

English *for* Iraq



Republic of Iraq,
Ministry of Education

3rd Intermediate Teacher's Book

by Terry O'Neill and Peter Snow

Garnet
EDUCATION

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Section A: About *English for Iraq*, Intermediate stage

Materials for the student

- Student's Book 3rd Intermediate
- Activity Book 3rd Intermediate

Student's Book 3rd Intermediate contains a variety of text types to present vocabulary and new language and develop language skills. Lively colour illustrations give meaning and context support and also stimulate discussion.

The unit and lesson numbers appear at the top of each page and *AB* indicates that there are practice activities for the lesson in the Activity Book. This symbol  indicates pair work or a group activity. Grammar points are signalled by  and the main structures are presented in model exchanges throughout the Student's Book. They are summarized in *Round up* pages at the end of each unit, except Units 4 and 8. Advice on developing language skills appears in boxes headed, for example, *Reading tip 1*, in both the Student's Book and the Activity Book.

Activity Book 3rd Intermediate contains exercises for the students to practise and consolidate the language presented in the Student's Book and also listening and writing activities. These activities are closely linked to the Student's Book and therefore both books must be used together when specified in the teaching notes. Grammar boxes and Skill tip boxes are also included in the Activity Book where appropriate to the lesson and the particular activity.

The exercise types include the following:

- task-listening exercises, usually requiring note-taking;
- various exercises to practise vocabulary-learning and spelling;
- punctuation exercises;
- questions on Student's Book reading texts;
- speaking exercises;
- exercises to practise sentence patterns and points of grammar;
- exercises to develop writing as a skill.

The list of key words at the end of each course book contains the vocabulary presented in *English for Iraq, 3rd Intermediate*.

Materials for the teacher

The audio contains texts for task-listening. Texts used for introducing new language are also recorded, in order to help the students with pronunciation. In addition, there are recordings of the extensive reading and *Story time* texts, which can be played as consolidation after the students have read silently.

Teacher's Book 3rd Intermediate contents are listed in the book map and at the beginning of each unit.

Abbreviations used in the Teacher's Book:

SB5	Student's Book page 5
AB7	Activity Book page 7
♻ 3	Audio Section 3
TB12	Teacher's Book page 12
TP L1	Teaching Procedure Listening 1
TP S1	Teaching Procedure Speaking 1
TP V1	Teaching Procedure Vocabulary 1
TP R1	Teaching Procedure Reading 1
T	