed

Workbook

A Look at the timetable on page 64 of your Course Book. Which events are these?

5 mins

- Tell the students to try to match the start/finish times and the activity durations with the activity week events.
- Let the students work in pairs.

Answers

- 1 Art
- 2 Sport
- 3 Charity activities
- 4 Science
- 5 English

B Make some more sentences like the ones in Exercise A. Ask your partner to identify the event.

4 mins

- In pairs, ask students to think of similar sentences about start/finish times and the activity durations to ask each other.

C Make questions and give answers, using the words below. 4 mins

- Tell the students to make questions from the cues provided in Exercise C referring to the schedule in the *Course Book* on page 64 for the answers.
- Elicit more questions from the class and elicit answers.

Answers

When will the English activity start? It will start at 9.30 a.m.

When will the art activity finish? It will finish at 12 o'clock.

How long will the science activity last? It will last for four hours.

D All these sentences are incorrect. Read the letters again and correct the mistakes.

5 mins

- Elicit the first sentence in Exercise D.
- Tell the students to find the real information in Mona's review: *By 10 a.m., the hall was full ...*
- Point out that most sentences only need a small change.
- Tell the students to complete the activity on their own.

Note: This is a simple exercise which focuses on the production of accurate sentences.

Answers

Dalia's review

- 1 The hall was full at 10.00.
- 2 The students were wearing their uniforms.
- 3 The audience were being patient.
- 4 The arts team had practised (a lot).
- 5 Everybody was smiling. / The audience were clapping loudly.

Sara's review

- 6 Sara arrived late.
- 7 Sara had to stand right at the back.
- 8 The students around Sara were chatting loudly.
- 9 The rest of the audience clapped at the end.
- 10 Sara didn't enjoy the graduation party because she didn't have a good seat.

E Make these sentences negative. 4 mins

- Go through the sentences in Exercise E.
- Elicit the first negative sentence. For example: *The hall wasn't empty.*

- Tell the students to write the negative sentences in their *Workbooks*.

Answers

- 1 The hall wasn't empty.
- 2 The students weren't wearing school uniform.
- 3 The arts team weren't performing very well.
- 4 Sara didn't enjoy standing at the back.
- 5 People weren't shouting at the arts team.
- 6 The audience didn't stay very quiet.

Additional/Support

- Discuss the use of the past continuous for background events and the past simple for the events of the story in the first review in the *Course Book* on page 65.

F Write the verbs in the past simple or past continuous.

- Tell the students to think about the text in Exercise F and decide which are background events and which are story events.
- Then tell them to use the appropriate tense to complete the text.

Answers

- 1 was making
- 2 was doing
- 3 was getting ready
- 4 helped
- 5 read
- 6 ate

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.
- Ask students to bring some magazines and be prepared to talk about magazines and websites they like and don't like for the start of the next lesson.

Unit 5 Lesson 7:

A Website for Me

Aims: To read and listen to understand more about reading habits.

Materials: *Course Book* page 66
Workbook page 62
 🎧 Track 19

Language: *most, some, a few*

Vocabulary: *research, survey, tally chart*

21st Century Skills: Life Skills: Critical thinking

Warmer 5 mins

- Discuss what magazines and websites the students read.
- Get them to show different examples of magazines and websites they have brought to the class.
- Elicit what they like or don't like about them.

A Before launching a new magazine or website, it's good to do some research to find out what the readers find interesting. Read the following information about the popularity of sports in different countries. 6 mins

- Tell the students that many creators of magazines and websites do research into popular subjects to make sure they attract lots of readers.
- Encourage the students to read the text about popular sports and try to work out which sports are most popular in different countries.
- Point out the use of the words *most* and *many* in the text and explain that *a few* is also often used to describe a less popular choice.

B Imagine you are creating a new magazine or website for the students in your school. What would you include? Do a survey of your classmates and find out what the most popular features are. Create a tally chart in your notebooks to show the results. 12 mins

- Ask the students to volunteer some popular subjects for them and their friends in magazines and on websites.
- What do they enjoy reading about? Write the ideas on the board.
- Tell the students to choose five or six of the topics listed on the board (or to choose some of their own) and to create a chart like the one on page 66 of their *Course Books*.
- The students now go around the class and ask and answer noting down each person's preferred subject using the tally method as shown in Exercise B.

C Work with a partner and discuss the results of your survey. Use the words *most, some* and *a few*. 5 mins

- Ask a volunteer to read the speech bubble at the bottom of page 66. Check understanding.
- Tell students to work with a partner and tell their partner what *most, some, many* or *a few* people chose as their favourite using the model dialogue in the speech bubble to help them.

Workbook

- A** 🎧 19 Listen to three people talking about the most popular subjects in their class. Fill in the table with 1, 2, 3 to show which subjects are first, second and third most popular. 6 mins
- Tell the students they are about to hear three students discussing the most popular subjects in their class.
 - Play 🎧 Track 19 once for the students just to listen.

- Then play it again so they can write 1, 2 or 3 for each speaker to show the first, second and third most popular subjects in their class.
- Students check their answers with a partner before having a whole-class feedback.



Track 19

Listen to three people talking about the most popular subjects in their class. Fill in the table with 1, 2, 3 to show which subjects are first, second and third most popular.

Noura: *Most students in my class like English, but it is not as popular as sport. Those are the two most popular subjects. A few students like geography, but hardly anyone says maths is their favourite. A few people like history best, but geography is more popular than history.*

Faisal: *The most popular subject in my class is maths and the least popular is geography. Most students like history – it's nearly as popular as maths – and a few students like English best. Not many students enjoy sport.*

Hani: *The least favourite subject in my class is history. No one said it was their favourite. Geography was the most popular and lots of students enjoy sport, too. The third most popular subject is English. Only a few people said they liked maths best.*

Answers

	English	Geography	Maths	History	Sport
Noura	2	3			1
Faisal	3		1	2	
Hani	3	1			2

B Using the tally chart you created on Course Book page 66, complete the bar chart.

8 mins

- Remind students what a bar chart is and how it is used to show information.

- Refer them back to the tally charts from *Course Book* page 66 and tell them to use the information from the tally charts to complete the bar chart.
- Students check their bar charts with a partner and correct any mistakes.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 5 Lesson 8: A Powerful Lesson for Everyone

Aims: To read for pleasure.

Materials: *Course Book* pages 67–68
Workbook page 63

Vocabulary: *wheelchair, wipe, straighten (v), grasp (v), publicly*

21st Century Skills: Life Skills: Critical thinking

Warmer

8 mins

- Elicit the title of the lesson.
- Tell students to look at the two pictures and see if they can predict what the story might be about.
- If they have trouble doing this, ask some leading questions:
What can you see in the top picture?
Where do you think it is?
What can you tell me about the boy?
How old is he?
What is he holding and doing?
What could the connection between the boy and the restaurant be?
- Ask students to read the first sentence of each paragraph and the direct speech.

- Ask them if their thoughts about the text were correct or not.
- Ask them now what they think the story is about and what the 'powerful lesson' might be.
- Do not give answers at this point – it is just a discussion point and will raise students' interest and help them get more out of the text when they read it in full.

A Read the story. What was the 'powerful lesson'? 10 mins

- Ask students to read the text through in full.
- Again, ask what the 'powerful lesson' was.
- Let students discuss in pairs or small groups before open-class discussion.

B What questions do you think Khaled asked the young boy? Can you think of three? 10 mins

- Get students to read the questions at the bottom of page 68.
- In pairs or small groups, get students to think what questions Khaled Shebani, the young student reporter, asked the young boy.
- Class feedback. You can extend this by getting them to think about questions Khaled might ask the boy's father and the wise old man.
- You might like to follow this up by getting groups of six or eight students to act out the story.
- You will need to have: the boy, his father, the wise old man, some restaurant guests and Khaled Shebani.
- Give students time to prepare and practise.
- Point out the objective of this activity is not to reproduce the dialogue, but it is for students to bring their own words and actions to the basic plot.

Suggested answers

How long have you been caring for your father?
Do you have any help caring for your father?
What things about your father are you most proud of?

Workbook

A Complete the storytime table. 10 mins

- Tell the students to fill in the summary chart on page 63.
- Remind students to look back at the story in their *Course Books*.

Sample answers

- **Title** A Powerful Lesson for Everyone
- **Characters** Khaled Shebani, the young boy, his father, the wise old man, some restaurant guests
- **What is it about?** A 15-year-old boy called Khaled Shebani works as a reporter for a national newspaper over the summer holidays. The first story he covers is the opening of a new restaurant in Benghazi.
- **Why I liked/didn't like the story** I liked the story a lot as it teaches us all a lesson on how to treat members of our family with love and respect as they get older.
- **New words** wheelchair, wipe, straighten (v), grasp (v), publicly

B Use the words in the box to complete the sentences. 7 mins

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

Answers

- 1 reporter
- 2 spectacles
- 3 weak
- 4 praised
- 5 wheelchair
- 6 wise

Note: Sentence 5 has both the words *someone* (singular) and *they* (plural). Such sentences are often found in modern English because they remove the need to use either *he* or *she*.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson and Unit 5 they enjoyed the most and the least.

Round up (page 69)

- Elicit further examples of all the language in bullet points 1 to 7.
- For the fifth bullet point, give individual students in the class a lesson from their day to which they ask and answer questions with their partner.
For example: Student A: *When will our maths class start?* Student B: *It will start at 10 o'clock.*
- For the sixth bullet point, ask students to think of some foods they and their classmates enjoy and then make sentences using *most*, *some* and *a few*.

For example: *Most students like sweets. Some students like fruit and a few students like cheese.*

Note: Part of the purpose of the list on the Round up page is to encourage students by showing them how much they have achieved.



Aims

Listening and speaking

- Jobs, workplaces and education
- Naming and describing jobs and careers
- Developing listening for gist, language and details
- Asking for and giving directions
- Listening to conversations for specific information, directions, language and details
- Discussing which jobs appeal/don't appeal with reasons
- Practising pronunciation
- Discussing different texts

Reading and writing

- Reading a factual text; identify paragraph topics
- Practising search-reading
- Reading a blog entry and writing a reply
- Describing jobs and places
- Combining clauses and writing sentences with relative clauses
- Completing two short paragraphs using articles
- Role play: asking for and giving directions to own home, career plans
- Reading for pleasure
- Interviewing someone and writing a career history
- Playing language games

Structure and language

- Listening for gist, language and details; taking notes
- Talking about plans for the future
- Reading for gist, language and text organization
- Writing sentences, a paragraph about self and a career history

Vocabulary

- *going to* + infinitive to express plans for the future
- Defining relative clauses with *who*, *which*, *that*
- Articles: *a*, *an*, *the*, zero article

21st Century Skills

- Life Skills: Critical thinking
- Study Skills: Transferring information from text to a table
- Media Literacy: Inferring information from tables
- Media Literacy: Sequencing events based on images
- Career Skills: Drafting a career plan
- Information Literacy: Extracting information from tables; Inferring meaning from context



Language and Word list

architect (n) /'ɑ:(r)kɪ,tekt/
art (n) /ɑ:(r)t/
astronaut (n) /'æstrə,nɔ:(r)t/
author (n) /'ɔ:θə(r)/
career plan (n) /kə'riə plæn/
dentist (n) /'dentɪst/
designer (n) /dɪ'zainər/
doctor (n) /'dɒktə(r)/
education (n) /,edʒu'keɪʃn/
footballer (n) /'fʊt,bɔ:lə(r)/
future (n) /'fju:tʃə(r)/

go past /gəʊ pɑ:st /
go to /gəʊ tu: /
history (n) /'hɪst(ə)ri/
how far /haʊ fɑ:(r)/
maths (n) /mæθs/
mechanic (n) /mɪ'kænik/
next to (prep) /neks tu: /
past the /pɑ:st ði: / ðə/
photographer (n) /fə'tɒgrəfə(r)/
pilot (n) /'paɪlət/
science (n) /'saɪəns/

straight on /streɪt ɒn/
teacher (n) /'ti:tʃə(r)/
turn left (v) /tɜ:(r)n left/
turn right (v) /tɜ:(r)n raɪt/
university (n) /ju:nɪ'vɜ:(r)səti/
vet (n) /vet/
virtual learning (n) /'vɜ:tʃʊəl
'lɜ:nɪŋ/

Unit 6 Lesson 1:

Jobs and Workplaces

Aims: To name workplaces and jobs.
To write phrases.
To describe jobs orally and in writing.
To read definitions of jobs and write the names.
To answer questions about jobs.
To play a language game.
To talk and write about interests in jobs with reasons.

Materials: *Course Book* pages 72–73
Workbook pages 64–65

Language: Vocabulary: nouns and verb phrases
Defining relative clause with *who*
Present simple tense
have to + infinitive
Vocabulary: *give orders, discuss, discussion*

21st Century Skills: Life Skills: Critical thinking

Warmer 5 mins

- Introduce the unit topic, jobs and careers.
- Ask for volunteers to say what career they want to have and what qualifications they will need.
- Write the popular choices on the board and ask for a show of hands to determine the most popular career choices.
- Leave these on the board for the duration of the lesson as they will be useful for *Workbook* Exercise C.

A Talk about the pictures. 8 mins

- Read the first task and tell the students to write the names of the six workplaces.
- Tell them to work in pairs, but all the students should write the names in a numbered list.

- Give them no more than five minutes to do this.
- Elicit answers. Ask the students who answer to spell the words.

Answers

- 1 fire station
- 2 garage
- 3 hospital
- 4 hotel
- 5 school
- 6 shop or supermarket

- Tell the students to do the second task: write one or two names of jobs alongside each of the workplaces.
- Give them no more than five minutes to do this.
- Elicit answers and get the students to spell the words.
- The words in the key below are the ones they should know.
- Tell them to keep their lists because they need them in the rest of the lesson.

Possible answers

- 1 firefighter
- 2 mechanic
- 3 doctor, nurse
- 4 hotel manager, waiter
- 5 teacher, headteacher
- 6 shopkeeper, shop assistant

- Ask a student to read the example description in the speech bubble aloud.
- Then ask the students to describe one of the other jobs they listed in item 2, e.g.,
A shop assistant is someone who works in a shop. He or she helps customers and takes their money.
A firefighter is someone who puts out fires and saves people's lives.
A nurse is someone who works in a hospital and takes care of sick people.
A mechanic is someone who works in a garage and repairs cars.
A waiter is someone who works in a restaurant and takes people's orders for food.

B Read the definitions and write the jobs. 5 mins

- The students should know all the words in this activity.
- Tell them to do this activity in pairs, but to write their own lists of words.
- They should write them under the list of jobs they wrote in Exercise A.
- Elicit the answers.

Answers

- 1 architect
- 2 pilot
- 3 footballer
- 4 author
- 5 web designer
- 6 vet
- 7 astronaut
- 8 photographer
- 9 dentist
- 10 painter

C Play a game: Who am I? 2 mins

- Read the title of the game aloud.

D Describe a job. Tell your partner as much as you can, but don't make it too easy! Think about the prompts below when you ask about your partner's job. 8 mins

- Ask a student to read the example in the speech bubble aloud.
- Elicit the answer. (Answer: It is a footballer, or other outdoor sports person.)
- Ask another volunteer to read the list of prompts.
- Tell the students to prepare one description each without letting anyone see it.
- Organize the students into groups to play the game.

E Would you like to do any of the jobs on these pages? Why? Why not? 3 mins

- Have a whole-class discussion asking as many students as possible if they would like to do any of the jobs presented in this lesson.
- Encourage the students to give reasons for their choices using the target language covered in the unit so far.

Workbook**A Use words from both boxes to make phrases.** 5 mins

- If you think it is necessary, elicit the verb, then the nouns orally first and check understanding.
- Take this opportunity to check that the students understand the meaning of *verb*, *noun* and *phrase*.
- Tell the students to use the verbs in order from 1 to 7 and write seven phrases.
- Elicit the answers orally.

Answers

- 1 help customers
- 2 put out fires
- 3 repair cars
- 4 run a business
- 5 save lives
- 6 take orders for food
- 7 take care of sick people

B Now describe these jobs. 4 mins

- Ask a student to read the example description on page 64 aloud.
- Then ask the students to describe one of the other jobs they listed in Exercise A in the *Course Book* for item 2 using the phrases from *Workbook* Exercise A.
- Ask the students to work in pairs to complete the activity.
- Check answers in whole-class feedback.

Possible answers

- 2 A firefighter is someone who puts out fires and saves people's lives.
- 3 A mechanic is someone who works in a garage and repairs cars.

- 4 A policeman is someone who protects people and solves crimes.
- 5 A shop assistant is someone who works in a shop. He or she helps customers and takes their money.
- 6 A teacher is someone who works in a school and teaches students.
- 7 A waiter is someone who works in a restaurant and takes people's orders for food.

C Choose two jobs – one that you would like to do and one that you would not like to do. Say why. 5 mins

- Tell the students to choose one of the jobs from *Course Book* pages 72 and 73 or any on the board from the Warmer that they would like to do.
- They should use the language they have practised in this lesson and write about their chosen job explaining why they would like to do it.
- The students now choose one of the jobs they wouldn't like to do and write about why they wouldn't like it in the second space on page 65 of their *Workbooks*.

Possible answers

- 1 I would like to be a vet because I love animals and would like to look after them and keep them healthy. I also love being outdoors and would enjoy spending part of my working day on farms.
- 2 I would not like to be a firefighter as I think this is a very dangerous job. But I think that the people who do this job as a career are very brave.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 6 Lesson 2: Careers Advice

Aims: To listen to conversations for gist, then language.

Materials: *Course Book* page 74
Workbook pages 65–66
🔊 Track 20

Language: Future tense with *be going to* and *will*

Vocabulary: *secondary, twin, definitely*

21st Century Skills: Career Skills: Drafting a career plan

Warmer 6 mins

- Go through the information in the language box at the bottom of page 74 on talking about the future.
- Then elicit other examples. (Note that this is revision.)

A 🔊 20 Listen to Layla and Dania's conversations with the headteacher. What are the main differences between Layla and Dania? 15 mins

- Tell the students to read the introductory text and work out the meaning of *twins*.
- Check that the students understand what they have to listen for.
- They can write notes if they wish, but tell them they should not need to. Play 🔊 Track 20.
- Elicit the answer to the question in the rubric.

🔊 Track 20

Listen to Layla and Dania's conversations with the Headteacher. What are the main differences between Layla and Dania?

1

Headteacher: Good morning, Layla. Please sit down. How can I help you?

Layla: I don't know.

Headteacher: Well, do you have any career plans?



Unit 6 Jobs and Careers

Layla: *Career plans? No, I haven't got any plans.*

Headteacher: *None at all?*

Layla: *No ... Actually, I do have a plan. I'm going to leave school as soon as I'm 16.*

Headteacher: *I see. And what are you going to do when you leave school?*

Layla: *Oh, I don't know. Get a job, I suppose.*

Headteacher: *What kind of job do you think you will get?*

Layla: *I've no idea! I'll do anything, but I'm never going to do another exam.*

Headteacher: *What are your interests, Layla? Clothes? Music? Computers? Travel?*

Layla: *No! Definitely not!*

Headteacher: *What are you good at?*

Layla: *I'm quite good at drawing, I suppose.*

Headteacher: *Perhaps you could apply to art school and study drawing and painting further. You might even find a job using the skills you learn there.*

Layla: *Oh, well, yes. That's a great idea. Do you think I could?*

2

Headteacher: *Hello, Dania.*

Dania: *Good morning, Headteacher.*

Headteacher: *Well now, Dania, do you have any career plans?*

Dania: *Oh, yes, Headteacher. I'm going to be a vet.*

Headteacher: *A vet? That's a tough course, and it takes a long time at university.*

Dania: *Yes, I know. I've found out all about it and I'm going to do it.*

Headteacher: *Excellent! Now, do you know which school subjects you will have to study?*

Dania: *Yes, I do. And I know that I'm going to have to work hard and get good exam results.*

Headteacher: *That's right. And will you be able to do that, Dania?*

Dania: *I hope so. I've worked really hard this term.*

Headteacher: *That's good, because you'll have to carry on working hard for the next three years and then at university.*

Dania: *I know. But it'll be worth it because vets earn a lot of money.*

Headteacher: *That's true. But money isn't everything. It's important to like your job.*

Dania: *That's not a problem for me. I love being with animals.*

Answers

The main differences are: Layla doesn't really know what she is going to do when she leaves school; Dania is very sure of what she is going to do.

Another difference is that Layla doesn't like school and is going to leave as soon as possible; Dania is going to stay at school and then go to university.

B Role play. 8 mins

- Direct the students to the model dialogue at the bottom of page 74.
- Tell them to work in pairs and take turns asking and answering as in the model.
- Monitor and assist with any new vocabulary or pronunciation issues as necessary.
- Ask for a couple of pairs to demonstrate their conversation to the class.

Workbook

A Read the questions and write answers.

8 mins

- Elicit the answers to the questions orally.
- Then tell the students to write them.
- If necessary, play  Track 20 again.

Possible answers

- 1 She hates it. She is going to leave as soon as possible.

- 2 She is good at drawing.
- 3 She suggests art school.
- 4 She is going to be a vet.
- 5 She will have to go to university.
- 6 She loves being with animals.

B Write about yourself. Read the questions and write answers. 8 mins

- Tell the students to study the questions on page 66 and think about what they might do when they leave school.
- Allow the students plenty of time to think and write answers to the questions.
- Go around the class and help where necessary.

Possible answers

- 1 I am good at drama at school.
- 2 I am not good at maths.
- 3 Outside school, I am good at singing.
- 4 I am going to leave school in three years.
- 5 Yes, I think I work hard enough.
- 6 Yes, I want to be an actor when I leave school.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 6 Lesson 3:

The School of the Future

Aims: To read a factual text for gist and identify paragraph topics.
To develop vocabulary.
To combine clauses and write compound sentences.

Materials: *Course Book* page 75
Workbook page 66

Language: Defining relative clauses with *who*, *which*, *that*

Vocabulary: *heading, facilities, global, database, specialism, virtual learning*

21st Century Skills: Information Literacy:
Inferring meaning from context

Warmer 15 mins

- Ask the students to imagine what school will be like in the future. Ask them to consider the following: whether there will be books or only computers; teachers or robots; maybe there will be global schools where you attend virtual lessons with students from all over the world.
- Ask the students what they think of these ideas and whether they can add any of their own.
- Write their ideas on the board and encourage a class discussion assisting with any new vocabulary as necessary.

A Hassan has entered a competition to design a school of the future. Read his entry and match these headings to the paragraphs.

18 mins

- Remind the students how to approach a text: use any pictures to think about what the text will contain.
- Ask the students to read the text quickly to do the task.
- Present *global* and *virtual*.

- Elicit the answers.
- Ask the students if any of their ideas from the Warmer featured in the text.

Answers

Paragraph 1 – Virtual learning (Paragraph refers to more technology and students only needing to go into school once or twice a week.)

Paragraph 2 – A ‘super school’ (Paragraph refers to one ‘super school’ in each town or city.)

Paragraph 3 – Global education (Paragraph refers to students and teachers all over the world connecting with each other.)

- Go through the information in the language box.
- Then elicit other examples.
- Remind the students to search the text quickly (scan) for the words *who*, *which* and *that* to do this task.

Answers

... over computers which are connected to the internet ...

... in each town or city that students ...

Young people who are interested in science or music ...

... find a teacher who can teach ...

... many subjects that are important for Libya's future ...

- I've brought some cakes that my sister made yesterday.
- Students who want to go to university have to work hard in school.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 6 Lesson 4:

A, an or the?

Aims: To study the use of articles.
To complete two short paragraphs with articles.

Materials: *Course Book* page 76
Workbook page 67
🔊 Track 21

Language: *a, an, the* and zero article

Vocabulary: *zero, article*

21st Century Skills: Life Skills: Critical thinking

Workbook

A Add the clauses in the box to the sentences below to make new sentences. Use *who* or *that*. 12 mins

- Before the students do the task, remind them of the meaning of *clause*.
- Explain that the clauses in the box are like adjectives; they describe nouns. Therefore, they are positioned next to the noun they describe.
- Check the students as they do the task.
- Point out that they should rewrite whole new sentences.
- If they are having difficulty, stop them and go through the exercise orally.

Answers

- That's the man who was stopped by the policeman.
- Where are the books that I left here?
- The girl who came last in the race was ill.

Warmer 12 mins

- Ask for a volunteer to describe a job from Lesson 1.
- The class try to guess the job the student is describing.
- The first to guess correctly writes the job on the board and describes another job.
- When you have several jobs written on the board, ask the class to confirm they are spelled correctly.

A 🎧 21 Listen to two conversations, then study the grammar box.

12 mins

- Tell the students they are going to listen to two conversations, and they should concentrate on

the use of *a*, *an* and *the*. Play 🎧 Track 21.

Note: There are more categories of use of these articles than are explained here, but these are the main ones that the students have used so far in the course. Go through each of the categories with the class. Elicit further examples.

🎧 Track 21

Listen to two conversations, then study the grammar box.

1

Girl 1: *Can I borrow a ruler, please?*

Girl 2: *Sure. Which ruler?*

Girl 1: *The one you used in maths.*

Girl 2: *Sorry. The ruler I used in maths is in the library.*

2

Boy 1: *I went to London in the holidays.*

Boy 2: *Wow! Did you enjoy the sightseeing?*

Boy 1: *I do like sightseeing, and the shopping was amazing.*

B 🎧 21 Listen to the conversations again and complete the sentences.

11 mins

- Play 🎧 Track 21 again and ask students to listen to how the articles are used (or where they are not used).
- When the track has finished, give the students time to complete the sentences in the conversations at the bottom of page 76 with the correct article (or no article).

Answers

1 a, -, The, -, The, -, the

2 -, the, the, -, the

Workbook

A Read these paragraphs and write *a*, *an* or *the* before the nouns where they are needed. Leave a space if no article is needed.

10 mins

- Tell the students they are going to read about two boys' lives.

- They need to complete the paragraphs with the correct articles (or no article).
- Allow the students time to work alone to complete the task.
- Elicit answers by asking for volunteers to read a paragraph each.

Answers

1 -, a, the, the, an, a, the

2 -, a, -, a, the, -, -, an, a

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 6 Lesson 5: How do you get to ...?

Aims: To listen to directions and follow a route.

To role-play asking for and giving directions.

Materials: *Course Book* page 77

Workbook page 68

🎧 Track 22

Language: Language of directions

Vocabulary: *traffic lights, turning, simple*

21st Century Skills: Media Literacy: Sequencing events based on images

Warmer

8 mins

- Elicit the title of the lesson and ask students to predict what they think the lesson will be about.
- Tell the students that the clue is in the photo.
- Ask students if they use a map when they're travelling with family or friends or whether they rely on a satnav or Google Maps.

Note: ‘satnav’ stands for ‘satellite navigation’ and is a system of navigation that uses information received from satellites up in the sky.

- Ask for a show of hands to determine which is the most popular.

A 22 Listen. Mark the bookshop on the map. 15 mins

- Explain that the students are going to hear a boy called Hassan ask his teacher how to get from the school to the bookshop because he needs to buy a new science book.
- Play  Track 22 once for the students to get the gist of the conversation.
- Tell the students to look at the map on page 77.
- Tell them they are going to hear the conversation between Mr Saad and Hassan again.
- They must follow the directions, and then mark the bookshop on the map.
- Check that everyone knows exactly what to do. Then play  Track 22 again.
- Walk round and try to observe all the students.

Track 22

Listen. Mark the bookshop on the map.

Hassan: *Excuse me Mr Fituri, I need to buy a new science book so I can do my homework. Can you tell me how to get to the bookshop?*

Mr Fituri: *Of course, Hassan. Go out of the school and go straight on until you reach the traffic lights. Turn left onto Al Fatah Street. Go along Al Fatah Street for around 300 metres and then take the second right. Go past the hotel and the supermarket and then take the first left onto Independence Street. Take the first right and the bookshop is on the left just after the café.*

Hassan: *OK. So that's left onto Al Fatah Street, second right, then left and right again and the bookshop is on the left next to the café.*

Answer

The bookshop is E.

- Direct students' attention to the language focus box below the map on page 77.
- Give students time to read the phrases and sentences there.
- Explain that students will now listen again to Hassan and his teacher, Mr Fituri.
- As they listen, they should raise their hands when they hear any of these phrases or sentences.
- Alternatively, you can ask students to tick each one they hear.
- Play  Track 22.
- Explain that you are now going to play  Track 22 again.
- We know that Place E is the bookshop. Ask students to listen and see if they can name Places A, B and F.

Answers

A is a hotel.

B is a supermarket.

F is a café.

- Ask students to give ideas for what Places C and D might be.
- Accept any sensible ideas.
- Write the place names on the board and get students to note these, too.

Additional/Support

- Explain that students should first work by themselves and prepare their directions to two places.
- It is not necessary for students to write the directions down, but they can do if they feel more comfortable doing this.
- In pairs, students now give one another directions – the listener should then say where they are / think they are.
- This is more fun if students hold their books up so that the speaker cannot see where the listener is going!
- It is fun to see if they get to the correct place.
- Pairs swap and repeat.
- You can finish off by asking for a show of hands to see how many students were given ‘good’ directions.

B Role play. 8 mins

- Before students can do this activity, they need to draw a simple map showing the streets and places around where they live and where their house is.
- Encourage students to use the map on page 77 to help them do this.
- They can write the names of some of the main places (e.g., mosque, school, supermarket, bookshop, juice bar, etc.) but should leave other places as well as their own house or apartment block unmarked.
- When pairs have drawn their maps they can work to ask for and give directions to one another's houses.

Workbook**A Complete the sentences with the words in the box.** 6 mins

- With *Course Books* closed, ask students to work individually to complete the six sentences in Exercise A.
- Let students check their work in pairs.
- Remind students that they can now look at page 77 of their *Course Books* to check for themselves.
- Class check and clear up any problems.

Answers

- 1 straight on
- 2 turn
- 3 how to get to
- 4 past
- 5 next to
- 6 long

B Write directions for a visitor to: 8 mins

- Point out the map on the right.
- Show students the arrow and tell them that this is the start position.
- Remind them that they can refer to the language focus box in the *Course Book* on page 77 to assist them.
- Whilst the students are writing, draw the map on the board.

- Check answers by asking a student to read their directions for item 1 whilst another volunteer listens and draws the route on the map on the board.
- Continue in this way for items 2–4.

Possible answers

- 1 Go to the traffic lights. Turn left at the lights. The school is on the left.
- 2 Go to the traffic lights. Turn right at the lights. The hotel is on the right.
- 3 Go to the traffic lights. Go straight on. Go past the café. The bookshop is on the right.
- 4 Go straight on. Take the second turning on the right. The park is next to Ridha's on the left.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 6 Lesson 6:

A Famous Career

Aims: To predict topics in a career history.
To read to check and to identify paragraph topics as a means of studying the organization of the text.
To practise search-reading.

Materials: *Course Book* page 78
Workbook pages 69–70

Language: Compound and complex sentences; discourse links

Vocabulary: *cardiology, residency, heart condition, wireless, outpatient, prevention*

21st Century Skills: Information Literacy:
Inferring meaning from context

Warmer 5 mins

- Ask the students if they can think of any famous people from Libya, either past or present.
- Make a list on the board.
- Ask what these people are famous for.

A Read the text and answer the questions. 8 mins

- Draw attention to the organization of information in this text.
- Remind the students that this is something they have to remember when they are writing – how to organize their information or ideas.
- Ask the students to answer in one sentence why Dr Tarhuni became famous (*he invented a life-saving invention*).
- Then deal with new vocabulary and any other questions that arise.
- However, remember that it isn't necessary for the students to understand every detail of this text. It is intended as a model for writing.

Sample answers

- 1 His father, Dr Mahmood, who was a well-known doctor in Libya.
- 2 Loop monitors are used to monitor people's hearts.
- 3 It sends the patient's heartbeat.
- 4 It prevents people from becoming so ill that they die.

B Now do Exercises A to D on pages 69 and 70 of the Workbook.**Workbook** 6 mins**A Read about paragraphs and look for examples of each piece of information in your Course Book.** 5 mins

- Ask students to read the information about paragraphs and look through their *Course Books* to find examples of each piece of information.
- Class check and clear up any problems.

B Discuss the questions below and tick the topics you both agree on. 4 mins

- Ask the students to read the rubric for Exercise B and the list of topics.
- Explain that there is no right or wrong answer. The topics are here to help students think about and prepare for what they are going to read.
- Students can work individually or with a partner and discuss what they would expect to find in the article.

C Now read the text on page 78 of your Course Book again and see which of the items in Exercise B are included. 12 mins

- Ask students to complete the task by re-reading the text on page 78 of their *Course Book* quite quickly to see which of the topics from Exercise B appear in the article.
- Give them five minutes to do this.
- Elicit the topics students have ticked and write them on the board.

Possible answers

Students could have ticked items 2, 3, 4, 7 and 8

Workbook 10 mins**D Complete these sentences from the text with the link words in the box. Don't look at your Course Book until you have finished.**

- Allow the students to work in pairs to do this exercise.
- Remind them not to look in their *Course Books* until they have completed the exercise.
- Elicit each answer orally and get the students to look in their *Course Books* to check that it is correct.

Answers

- 1 who
- 2 and
- 3 so
- 4 In addition
- 5 which

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 6 Lesson 7:

A School Project

Aims: To study interview notes and work out the questions asked and the answers given.

Materials: *Course Book* page 79
Workbook page 70
🔊 Track 23

Language: Questions, especially polite forms

Vocabulary: *National Oil Corporation, technician, taught, except*

21st Century Skills: Media Literacy: Inferring information from tables

Warmer

5 mins

- Ask the students to tell you three things they learned about Dr Tarhuni from the previous lesson.

A Read Faisal's notes and work out what questions Faisal asked and what Bob's answers were.

12 mins

- Read out the introductory sentence.
- Then ask a student to read Faisal's notes aloud.
- Tell the students to look at Faisal's notes.
- Tell them that Faisal already knew the man's name.
- Ask them to look at the next line and work out what question Faisal asked.
- Elicit *What is your present job?*
- Remind the students about some polite ways of asking questions and write them on the board:
Can/May I ask you about ...?
Can/Could you tell me about ...?
- Elicit a polite way of asking the next question and elicit *Can you tell me about your duties?*
- Tell the students to write questions for each of the next four headings.
- They can work in pairs, but all students should write the questions.

- Elicit the questions the students have written. Just correct the grammar.

Possible answers

- What is your present job?
- Can you tell me about your duties?
- Could you tell me about your career history?
- What are the advantages of your job?
- May I ask what the disadvantages are?
- Could you tell me about your plans for the future?

- Elicit Bob's possible answers.
- Don't spend too much time on this stage.

Possible answers

- I'm an English Teacher for Libya's National Oil Corporation. I work at the training centre.
- I teach English to trainees. They are students who are training to be technicians or fire officers.
- After I finished school, I went to the University of London. I studied English for three years. Then I did a teacher-training course for one year. After that, I taught English to children in Italy. Then I taught adults in Turkey.
- I enjoy working with young people. Libya is a great place. There are opportunities for visiting historical sites. The people are very friendly.
- There are no disadvantages, except that sometimes it is too hot.
- I am going to go back to university to study for a higher degree to improve my career. Then I will go to another country.

B 🎧 23 Now listen to the interview.

12 mins

- Tell the students to look at the questions they wrote and listen to the interview.
- Tell them to put a tick beside the questions that are the same as those Faisal asked and a cross beside those that are different.
- Play 🔊 Track 23.

Track 23

Now listen to the interview.

- Faisal: Mr Pearson, I'm doing a school project about careers. Do you mind if I ask you some questions about your career?
- Bob: No problem. What would you like to know?
- Faisal: Well, could you tell me about your present job first?
- Bob: Yes. I'm an English teacher and I work at a training centre.
- Faisal: Which one?
- Bob: The National Oil Corporation.
- Faisal: I see. And can you tell me what your duties are?
- Bob: I teach English to trainees.
- Faisal: What kind of trainees?
- Bob: Young people who are training to be technicians or fire officers.
- Faisal: Just let me get that down, please. Right. May I ask you about your own training?
- Bob: Well, after school, I went to university. That was in London – the University of London. I studied English there for three years. Then I did a teacher-training course for one year.
- Faisal: Did you start working after that?
- Bob: Yes. I got my first job at a school in Italy, teaching English.
- Faisal: Did you teach children or adults?
- Bob: Children. After that I went to Turkey. I taught adults there – business people, doctors, and so on. I was there for two years. And then I came here.
- Faisal: What are the advantages of your present job? I mean, what do you like about it?
- Bob: Well, I enjoy working with young people. And I love being in Libya. It's a great place!
- Faisal: Are you just saying that because this is my country?
- Bob: No, no. Not at all! There are so many opportunities for things like visiting historical sites and

interesting places – oh, lots of things. And I find that people everywhere are very friendly.

- Faisal: You definitely like Libya! Are there any disadvantages?
- Bob: Well, it is sometimes too hot to do anything!
- Faisal: I think you should stay here forever! But what are your plans for the future?
- Bob: Well, um ... I'm not sure. I'd like to stay here in Libya, but I think I'm going to go back to university and study for a higher degree.
- Faisal: Do you have to do that?
- Bob: No, but I want to. It will improve my career. Then I'll go to another country to work.
- Faisal: Thank you very much for helping me with my project.
- Bob: Not at all. Good luck with it.

- Tell the students that the questions they wrote are not necessarily wrong.
- Tell them that they are going to practise some of Faisal's questions, and they can write them if they wish.
- Use these for pronunciation practice:
Do you mind if I ask you some questions about your career?
Could you tell me about your present job?
Can you tell me what your duties are?
May I ask you about your own training?
What are the advantages of your present job?
What do you like about it?
Are there any disadvantages?
What are your plans for the future?
Do you have to do that?

C Think of other questions to ask Bob.

6 mins

- Ask the students to think of other questions they could ask Bob.
- Elicit ideas. If the students are struggling, prompt them with other subject areas, such as family, hobbies, free-time activities.
- Write any questions that the students suggest on the board.

Possible answers

Could you tell me about your family?
 May I ask what you enjoy doing in your free time?
 Have you always wanted to be a teacher?

Workbook**A Find out about the career of a real person and write about it.** 10 mins

- Go through the task in the *Workbook* and make sure the students understand all the points.
- Ask them who they think they will be able to interview.
- It can be someone in their family.
- Encourage them to do this task.

Additional/Support

- If any students really cannot find anyone to interview, they can use the interview notes on page 79 of the *Course Book* and write a career history of Bob Pearson.
- However, it will be much better for them if they do interview someone themselves.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 6 Lesson 8:

What should I do?

Aim: To read for pleasure.

Materials: *Course Book* page 80
Workbook page 71

Vocabulary: *blog*

21st Century Skills: Career Skills: Drafting a career plan

Warmer 9 mins

- Ask the students if they ever read blogs.
- Ask them to tell you what a blog is (Answer: It is an online personal journal or diary.).
- Explain that it is a place to express yourself to the world, a place to share your thoughts and interests. In fact, it can be anything you want it to be.
- You can explain to students that it is your own website that you can update on a regular and ongoing basis.
- *Blog* is a short form for the word *weblog*.
- Direct the students to the lesson title 'What should I do?' in their *Course Books* on page 80.
- Ask them what they think the text will be about based on the title.
- Present the idea of a problem/advice page and ask if the students have ever seen or read a page (in a magazine / on a website) on which people ask for advice about their problems.

A Read the text and answer the questions. 10 mins

- Tell the students they are going to read a blog on a website from a girl worried about her future.
- Some other girls have posted replies to Mona's original post.
- Ask them to read the questions at the top of the page before they read the text.
- Explain that they need to try and find the answers in the text as they read, and to make some notes.
- Allow the students time to read the text again and finalize their answers to the questions.
- Elicit students' opinions to the questions.

B Write your own reply to Mona's blog. 8 mins

- Tell the students to use their notes from their answers to the questions and write a reply to Mona.

Possible answer

Hi Mona, have you considered taking a year out? As long as you use your year wisely, it's

not wasted time. If you live at home, you could do some voluntary work at a local charity shop or perhaps volunteer at an after-school or summer club where you could use your art skills. Alternatively, you could work for six months to earn some money and perhaps do some travelling with a friend. By the end of the 12 months, you will be older and wiser and perhaps have a better idea of what you would like to do in the future.

Workbook

A Read and complete these paragraphs. Write *a, an* or *the* before the nouns where they are needed. If no article is needed, leave a space.

5 mins

- Tell the students to work independently to fill in the gaps in Exercise A where necessary.
- Ask the students to check their answers with a partner before having class feedback.

Answers

1 a, 2 a, 3 –, 4 The, 5 the, 6 –, 7 the, 8 –, 9 the, 10 a, 11 an, 12 a, 13 an, 14 the, 15 the

B Complete these sentences with *will* or *be going to*.

5 mins

- Tell the students to work independently to fill in the gaps in Exercise B.
- Ask the students to check their answers with a partner before having class feedback.

Answers

- 1 am going to
- 2 is going to
- 3 will
- 4 am going to, will
- 5 are going to, will
- 6 will

C Think of an imaginary problem to write into an online blog (diary) page. When you have written your blog entry in your notebook, swap with another student and write some advice for your partner's blog entry.

8 mins

- Ask the students to think about a problem they could ask about on an online blog.
- Stress that this is an imaginary problem and ask them to be as imaginative and/or as funny as possible.

- Once they have written their problem, ask them to swap with their partner who in turn must offer some advice.
- You could ask a volunteer pair to read their problem and advice to the class.

Sample answer

Problem: I have been asking my parents for ages to get a dog and I have promised them that I will take care of it. They say that in the end it will be left to them to do all the feeding and walking, and they don't have time. Plus having a pet can be very expensive. How can I convince them that I will be responsible for my pet?

Advice: You need to convince your parents of two things here. Firstly, that you will look after your new dog, not just in the beginning, but always. You could do this by asking a friend who has a dog if you can walk it every day. Stick to this and your parents will see that you are serious. Secondly, if your parents agree, you could try getting a holiday and weekend job so that you can contribute to the expenses.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson and Unit 6 they enjoyed the most and the least.

Round up (page 81)

- Elicit further examples of all the language in bullet points 1 to 4.
- For the first bullet point, ask individual students to tell the class what they are planning to do tomorrow, next week and next weekend to practise talking about the future.
- For the fourth bullet point, give individual students in the class a place in the local area to which they practise asking for and giving directions to in pairs.

Note: Part of the purpose of the list on the Round up page is to encourage students by showing them how much they have achieved.

Aims

Listening and speaking

- Countries and nationalities
- Ways of travelling
- Developing listening for specific information
- Developing listening for gist, language and details
- Listening to the passive tense
- Playing a language game

Reading and writing

- Playing a language game
- Role play: expressing thanks and enjoyment
- Researching and writing about a country
- Developing finding information quickly by scanning texts
- Developing reading for specific information and detail
- Developing reading for interest
- Matching sentences to photos/headlines
- Developing writing sentences about the self
- Writing a guided paragraph
- Completing gapped texts with adverbs
- Developing writing/taking notes
- Using notes to write an account
- Completing passive tense sentences

Structure and language

- Listening to an illustrated narrative for gist, then detail
- Expressing opinions about ways of travelling
- Practising conversations for pronunciation
- Using a questionnaire for oral practice
- Reading for specific information and detail
- Making deductions from short texts
- Writing sentences, a paragraph and a letter
- Apologizing

Vocabulary

- Position of adverbials
- Present perfect and past simple tenses
- Present and past simple passive

21st Century Skills

- Media Literacy: Inferring information from headlines
- Information Literacy: Inferring information from diagrams
- Study Skills: Extracting meaning from context; Note-taking
- Communication Skills: Predicting a sequence of events
- Life Skills: Critical thinking; Environmental awareness



Language and Word list

by boat / bus / plane (prep)
/baɪ bəʊt/bʌs/pleɪn/
carefully (adv) /'keə(r)f(ə)li/
closed (adj) /kləʊzd/
customs (n) /'kʌstəmz/
Egypt (n) /'iːdʒɪpt/
England (n) /'ɪŋɡlənd/
every day (adv) /'evri 'deɪ/
every year (adv) /'evri jɪə(r)/
France (n) /frɑːns/

happily (adv) /'hæpɪli/
how often /haʊ 'ɒf(ə)n/
Japan (n) /dʒə'pæn/
Lebanon (n) /'lebənən/
often (adv) /'ɒf(ə)n/
on foot (prep) /ɒn fʊt/
on horseback (prep) /ɒn 'hɔː(r)
sbæk/
open (adj) /'əʊpən/
quietly (adv) /'kwaɪətli/

ride bicycles (v) /raɪd 'baɪsaɪklz/
souvenir (n) /,suːvə'niə(r)/
transport (n) /'trænsɒː(r)t/
travel (v) /'træv(ə)l/
the Underground (n) /ði
'ʌndəgraʊnd/
usually (adv) /'juːʒʊəli/
walk (v) /wɔːk/

Unit 7 Lesson 1:

Countries of the World

Aims: To reactivate and expand vocabulary: names of countries and adjectives derived from them.

Materials: Course Book page 84
Workbook page 72
Track 24

Language: Present perfect tense

Vocabulary: *souvenir, Australia, Egypt, Pyramid, Eiffel Tower, jigsaw puzzle, Kimono, Big Ben*

21st Century Skills: Life Skills: Critical thinking

Warmer 8 mins

- Ask for volunteers to tell you where they have been on holiday or where they would like to go and why.
- Record these on the board and find out what is the most popular holiday destination.

A Talk about the pictures. 8 mins

- Read the instruction and present *souvenir*.
- It is a French word used in English meaning something you keep to remind you of a holiday or a place.
- Look at picture 1 and ask *Where do you think this object comes from?* Elicit as many answers as the students want to give.
- Tell the students to work in pairs and decide which countries the other objects might come from.
- Tell them to ask you for vocabulary in English if necessary.
- Elicit answers and encourage debate.
- Present new vocabulary as it arises.
- Write the most popular answers on the board.

B 24 Now listen and check your ideas. 12 mins

- Play Track 24 for students to check their answers.

Track 24

Listen and check your ideas.

- Voice 1: Omar has been to Tripoli. He has a postcard of the The National Museum.
- Voice 2: Lina has been to France. She has lots of souvenirs – this is a key ring of the Eiffel Tower.
- Voice 1: Zahra has been to Japan. She brought back a souvenir of a doll dressed in a kimono.
- Voice 2: Bashir brought back a mug with the famous cedars of Lebanon on it. So, he's been to Lebanon.
- Voice 1: Tareq and Fawzi both bought T-shirts with the British flag and Big Ben printed on them. So, they've been to Britain and probably to London.
- Voice 2: Fatima has had an amazing trip. She has been to Saudi Arabia and to Mecca.
- Voice 1: Amina and Aisha have been to Egypt. They brought back a souvenir of a pyramid.
- Voice 2: Khalil has been to India and has seen the Taj Mahal in Agra. He says it is very beautiful.

C What other names of countries do you know? Try to think of one for each letter of the alphabet. 8 mins

- The students will know the names of countries from their geography lessons.
- Use this activity to revise alphabetical order.
- Elicit names and write them on the board. There are no countries that start with the letter 'X'.

Possible answers

Australia, Botswana, Bahrain, Britain, Canada, Denmark, Egypt, France, Finland, Germany,

Greece, Holland, Iceland, Iraq, Ireland, Jordan, Kenya, Kuwait, Libya, Lebanon, Malaysia, Nepal, Norway, Peru, Qatar, Russia, Sweden, Switzerland, Tanzania, Uzbekistan, Venezuela, Wales, Yemen, Zambia

Workbook

A Complete the table. 9 mins

- Go through the language box.
- Then tell the students to do the exercise.
- Elicit the answers orally and ask the students to spell each word.

Answers

English	French
American	Canadian
Lebanese	Australian
Egyptian	Russian
Spanish	Indian
Italian	Japanese

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 7 Lesson 2: Different Countries, Different Customs

Aims: To practise scanning two paragraphs for information.
To find time adverbials and work out where they occur in sentences.
To write one or two sentences about self.
To write a parallel guided paragraph.

Materials: *Course Book* page 85
Workbook pages 72–73

Language: Definite and indefinite adverbials of time

Vocabulary: *custom, get around, flat* (adj), *rickshaw, extremely, crowded, climate, definite, indefinite*

21st Century Skills: Study Skills: Extracting meaning from context

Warmer 10 mins

- Read the lesson title and present *custom*.
- Explain the skill purpose of this lesson: finding information quickly, and ask the students how they should do this.
- Elicit or remind the students of the following:
 - Don't start reading from the beginning.
 - First, think of what kind of information is needed and use clues. For example, if names of people or places are needed, look for words beginning with capital letters.
 - Search the text – let your eyes move quickly over the words until you find what you are looking for. Then slow down and read the sentence with the word in it more carefully.

A Find names of the following in the texts very quickly. 15 mins

- Elicit the two paragraph titles orally and ask the students what each one means. *Getting around* means travelling. *Business hours* means hours during which business is done – when offices, banks, etc., are open.
- Tell the students to find the information as quickly as possible and write it in their notebooks.
- Elicit the answers.

Answers

- 3 countries: Holland, India, Britain
(**Note:** Africa and North America are continents not countries)
- 1 city: London
- 2 days: Saturdays, Sundays
- 5 forms of transport: bicycle, bus, walk, car, underground, rickshaw

Additional/Support

- Ask the students what a *rickshaw* is. If no one knows, tell them to look for a picture (Answer: It is a type of bicycle for passengers used in India.).
- Ask the students to find the names of continents in the texts and elicit *Africa*, *North America* and *Europe*, from the adjective *European*.

- Go through the first part of the language box, adverbial phrases that express a definite time.
- Ask the students to find both examples in the texts.
- Elicit the complete sentences orally and ask where the adverbial phrases are in the sentences. (The answer is *At the end of the sentence*.)
- Ask them to find more examples and elicit these: *on Saturdays / Sundays; on Saturday mornings; at nine in the morning; at half past five in the afternoon; after lunch; four or five in the afternoon*.
- Use the relevant examples to point out that these phrases can also be at the end of clauses.
- Go through the second part of the language box in the same way.
- These adverbs go before the main verb
- Students should find *often; usually; hardly ever; nearly always* in the texts.
- Revise *sometimes, always, ever* and *never*, too.

Workbook

A Write answers to these questions about yourself and your country. 10 mins

- Tell the students to use adverbial words and phrases in their answers to the questions.
- Elicit one or two example answers orally.
- Check the work as the students are writing and note any common errors.

Possible answers

- Sometimes I walk to school. But if it's raining my dad usually takes me in the car.
- Most people usually travel to work by bus or train.
- People hardly ever travel to work by boat.
- Schools are always closed on Fridays.
- Most offices and shops usually open at 8 a.m. and often close at 3 p.m.

B Use your answers to write a paragraph in your notebook about some customs in Libya. 10 mins

- Tell the students to try to make their paragraphs more interesting by adding extra information where possible.
- Collect the exercise for assessment, either now or in the next lesson.

Sample answer

In Libya, children sometimes walk to school if they live close. But often they travel to school by bus. This is also true for people who work. They usually travel by bus or by train, especially in the city as parking is very expensive. People might sometimes travel to work by boat if they live in Tripoli or Benghazi, but not very often. Schools are never open on Friday. Offices and shops usually open at 8 o'clock in the morning and close at about 3 o'clock in the afternoon.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 7 Lesson 3:

Travel Adventures

Aims: To read for specific and detailed information.
To work out meanings.
To work out language rules from observation.

Materials: Course Book page 86
Workbook pages 73–74

Language: Definite and zero article with geographical features

Vocabulary: *on horseback, hot-air balloon, adventurer, series (television ~), natural feature, stunning, Lake Victoria, Nasser, Aswan, Asyut, Cairo, Mediterranean, Himalayas, China, Niger, Sahara, foothills, Everest, Atlantic, ocean, rescue, unexpected*

21st Century Skills: Life Skills: Critical thinking

Warmer 5 mins

- Ask the students to tell you how they travel to school: on foot, by bike, car, bus or train or another means of transport and draw up a list on the board.
- Then ask them to tell you as many other forms of transport they can think of.
- Write these on the board, too.

A How are the people in the three pictures travelling? Why do people choose to travel in these ways?

8 mins

- Elicit the lesson title and the three ways of travelling shown in the pictures.
- Present *hot-air balloon* and *horseback*.
- Discuss why people might choose to travel in these ways.

- Elicit these answers: It might be the best way to travel. It might be for fun, or it might be part of an adventure.
- Explain that the people in the pictures are travelling for adventure and that they are taking part in a series of television travel programmes.
- Present the words *adventurer* and *series*.

B Read about three travel programmes and answer these questions. 8 mins

- Tell the students to read the text quickly to find the answers to the two questions.
- Check answers together as a class.
- Elicit other examples of natural features, such as lakes, beaches, seas and waterfalls.
- The students might want to give you other examples in Arabic such as rocks, cliffs, caves.
- Ask questions to check comprehension of the introduction. For example: *When does the series start?* (Answer: On Wednesday at 7.30) *How many programmes will there be?* (Answer: 12), etc.

Answers

- Picture 1 – Week 3
Picture 2 – Week 2
Picture 3 – Week 1
- Natural features mentioned in the text are: rivers, mountains, deserts and volcanoes.

Workbook

A Read the sentences about each programme on page 86 of your Course Book. Mark them true (T) or false (F). 8 mins

- Tell the students to read the three paragraphs about the programmes and do the true/false exercise.
- Elicit the answers and ask the students to correct the false sentences.

Answers

- T
- F John Wilson travels by boat for most of his journey.
- F He does complete the journey.
- F He climbs to Mount Everest.

- 5 F He travels on horseback and on foot.
- 6 F He doesn't complete the journey.
- 7 T
- 8 F Ali Hussein travels by hot-air balloon.
- 9 F He starts his journey at the Atlantic Ocean.

B Find these words in the text. What can you replace them with? 6 mins

- You may want to do this vocabulary exercise orally first, as it is a new type of activity.
- If so, the students can write their answers afterwards.
- Ask for suggestions for each item.
- Encourage the class to comment on individual answers.
- You will probably have to give the students clues to help them do this task.
- Demonstrate how to put the explanation into the original sentence.

Possible answers

- 1 tired
- 2 surprising
- 3 sights
- 4 recovery

C Complete the chart. Find the names of continents, waterways, etc. in the text on page 86. Add more examples if you can.

10 mins

- Introduce Exercise C and use the example to explain the task.
- Ask the students to find *Africa*, the name of a continent, in the text.
- Ask if *the* appears before the name.
- Because we don't use *the* or any article before the names of continents, there is a dash in the chart.
- Explain that Asia is not in the text but is given as an extra example.
- Elicit examples of *waterways* from the text.
- Then elicit how to fill in the table with the information.
- Tell the students to complete the rest of the table on their own, using information from the text.
- Check answers. Discuss other examples the students know and where they are.

Additional/Support

- When countries are preceded by a noun, they all use definite article *the*. For example, *the State of Qatar*, *the Republic of Yemen*. We also say *the United States of America*, *the United Kingdom*.

Answers

countries: Egypt, Australia, India, China, Niger
 waterways: the Nile, White Nile, Mediterranean Sea, Atlantic Ocean, Red Sea
 lakes: Victoria, Nasser
 deserts: the Sahara
 mountains: Everest
 mountain groups: the Himalayas
 cities: Khartoum, Aswan, Asyut, Cairo

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 7 Lesson 4:

How? Where? When?

Aims: To understand the use of adverbs and adverbials in a text to add interest.
To study adverbs and adverbials and practise using them.
To understand word order with adverbs and adverbials.

Materials: *Course Book* page 87
Workbook pages 75–76

Language: Adverbs and adverbials of time, frequency, manner and place

Vocabulary: *patiently, all day*

21st Century Skills: Study Skills: Note-taking

Warmer 10 mins

- Ask the students how many means of transport they can remember listing from Lesson 3.
- Ask individual students to write an answer on the board. Confirm spelling.
- Read through the Adverbs and adverbials grammar point.
- Focus on the two example sentences with *quickly* and *on Tuesday*.
- Ask students to give several alternatives (e.g., *slowly, on Wednesday*).
- Explain that they need to find eight adverbs or adverbials in the text in Lesson 3, page 86.
- Go through the Week 1 programme with the students.
- Stop reading after *He travels by boat for most of his journey*. Ask *Which words tell us something about how, where or when he travels?* (Answer: by boat).
- Get students to find seven other examples in the text.

Answers

Week 1: [travels] by boat, [continues] slowly
Week 2: [does] on horseback, [riding] carefully, [climbs] higher, soon [becomes]
Week 3: [travels] by hot-air balloon, [ends] unhappily

A Use words from each speech bubble to say sentences. Check your partner's sentences. 15 mins

- Read through the Word order grammar point in the language box.
- Explain that the word order depends on the type of adverb or adverbial.
- Go through the examples carefully with the students.
- Students then look at the language game below.
- Use the example to explain how the diagram works.
- Students work in pairs. They take turns to make possible sentences.
- Monitor, and then, with the whole class, elicit possible sentences.

Possible answers

We played happily in the garden for a long time.
The children read quietly in our house last night.
My brother travelled by bus to the Emirates in the holidays.
I played music loudly in our house all day.
We waited patiently at the hospital for a long time.

Workbook

A Complete the paragraphs. Choose the correct adverbs from the box. 10 mins

- Quickly read through the language box and check understanding.
- Read the words and phrases in the box. Assist with any questions as necessary.
- Then tell the students to read and complete the two paragraphs.
- Warn them that they won't need to use all the items in the box.

Answers

- 1 clearly, in an interesting way, carefully
- 2 in a friendly way, politely, slowly, quietly

B Put these words and phrases in order to make sentences. 10 mins

- Students look at Exercise B and put the words and phrases in the correct order to make sentences.
- They can refer back to the last part of the language box in the *Course Book* to help them.
- To check the exercise, ask individual students to read a completed sentence.

Answers

- 1 The children played happily in the garden all day.
- 2 We usually read quietly in our house after dinner.
- 3 I travelled by bus to Egypt in the holidays.
- 4 My brother played music very loudly last night and my father shouted angrily at him.
- 5 Hisham had to wait patiently at the hospital for a long time.
- 6 People who live in London usually travel to work by underground. OR People who live in London usually travel by underground to work.
- 7 Saif does his homework carefully after supper.
- 8 Sara usually starts school at 8 o'clock and finishes at 3 o'clock.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 7 Lesson 5:

I'm sorry.

Aims: To listen for gist, language and details.
To introduce and practise words and phrases of apology.

Materials: *Course Book* page 88
Workbook pages 77–78
🔊 Track 25

Language: Apologizing, review of past simple and present perfect tenses

Vocabulary: *Don't mention it. Pardon?*
21st Century Skills: Communication Skills:
Predicting a sequence of events

Warmer 8 mins

- Ask students to look at the pictures and suggest what is happening in each one.
- Accept any reasonable ideas, but do not confirm at this point.

A 🔊 25 Listen and number the pictures in the order you hear the conversations. 8 mins

- Explain that the students will hear three conversations and they will need to match each conversation with a picture.
- Play 🔊 Track 25. Students check their ideas with a partner.

🔊 Track 25

Listen and number the pictures in the order you hear the conversations.

- 1
- Boy 1: What's wrong, Yousef?
- Boy 2: I've got a really bad headache.
- Boy 1: Oh, I'm sorry. Can I get you anything?

- Boy 2: *That's OK, thanks. I'll go and lie down for a while.*
- 2
- Hassan: *Hi Omar! Oh no! I'm so sorry. I've just spilled my water on your shoe.*
- Omar: *Don't mention it, Hassan. It's only water. I can wipe it off easily.*
- 3
- Teacher: *Please open your book at page 18.*
- Boy: *Pardon, sir? I didn't hear which page.*
- Teacher: *Page 18.*

Answers

A 2, B 1, C 3

B Use the photos to role-play conversations with your partner.
Swap roles and repeat. 8 mins

- Go through the information in the language box with the students.
- Ask *Which phrases did you hear in the listening?* (Answers: *I'm sorry, I'm so sorry, Don't mention it, Pardon? That's OK, thanks.*)
- Point out that 'Pardon?' does not mean 'sorry', it is usually only used to show that something wasn't heard.
- 'Don't mention it.' is not used as an order. In this context it has a similar meaning to 'Don't worry, it's not important.'
- Students work in pairs to role-play possible conversations based on the three photographs.
- They do not need to use the same language each time.

Workbook
A Read the dialogues using apologetic language. Choose the correct words.
6 mins

- Students work individually to read and choose the correct response.
- Choose individual students to read out their answers in class.

Answers

- I'm sorry.
- Don't mention it.
- I'm sorry.
- Pardon?
- Oh, I'm sorry.
- That's OK.

B Use the words in the box to complete the sentences. 6 mins

- Students use the words in the box to complete the sentences.
- Check answers.

Answers

- Pardon?
- sorry
- mention
- sorry
- OK

C Read sentences A and B and answer the questions. 4 mins

- Go through the information in the language box.
- You may prefer to do Exercise C orally.
- It checks understanding of the two tenses.

Answers

- A is still in London; B has left London.
- Mr Jones does not live here now.

D Use the verbs in brackets to complete these sentences with the correct tense: past simple or present perfect. 5 mins

- Tell the students to do Exercise D.
- Elicit full sentences to check the answers.

Answers

- has been
- did (you) go
- Has ... visited
- did (you) leave
- have (never) seen

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 7 Lesson 6:

Two African Countries

Aim: To read factual texts for detail and work out meanings.

Materials: *Course Book* page 89
Workbook pages 79–80

Vocabulary: *Libya, Sudan, Tripoli, Benghazi, currency, record (v), narrow, northern, cattle, ancient, Khartoum, source, export (n), crop (n), refinery, gum*

21st Century Skills: Study Skills: Extracting meaning from context

Warmer

6 mins

- Say sentences relating to the previous lesson and get the students to give you an appropriate response, e.g., *Did you bring back the pen I lent you yesterday?* and the response, e.g., *Oh, sorry, I forgot.*
- Once the students understand what they have to do, allow them to look back at the previous lesson in their *Course Books* and *Workbooks* and practise asking and answering in pairs.

A What do you know about these countries?

10 mins

- Ask the students to look at both maps.
- Ask if they know the names of the countries that have borders with Libya and with Sudan (Answers: Egypt, Tunisia, Algeria, Niger, Chad, Eritrea, Ethiopia, South Sudan and Central African Republic).
- Find out if anyone has visited any of the countries.
- Read the rubric: *What do you know about these countries?* Tell the students to close their books and answer the question about Libya and Sudan.
- Elicit what the students know from their geography lessons or from general knowledge.

- Write key words on the board.
- Ask about the geography, climate, population and industry.
- Don't give the students information; just use this stage to get them to think about what they are going to read and to elicit and present vocabulary.
- Let the students answer in Arabic if they want to, then write any key words in English on the board.

B Read the texts and do the Workbook exercises.

3 mins

- Give students time to read the two sets of lists under each country name.
- You can ask two confident students to read a text each while the rest of the class listens.
- Help with any pronunciation and/or understanding issues as necessary.

Workbook

A Find the answers to these questions about Libya and Sudan quickly in the lists on page 89 of your Course Book. Write short answers.

8 mins

- Ask the class to close their *Course Books* and try to answer the three questions from memory.
- Check answers by allowing the students to look at their *Course Books*.
- Ask for volunteers to provide the information from the texts which gave them their answers.

Answers

- Libya (1,759,541 km² compared to Sudan's 612,184 km²)
- Libya (population 6,546,255 compared to Sudan's 42,278,282)
- They both speak Arabic.

B Now read the texts and mark these sentences true (T) or false (F).

6 mins

- Students now read both texts in the *Course Book* and answer the true/false sentences in Exercise B of the *Workbook*.
- Check answers in class.

Answers

Libya

- 1 T
- 2 F
- 3 F
- 4 T
- 5 F

Sudan

- 1 F
- 2 T
- 3 F
- 4 T

C Correct the false sentences. 6 mins

- Students correct the false sentences from Exercise B.
- Check answers in class.

Answers

Libya

- 2 It can get quite cold in the mountain areas in winter.
- 3 Agriculture is important in the narrow, fertile northern area.
- 5 Leptis Magna was an important ancient city, 2,600 years ago.

Sudan

- 1 Sudan doesn't have a Mediterranean coast. It has a coast on the Red Sea.
- 3 Its main source of water is the Blue Nile and the White Nile.

D Find words in the texts to match these definitions. 6 mins

- Students go back over the texts and find words to match the definitions.
- Get them to work individually and compare ideas in pairs before whole-class check.

Answers

- 1 narrow
- 2 cattle
- 3 ancient
- 4 flat
- 5 crops
- 6 exports
- 7 refinery
- 8 gum

Additional/Support

- Point out the following: *export* is also a verb; *gum* comes from trees.
- Elicit examples of crops in Arabic. Give the English names, e.g., *wheat*, *maize*, *corn*.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 7 Lesson 7:

How many mobile phones are produced every day?

Aim: To develop reading skills using headlines and details.**Materials:** *Course Book* page 90
Workbook pages 80–81**Language:** Present and past passives**Vocabulary:** *manufacture, rise, Slovakian, barrel***21st Century Skills:** Media Literacy: Inferring information from headlines**Warmer** 11 mins

- Start the lesson with books closed.
- Ask the question from the lesson title *How many mobile phones are produced every day?*
- Ask students to guess the number. Accept any reasonable figure.
- Ask *Is the question mainly interested in the number of phones or who makes the phones?* (Answer: the number).
- Ask *How many mobile phones are produced every day?* again.

- Elicit the fact that this is a passive sentence, and get students to identify the verb form used in this question (Answer: *are produced*).
- Explain that in this lesson the focus is on using passive structures in the present and past tense.

A Read and match the sentences to the headlines. 12 mins

- Focus on the three headings.
- Explain any new vocabulary: *assembly line, plant, efficiency, reach, double, decade*.
- Ask for their views on whether 98% efficiency is good, on the production of mobile phones and the doubling of oil production.
- Focus on the tenses used in each of the headings (present simple, present perfect, past simple).
- Get students to work in pairs or groups of three and match each of the sentences to the headlines.

Answers

Assembly lines ... 3, 5

Phone production ... 2, 4

Oil production ... 1, 6

Additional/Support

- In each case, discuss the times that each of the sentences for the headings refer to and contrast the verb tenses.
- Assembly lines ...: sentence 3 refers to today, and the verb form is *are produced*. Sentence 5 refers to 2008 and the verb form is *were produced*.
- Go through the other sentences in a similar way.

Workbook

A Use the prompts to write two sentences. The first should be in the past passive and the second should be in the present passive. 10 mins

- Refer to the cues and the example sentences in Exercise A.
- Students write two sentences for each set of cues.
- Point out that when a process is ongoing, we use the present continuous form of the passive.
- This is the case in the example where new technology is being developed (it is an ongoing process).

Answers

- 2 Eco-friendly cars were/are invented to reduce the need for oil.
- 3 Too many mobile phones were/are thrown away.
- 4 Oil and gas production in Europe was/is increased to meet demand in cold weather.
- 5 New machinery was/is delivered to the factory every month.
- 6 New phones with bigger screens were/are tested in our laboratory.

B Look at page 90 of your Course Book again and answer the questions. Write full sentences. 12 mins

- Refer students back to the sentences on *Course Book* page 90.
- They find the information, and they need to write full sentences.
- Do the first one with them as an example.
- They should write: *In 2008, 150,000 cars were produced in Kia's Slovakian factory.*
- Ask students to read out their answers to each question.

Answers

- 1 In 2008, 150,000 cars were produced in Kia's Slovakian factory.
- 2 Kia Motors' European factory is in Slovakia.
- 3 In 2006, around two million barrels of oil per day were produced in Libya.
- 4 It took ten years for the production of oil in Libya to double.
- 5 Sixty-eight million mobile phones were manufactured in India's mobile phone plants in 2014.
- 6 The number of phones manufactured in India is going to rise.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 7 Lesson 8:

Life is Like a Cup of Coffee

Aim: To read for pleasure

Materials: Course Book page 91
Workbook pages 82–83

Vocabulary: *alumni, rickshaw, complaints, stress, quality, eyeing, define*

21st Century Skills: Life Skills: Critical thinking

Warmer 6 mins

- Direct the students to the lesson title on page 91 and the photo.
- Ask them what they think the text will be about.
- Present the idea of a moral message within a story.
- Ask *In what ways could life be like a cup of coffee?*
- Accept any of their ideas.

A Read the following story and try to answer the questions. 10 mins

- Tell the students they are going to read a story.
- Ask them to read the questions at the top of the page before they read and explain that they need to try and find the answers in the text as they read.
- Elicit answers to the three questions.
- Students can use Arabic to explain some of the terms in question 2.

Answers

- 1 He wanted to show that in their lives, the alumni always chose the best for themselves, often missing the more important points about life.
- 2 Possible answers:
alumni: students
rickshaw: a form of carriage driven by a driver riding a pushbike
complaints: things that annoy or concern you
stress: unpleasant pressure

quality: goodness

eyeing: looking in a jealous or competitive way

define: make complete

- 3 Focus on the most important things in life, rather than details. Details can lead you to lose focus and miss the point about enjoying the quality of what you have.

Workbook

A Complete the table. 6 mins

- Ask the students to complete the table individually and then check their answers in pairs.
- Check answers together by asking for the country and nationality from individual students and writing them on the board.

Answers

English, Japanese
France, Spain
Canadian, Qatari
Russia, Lebanon

B Write the opposites. 5 mins

- Conduct this exercise orally at first by saying the word and students giving you the opposite.
- Then ask students to write the answers in their *Workbooks*.

Answers

- 1 unhappily
- 2 quickly/fast
- 3 well
- 4 uncomfortably
- 5 in an unfriendly way

C Change the adjectives in the box to adverbs. Then use them to complete the sentences.

5 mins

- Ask students to complete this exercise in pairs.
- Check answers as a class by asking for four volunteers to read out a completed sentence each.

Answers

- 1 clearly
- 2 quietly
- 3 carefully
- 4 dangerously

D Complete the storytime table. 7 mins

- Allow the students time to read the text again and to complete summary information in the table.
- Ask students to compare their ideas, and ask several students to use their notes to talk about their views with the whole class.

Sample answers

Title Life is Like a Cup of Coffee

Characters six alumni from Libya, their professor

What is it about? A group of six alumni from different parts of Libya decide to visit their professor in India because he is sick.

Why I liked/didn't like the story I loved the story as it warmed my heart to hear that the alumni were willing to travel all the way to India to visit their elderly professor. I love the last line of the story the best as it is a very good lesson about how to live your life: Live simply. Love generously. Care deeply. Speak kindly.

New words alumni, rickshaw, complaints, stress, quality, eyeing, define

E Use the words in the box to complete the sentences. 6 mins

- Students revise the new vocabulary by completing the sentences.
- Get individual students to read out their answers.

Answers

- 1 exquisite
- 2 savour
- 3 concentrating
- 4 complaints
- 5 alumni
- 6 assortment

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson and Unit 7 they enjoyed the most and the least.

Round up (pages 92–93)

- Elicit further examples of all the language in bullet points 1 to 6.
- For the first bullet point, ask individual students to give an example of a sentence which is true for them using a definite time adverb. Then ask another student to give an example of a sentence true for them using an indefinite time adverb.

Note: Part of the purpose of the list on the Round up page is to encourage students by showing them how much they have achieved.



Aims

Listening and speaking

- Listen for language
- Ask and answer questions

Reading and writing

- Practise reading strategies
- Practise checking, correcting and improving texts

Structure and language

- Skills, grammar and vocabulary from Units 5 to 7

21st Century Skills

- Study Skills: Inferring meaning from context; Note-taking
- Life Skills: Critical thinking
- Information Literacy: Organizing information in a diagram



Language and Word list

air-conditioned (adj)

/eə kən'diʃənd/

as a result /æz ə rɪ'zʌlt/

camel (n) /'kæm(ə)l/

dashed (v) /dæʃt/

disadvantage (n) /,dɪsəd'vɑːntɪdʒ/

environment (n) /ɪn'vaɪrənmənt/

extra (adj) /'ekstrə/

feeling (n) /'fiːlɪŋ/

hunt (v) /hʌnt/

learn / learned / learnt (v)

/lɜːn / 'lɜːnɪd/ lɜː(r)nt/

mean (v) /miːn/

meaning (n) /'miːnɪŋ/

missing (adj) /'mɪsɪŋ/

nevertheless (adv) /,nevə(r)ðə'les/

one day /wʌn deɪ/

phone (v) /fəʊn/

protected (adj) /prə'tektɪd/

rare (adj) /reə(r)/

revise (v) /rɪ'vaɪz/

ride /rode (v) /raɪd rəʊd/

star (n) /stɑː(r)/

suddenly (adv) /'sʌd(ə)nli/

tour (n) /tʊː(r)/

unusual (adj) /ʌn'juːzʊəl/

work (n) /wɜː(r)k/

Unit 8 Lesson 1:

Listening

Aim: To listen for language and feelings.

Materials: Course Book page 96
Workbook pages 84–85

🔊 Tracks 26–27

21st Century Skills: Life Skills: Critical thinking

Warmer 3 mins

- Go through the content of the information box.
- Be prepared to answer any questions students may have.

A 🔊 26 Listen to the conversations and answer the questions. As you listen, read these sentences. What tenses are used? Why? 10 mins

- Ask the students to describe the first picture.
- Then ask one student to read aloud the text next to the picture.
- Go through the next two pictures and the texts in the same way.
- Explain that Rida is at his friend Jassim's house.
- Check that the students understand what they have to do.
- They have to listen to 🔊 Track 26 Part 1 and find out which of the three things Rida says.
- Tell them to tick *a*, *b* or *c*. Play 🔊 Track 26 Part 1.

🔊 Track 26

1 Rida has just arrived at Jassim's house. Listen carefully.

Rida: Are you ready to go to the sports club, Jassim?

Jassim: Er, no. I'm afraid not.

Rida: Why not? You said you'd be ready at three forty-five.

Jassim: I have a problem, Rida.

Rida: What's the problem?

Jassim: Well, my father says I have to clean the car before I go out. I've started, but I haven't been able to finish. It'll take another half hour.

Rida: Jassim! You're hopeless! We'll be late for the coach. Training starts at four sharp!

Jassim: If you gave me some help, ...

Rida: Well, I would help you, Jassim, if ...

Jassim: Great, Rida! You're a real friend! Look, you do the inside.

Rida: Hold on! I said I would ...

Jassim: Yes, you did, and I'm very grateful.

Rida: But you didn't let me finish. I was going to say ...

- Elicit the answer: Rida said 'I would help you'. Ask *What did he mean? Was he going to help Jassim?* Elicit No. Then say *If Rida said 'I will help you,' what would he mean?* Try to elicit that this would mean that he was going to help.
- Tell the students the names of the two men in picture 2. The manager is Mr Pearson and the other man is Mr Green.
- Tell them to listen to their conversation and write *P* and *G* next to the right sentences. Play 🔊 Track 26 Part 2.
- Elicit the answers.

🔊 Track 26

2 The manager has called John Green into his office. Listen carefully.

John Green: You wanted to see me, Mr Pearson.

Manager: Yes. Come in and sit down.

John Green: Thank you.

Manager: When did I last ask you to come and see me?

John Green: Oh, ages ago.

Manager: No, not ages ago. I talked to you seven days ago and seven days before that. Do you remember what I said to you?

John Green: Ah, well, you asked me to do one or two things, I think.

Manager: I didn't ask you to do anything. Two weeks ago I told you

that your work was not good enough. I agreed to give you a chance to improve. One week ago, I told you that your work was no better. I said that if it didn't improve over the next week, you would lose your job. Do you think your work has improved?

John Green: Well, er ...

Manager: I can tell you, it hasn't.

John Green: But, Mr Pearson, I've worked with this company for ten years and ...

Manager: No, that's wrong, John. You worked with this company for ten years. Goodbye.

Answers

1a – John Green

1b – Mr Pearson

2 – Mr Pearson means that Mr Green's job is finished.

- Tell the students that the girl in picture 3 is Aya, but the two girls they will hear at the beginning of 🎧 Track 26 Part 3 are Fadia and Noura.
- Ask them what they expect the completed verbs to be.
- Elicit answers, but don't confirm them.
- If they are obviously wrong, say why.
- Tell the students they can write the verbs in their notebooks if they don't think they will remember them. Play 🎧 Track 26 Part 3.
- Elicit the answers.

🎧 Track 26

3 Fadia and Noura are in charge of their monthly class magazine. Listen to them talking about it.

Fadia: *We must have all the articles in tomorrow. Let's see which ones we already have.*

Noura: *We have everything except the town news article.*

Fadia: *Who's writing that?*

Noura: *Aya.*

Fadia: *Oh, dear. Aya always leaves things to the last minute. We'd better phone and remind her.*

Aya: *Hello.*

Fadia: *Hello, Aya. Fadia here. I'm phoning about the class magazine.*

Aya: *Oh, yes. I'm writing the town news article.*

Fadia: *Yes, er, we need it tomorrow, you know.*

Aya: *Yes, I know. You'll have it tomorrow.*

Fadia: *Oh, good. Thank you, Aya. Er, have you finished it?*

Aya: *Well, no. But I'm going to write it this evening.*

Fadia: *Aya, have you started it?*

Aya: *Erm, not really, but I've been thinking about it ...*

Answers

1 I'm phoning – a continuous present action

2a I'm writing – something that has been arranged to take place in the future

2b You'll have – definite future

2c I'm going to write – a plan / an intention

- Give simple explanations of the meaning of all the tenses.
- Note that the present continuous with present meaning and present continuous with future meaning have been presented earlier in the course. However, they are very natural in this context and should be revised.

B 🎧 26 Listen again. Note down the feelings of all the speakers.

- Either play 🎧 Track 26 again while the students make notes of the speakers' feelings, or play the track with pauses for the students to describe the feelings. For example:
 - 1 Stop after Jassim says *I'm afraid not*. Ask *How does Jassim feel?* and elicit *sorry* and *possibly nervous*. 'Apologetic' would be a good word.
 - 2 Stop after Rida says: *Why not? You said you'd be ready at three forty-five*. Elicit

answers: *Rida isn't pleased. He's a bit angry.* ('annoyed' and 'irritated' haven't been introduced, but these are the best words here.)

- 3 Stop after *Jassim! You're hopeless!* and elicit answers. *Rida is angry now.*

Go through the other parts of 🎧 Track 26 in the same way.

Workbook

A 🎧 27 Listen to Tariq Radhi give a talk to some students about his job. 5 mins

- Ask the students to listen to the recording for the first time to get the gist.
- Ask one or two questions to check understanding, such as *What is Tariq Radhi's job?* (Answer: He's a wildlife photographer.) *What did Tariq study at university?* (Answer: He studied to be a doctor.), etc. Play 🎧 Track 27.

🎧 Track 27

Listen to Tariq Radhi give a talk to some students about his job.

Teacher: *Today, students, we have a very exciting visitor to talk to us about his job as a wildlife photographer. Please welcome Tariq Radhi.*

Tariq Radhi: *Good afternoon everyone. My name is Tariq and as your teacher has already mentioned, I am a wildlife photographer. I love my job, but I didn't always plan on becoming a photographer. I actually went to university to study to become a doctor, but during the holidays I had an amazing experience which changed my career path. I visited Lake Nasser in Egypt with my family and spent two weeks taking many photographs of Nile crocodiles. We went on a boat to see the crocodiles up close.*

When I got home, I entered a photography competition with some of my crocodile pictures and won first prize. Since then, I have been all over the world taking some amazing photographs of hundreds of beautiful animals and landscapes. My latest project was in Alaska in the United States. I travelled with a Canadian team to the Arctic Circle to photograph polar bears in their natural habitat on the Arctic sea ice. It was fantastic! We travelled over the snow on sledges and saw a mother bear and her cub. I got some great photos.

B 🎧 27 Listen again and note down: 7 mins

- Ask the students to listen again to complete the information in the list. Play 🎧 Track 27 again.
- Ask students to compare their answers in pairs before whole-class feedback.

Answers

2 animals = Nile crocodiles, polar bear
2 habitats = lake, Arctic sea ice
2 jobs = wildlife photographer, doctor
1 place of education = university
2 countries = Egypt, the United States
1 nationality = Canadian
2 ways of travelling = boat, sledges

C Complete the sentences with *a*, *an* or *the*.

4 mins

- This is revision, so the students should be able to complete this quite comfortably on their own.
- Elicit answers by asking for five students to read a completed sentence each. Check for agreement.

Answers

1 the
2 the
3 a
4 a
5 an

D A reporter has to ask a lot of questions. What questions is this reporter asking a famous footballer? 5 mins

- Ask a volunteer to read the rubric.
- Elicit from around the class some questions that a reporter might ask a footballer.
- Students complete the exercise in pairs.
- Check answers and ask the class if any of their questions appeared in the exercise.

Answers

- 1 Where were you born?
- 2 What were you doing before you became famous?
- 3 What changed your life?
- 4 Are you happy with your work now?

E Tick the correct sentences. Cross the incorrect sentences and rewrite them using the correct form of going to. 5 mins

- If necessary, before students do this exercise, refer them back to the language box in their *Course Books* on page 74.
- When students have read the language box and feel confident, allow them to complete the exercise in pairs.
- Check answers by eliciting which numbers are incorrect.
- Once this has been established, ask for volunteers to read out the corrected version. Check for agreement.
- Ask the students to make any corrections to their answers as necessary.

Answers

- 1 ✓
- 2 ✗ He is going to be a doctor when he's older.
- 3 ✓
- 4 ✗ They are going to spend the weekend with their grandparents.
- 5 ✗ They are not going to play football tomorrow.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 8 Lesson 2:

Speaking

Aim: To ask and answer questions about texts in the *Course Book*.

Materials: *Course Book* page 97
Workbook page 86

21st Century Skills: Study Skills: Note-taking

Warmer 10 mins

- Read the Speaking tip at the top of the page and discuss it with the students.
- Make sure they understand that the activity they are going to do will help them revise for their exams and that they can use it outside school.
- Then tell them to open their books at page 65.
- Close your own book and ask a student to ask you the first question.
- Tell the students to think about the answer.
- Answer the question yourself, then ask *Is that right?*
- Ask different students to ask you the next two questions in the same way.
- Ask the students to look at the text on page 65 and think of another question to ask about it.
- Prompt them as necessary.
- Tell the students that they can easily make questions like number 3.

A Ask and answer these questions.

10 mins

- Elicit the questions for *Course Book* page 75 (The School of the Future) orally from individual students to practise pronunciation. (Don't elicit answers.)
- Get the class to repeat in chorus.
- Organize the students into small groups of not more than six.
- Tell them to choose one student to ask the questions on page 97 about the selected text (The School of the Future, page 75) and another student to look at the relevant text on page 75.
- He/She can check the answers given by looking at the text.

- The others keep their books closed.
- Walk round and listen to the groups.
- Don't correct badly constructed answers.
- Aim for communication – in English, of course, not Arabic.
- Remind the students of expressions such as *I don't know* and *I can't remember*.
- Provided the activity for the first text (The School of the Future) was reasonably successful, tell the groups to continue with the other questions for the remaining texts on page 97.
- Tell them to take turns asking the questions and checking the answers when they move to a new page.

Note: If the activity for the first text (The School of the Future) was not successful, you can use the whole page as a class activity. Ask individual students to read a question.

- Explain that it is easier to ask questions about some texts than others.
- It depends on the kind of information a text contains.
- Factual texts are often easier because there are clearer right/wrong answers.
- Ask the students to look at page 89 and make questions. For example:
Which continent is Libya in?
What's the capital of Sudan?
Where do the Blue and White Nile join?
What's produced in Libya?

Answers

What's happening at school? (page 65)

- 1 Sara
- 2 The arts team
- 3 Thursday

A Powerful Lesson for Everyone (page 67)

- 1 Writing a report on a new restaurant.
- 2 He dropped food on his shirt and trousers.
- 3 He thanked the boy and kissed the old man on his head.

The School of the Future (page 75)

- 1 One 'super school' in each town or city for students of all ages.
- 2 At the special buildings designed for those subjects.
- 3 They can search a global database to find a teacher.

Travel Adventures (page 86)

- 1 By boat.
- 2 On horseback and by foot.
- 3 By hot-air balloon.

Two African Countries (page 89)

- 1 Africa
- 2 Tripoli
- 3 The Blue Nile and the White Nile
- 4 Cotton and sugar
- 5 Yes
- 6 Libya
- 7 No

Workbook 8 mins

A Write the words in the box under the correct headings.

- Check understanding of the four headings.
- Allow the students to do the task in pairs or small groups.
- Whilst they are working, write the four headings on the board.
- Check answers by asking for four volunteers to each complete one of the headings on the board.

Answers

Travel: journey, port, horseback, passenger
Geography: desert, forest, grassland, mountain
Buildings: mosque, museum, refinery, pyramid
Agriculture: fertile, crops, farming, vegetables

B Choose one of the topics from Exercise A and write 4 sentences about it, using the words in the box. 9 mins

- Ask students to choose a topic from Exercise A and to work individually to create their four sentences.
- Allow a few minutes for this.
- Monitor and assist as necessary.
- Once students have written their four sentences, you can move onto Exercise C.

Sample answer

My dad's job is in farming. He grows many crops. Our land is very fertile. One of his crops is vegetables.

C Work in pairs. Share your sentences with your partner. Ask questions about your partner's sentences. 8 mins

- Ask students to work in pairs to discuss each other's sentences.
- They can ask questions, such as *Do you help your dad on the farm? What vegetables does he grow?* etc.
- Encourage students to react to their partner's answers with *Oh, really? That's interesting*, etc.
- Walk around and make note of any grammatical and pronunciation errors for feedback at the end of the activity.
- Don't interrupt students in the middle of their discussions as this may discourage them.
- Ask for one or two pairs to present their discussions to the class.

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 8 Lesson 3:

Reading

Aim: To practise reading strategies.

Materials: *Course Book* page 98
Workbook pages 87–90

21st Century Skills: Study Skills: Inferring meaning from context

Warmer 5 mins

- Tell the students to open their *Course Books* at page 73.
- Refer them to the game *Who am I?*, the example job description in the speech bubble, and the ideas in the bulleted list.

- Ask for examples of each type of job, e.g., *Who usually works outside? A farmer*, etc.
- Divide the students into small groups, and each group prepares four job descriptions.
- They take it in turns to read their descriptions out.
- The other teams need to guess the job.
- The winning team is the one which has guessed the highest number of jobs.

Additional/Support

- The main thing you want to get across to the students is that there are things they can and should do before they read the first word of a text.
- Stress the fact that this will help them understand the text when they do read it.
- Ask the students what they should do before they read the first word of a text.
- Elicit *Look at pictures and read the title. Add, And then ask yourself 'What's the text about?'*
- Remind them that there are different ways of reading, depending on the kind of information needed and on the kind of text.
- Ask *How would you read to find John Wilson's phone number in a telephone directory?*
- If necessary, ask *Would you start at page 1 and read the whole book?*
- Elicit the answer that you use alphabetical order, find the pages with names beginning with the letter W, then search for *Wi*, and so on until you find *Wilson, John*.
- Ask *How can you find out what a magazine article or a short story is about?*
- Elicit or remind them that it is a good idea to read the first sentence of each paragraph first. These are often the topic sentences and, together, they give the gist, or main points.

A Read the title and the words in red. Then shut your book. How much do you know about the story? 5 mins

- Ask the students what kind of text is on page 98 and elicit *a story*.
- Tell them to look at the picture and read the story title and say what they think the story is about.
- Elicit answers, but don't confirm or correct them.
- Read out the rubric for Exercise A.
- Give the students no more than two minutes to read the first sentence of each paragraph (the sentences in red).
- Tell them to close their books.
- Ask *How much do you know about the story?* and elicit answers.

Possible answer

It's about a girl called Rania who saw a cat one afternoon when she was walking home from school.

B Now read the sentences in red and blue. Then shut your book and tell the story. 5 mins

- Read out the rubric for Exercise B.
- Give the students no more than five minutes to read the red and blue text.
- Then tell them to close their books.
- Elicit the story. When you finish, point out how much of the story the students have been able to understand without reading every single word.
- Explain that the words highlighted in blue were chosen because they are the key words. When the students are reading, they should try to skim over the words and pick out the key ones.

C Find these words and work out their meaning: 5 mins

- Encourage the students, when they find the word in the text, to read the whole sentence to determine the part of speech.
- They can also try to guess the meaning from context.
- Go through this task orally.

Possible answers

famous: known about by lots of people

extra: more than is common

padding along: *padding* is a way some animals can walk softly, without making any noise

Nevertheless: despite something that was just mentioned

dashed: went somewhere quickly

tour: the act of walking around the studio in order to visit it, usually in the presence of somebody who knows the place

Workbook

A You are going to read two articles from a newspaper on page 88 of this Workbook. What three things should you do first? Complete the sentences to show you know. 4 mins

- Introduce the first exercise in the *Workbook*.
- Explain that the first letter of each missing word has been provided to help them.
- Conduct this exercise orally asking for volunteers to read a completed sentence each and write the correct answers on the board.

Answers

- 1 pictures
- 2 headings
- 3 topic

B Look at the three things from Exercise A in the newspaper articles on page 88. Then put the words and phrases in the box under the right heading. 5 mins

- Ask the students to look at the two newspaper articles on page 88.
- Read the rubric and remind them that at this stage they are to look at the pictures, headings and topic sentences only.
- Allow students to work in pairs to complete the exercise.
- Ask for two volunteers to each read the answers for one of the articles. Check agreement.

Answers

Newspaper article 1: airport, television studio, sports star, lunch, stadium

Newspaper article 2: a little girl, missing, police, security guard

C Read the first article on page 88 and answer these questions. 4 mins

- Ask the students to read the whole of the first article quickly in order to answer the three questions.
- Ask students to work on their own for this activity and then check answers together as a class.

Answers

- 1 He arrived yesterday.
- 2 He went to the television studio, the Egyptian Football Association and the main football stadium.
- 3 He left in the evening.

D Read the article again. Think carefully and answer these questions. 4 mins

- Ask the students to read the first article again in order to find the answers to the five questions.
- Ask the questions and check answers orally.

Answers

- 1 At the television studio.
- 2 The offices of the Egyptian Football Association.
- 3 He stayed one day.
- 4 He taught football skills to young footballers.
- 5 He left by plane.

E Read the second newspaper article on page 88. Write short answers to each of the questions. 4 mins

- Ask students to now read the second article to themselves.
- Remind them to write short answers to the questions.
- They can work in pairs.
- Check answers orally and ask students to read out the sentences in the text which contain the answers.

Answers

- 1 At the shopping mall
- 2 At 4.15 p.m.
- 3 With her mother and father and her two sisters
- 4 The security guards
- 5 Policewoman Amna Ibrahim

- 6 In a cleaning cupboard
- 7 With her family at home

F Read the article again. Write a letter in the box to match the questions to the answers.

4 mins

- If the students feel confident enough, they can try to complete the exercise in pairs without reading the article first.
- They can then check their answers by reading the article again.
- Check answers orally by reading each question and eliciting the correct answers from individual students.

Answers

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

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson they enjoyed the most and the least.

Unit 8 Lesson 4:
Writing**Aim:** To practise editing written texts.**Materials:** *Course Book* page 99
Workbook pages 91–94**21st Century Skills:** Study Skills: Note-taking**Warmer** 2 mins

- Ask students to tell you what they can remember from the two newspaper articles they read in their *Workbooks* in the previous lesson.

A First, study the mistakes in red in this piece of writing. Correct each mistake and use the key to identify which kind of mistake it is. Then think about the order of the paragraphs. 6 mins

- The students should recognize the text as an adapted version of the one they read in Unit 3.
- Tell them not to look back at it yet.
- Read the writing tip and go through the key.
- Then elicit corrections for the first paragraph orally.
- Write them on the board.
- Explain the errors and corrections.

Answers

- 1 missing article: – a thousand years ago
- 2 WO – birds and animals for food
- 3 Gr tense – they learned
- 4 Sp – their
- 5 WO – caught for them

- Tell the students to continue correcting the text in the same way.
- They should write the corrections in their notebooks.

Answers

- 6 Gr tense – Have you ever watched
- 7 missing article – the
- 8 Gr – the fastest
- 9 P – Bedouin
- 10 WO – most falconers ride
- 11 Gr – too many
- 12 Sp – governments (point out silent ‘n’)
- 13 Gr tense – have gone up
- 14 Sp – environment
- 15 Gr – richer (means ‘more rich’)
- 16 WO – soon be no birds left
- 17 Sp – habitats

- First, ask the students if they think the paragraphs are in the best order.
- Elicit the topics of each paragraph and write them on the board.

Possible answers

- 1 how falconry began
- 2 falcons, the fastest living things
- 3 falconry in the past and today

- 4 a problem with falconry
- 5 protected areas for other animals

- Ask if students think this is the best order.
- You may find that some think paragraph 1 should come first because it talks about the history of using falcons to hunt with.
- It could certainly stand as the first paragraph if paragraph 2 was not there.
- Ask what purpose paragraph 2 serves.
- If students cannot think of a reply, ask who is being addressed in the first sentence.
- Point out that the pronoun is *you*. It is talking directly to the reader and asking about their personal experience.
- This is a common way for articles like this to capture the interest of the reader.
- The remaining sentences in paragraph 2 then go on to give the most amazing facts about falcons.

B Check your ideas by looking back at page 41. 3 mins

- Students can check their corrections from the text on page 41 of their *Course Book*.

Workbook

A You are going to write about one of the topics below. Before you write, you will prepare for writing using Writing Tips 1–4.

3 mins

- Read the three topics the students can choose to write about.
- Remind them that the preparation plan they will follow is a very important part of writing.

B Choose the topic and make a plan. Write it here: 4 mins

- Ask the students to now select which topic they prefer from Exercise A and explain that this and the next three exercises will help in the construction of their text.
- Ask them to work individually to write their plan in the space provided.
- Walk around the class as students are working and assist as necessary.

C Write a summary with topic sentences.

Write the topic sentences in the first column of the table below. 4 mins

- Explain that in this exercise the students will think about and write their topic sentences in the left-hand column of the table.
- Explain that they will add information in note form on the right-hand side of the table in the next exercise.
- Read the example topic sentences provided.
- Give students about five minutes to complete this task.
- Help with any vocabulary as necessary.

D Make notes of information for each paragraph. Put the notes in the second column of the table on page 92. Put each note on a separate line. 4 mins

- Refer students back to the table on page 92 where they have already written their topic sentences.
- Explain that in this exercise they will add the information for each paragraph in the right-hand column of the table.
- Read the example notes provided.
- Remind them to write notes only and to organize their notes by writing each point on a separate line.
- Again, allow a few minutes for this and monitor and assist if necessary.

E Make each note into a complete sentence. Write them out below. 5 mins

- Remind students that this is the last tip they have to follow for the construction of their text.
- Refer them back to the table they completed on page 92 and explain that they now need to make each note from the right-hand column into a complete sentence.
- Go through the two examples for Exercise E and point out that the text has been made more descriptive with the use of adjectives, e.g., *She has beautiful green eyes.*
- Remind them also of superlative and comparative adjectives that they covered in Unit 3.
- Encourage the students to enhance their descriptions in the same way.

- Allow time for students to convert their notes into full sentences for all four paragraphs of their text.

F Write a first draft of your text in your notebook. 4 mins

- Explain to the students that they will now write a first draft of their text in their notebooks by writing their topic sentences from Exercise C followed by the sentences they constructed from the notes they made for each paragraph in Exercise E to form a completed text.
- Explain that this stage is a culmination of the four stages they followed in Exercises B–E and they can follow this procedure for future essays and stories that they are asked to write.
- Allow time for students to work on their own to write their completed texts in their notebooks.
- Assist with any vocabulary or spelling questions they may have.

G Correct and improve your draft. Join some of the sentences. Use some pronouns. 3 mins

- Explain that they should always write a first draft of any writing task if possible and then reread it before handing it in to see how it can be improved. Tell students to look at the Checklist for Written Work on page 104 to help them.
- Read the rubric and ask for suggestions on how sentences can be joined to make them more interesting. Elicit the use of *and*, *but* and *because*, etc.
- Explain that they can also use pronouns in their writing and refer them back to the table in the *Course Book* on p47.
- Allow time for students to work on this final stage before asking them to write their final text neatly in their notebooks.

H Write your final text. 7 mins

- Ask students to now incorporate their corrections and improvements from Exercise G to write their final text.
- Collect their notebooks at the end of the lesson.
- You may wish to refer to the following suggestions whilst marking their work.

1 Impression mark:

A portion of the total mark you give for each piece of writing should be for a general impression. This means the overall effect the piece of writing has on the reader.

- Does it deal with the topic and any points to be included in it?
 - How well is it organized?
 - Is it long enough to be assessed?
 - How appropriate is the vocabulary?
- The impression mark should not take account of handwriting, spelling, grammatical or punctuation errors. However, if the piece is so full of errors and incorrect vocabulary that it cannot be understood, the impression mark may have to be zero.

2 Specific marks:

Marks can be allocated for the following:

- Accuracy of grammar, spelling and punctuation
- Variety of structure
- Variety of vocabulary
- Handwriting

Rounding off

- Spend a few minutes at the end of the lesson to review with students what you have done together. Get them to tell you which parts of the lesson and Unit 8 they enjoyed the most and the least.



Unit 8 Fun with English 2



Teacher Note: There are no timings included in this section: activities can be done as and when appropriate.

A Work in groups. Categorize the elements of a good story.

- Introduce the theme of this years' project, Storytelling. Have a class discussion and ask students what some of their favourite stories are and why they think those stories are successful. Prompt some ideas like plot, language and pace.
Note: You can also apply the idea of plot and structural devices to films and TV programmes.
- Ask the students to turn to the first page of the project section and explain the headings of the table:
 - Plot devices: events that can happen in a story
 - Structural devices: ways of organizing parts of a story
 - Language features: types of word or phrase to use in a story
- Go through the phrases in the box and explain any that the students aren't sure of. Tell the students to complete the table with the phrases from the box.

Answers

Plot devices: conflict and resolution, betrayal, mistaken identity, overheard conversation, rise and fall

Structural devices: beginning, middle and end

Language features: adjectives, adverbs, exclamative sentences

B Read the story opposite. Match the words from the story to their meanings.

- Tell the students to look at the story on page 101 of their books (The Stork-Ruler). Read the story as a class, asking individual students to read out a paragraph each. Help with vocabulary where

necessary and check the students understand what has happened in the story by asking questions, e.g., *Why did the old man give the old ruler sweets? Why did Nurredin give the old man a bag of silver? What did the old ruler need to be able to turn back into a man?*

- Ask the students to complete Activity B on page 100 and match the words from the story to their meanings.

Answers

stork – a tall long-legged bird

devious – clever but dishonest

disguise – clothes to hide your identity

grub – a worm

vanish – disappear

C Which elements from the table can you find in the story? Discuss with a partner.

- Give the students some time to read the story on page 101 again individually.
- Put students into pairs and ask them to tell you the elements of good story writing they studied in Unit 1 (plot devices, structural devices and language features). Students should make a copy of the table on page 100 in their notebooks. Ask the students to look at The Stork-Ruler again with their partner and try to find examples of these elements in the story and note them in their notebooks.

D Work in groups. Look in the story for more plot devices, structural devices and language. Add them to the table.

- Now tell students to join with another pair and form groups of four. They should compare their answers with the other pair and add any elements they had missed to their table.

Example answers

Plot devices: overheard conversation, mistaken identity (old man/magician), rise and fall (of Nurreddin), conflict and resolution (ruler being turned into a stork and then turning back into a man), betrayal (Nurreddin betrays his brother)
Structural devices: Beginning, middle and end (Once, The next day, Just as night was beginning to fall)

Language features: Exclamative sentences (A bargain!, Delicious!, But as he spoke, he turned into a stork!, It must have been a magical sweet!, And with him – the man who had sold him the magical sweets! etc.), Adjectives (interesting, decorated, gold, old, delicious, magical, hot, damp, etc.)

E Work in a group of three. Choose a story beginning.

- Organize the students into groups of three. Tell them to open their books to look at the project section on page 102. Explain that they are going to read two opening paragraphs for two different types of story. Ask them to look at the pictures and try to guess which type of story each one is (A = horror/scary, B = science fiction).
- Give the students time to read the opening paragraphs. They must then discuss in their groups which of the two story options they prefer. When they have agreed, allow them some time to make some notes about how the story could continue. They may want to continue this outside of class time and bring their notes to the next lesson.

F Plan your story. Include two of these objects.

- Tell the students to get into their project groups of three from the previous project session. Encourage them to share any ideas they have had with each other and compare and collate their notes.
- Explain that they are now going to properly plan their stories and decide who is going to write which part. Direct them to Activity F on

page 103 and tell them they can choose two objects to include in their stories. Once they have agreed on this, give the groups time to finalize the plot/events of their story and split the story into three paragraphs. The first paragraph will be one of the paragraphs from page 102. The students should then each go away and write a plan for one of paragraphs 2–4 (they will write the final paragraph together in Activity H).

G Make spider diagrams for descriptive vocabulary to make your writing more interesting.

- Tell the students they are going to do some further work on their project stories. Get them into their groups of three and tell them to get their story notes out. Direct the students to Activity G on page 103 and explain that they are now going to look at ways to make the language in their stories more exciting. Revise the meaning of adjective, adverb and simile and tell the students that the examples in the spider diagram come from the opening paragraphs on page 102. Give the students time to study the use of the words in the paragraphs and ask them to think about how they could include some of these language features in their own writing.
- In their groups, students create spider diagrams of descriptive vocabulary to use in their own writing. Students should then use all of their project notes to do Activity G and spend some time at home writing their individual paragraphs ready to bring to the next lesson.

H Write your paragraph independently.

- Tell the students they are going to do some further work on their project stories.
- Students use the spider diagrams of descriptive vocabulary and all of their project notes in their own writing.
- Explain that they are now going to properly plan their stories and decide who is going to write which part. Tell them they can choose two objects to include in their stories. Once they have agreed on this, give the groups time to finalize



Project Storytelling

the plot/events of their story and split the story into three paragraphs. The first paragraph will be one of the paragraphs from page 102. The students should then each go away and write a plan for one of paragraphs 2–4. Students should then spend some time in class writing their individual paragraphs.

I Share with your group and revise. Write the final story as a group.

- Students should now have written their particular paragraph for their group's chosen story. Each student in the group should share their paragraph. Group members should be encouraged to listen carefully and think about how the various paragraphs fit together to make a complete story. At this point in the project, they should be thinking about structural devices in order to make sure that the various paragraphs form a coherent whole and that their story moves through from a beginning to a middle and finally to an end. Students should also be encouraged to improve upon any language features and be willing to make suggestions to other group members and/or accept the suggestions of others.
- Once the students have finalized their individual paragraphs, allow them some time to write the final paragraph as a group. They may want to arrange a time to meet outside of class to continue this task. Tell the students that from the next lesson all the groups will share their stories with the whole class. You might also want to ask them to create a neat version of their story for display around the classroom.

J Share your story with the class. Listen to other stories and give feedback.

- Where there is time in lessons to the end of this unit, ask each group in turn to stand and read their story out to the class. Encourage the rest of the class to be polite and comment on any good use of the structural/plot devices and descriptive language they have studied during their project work.





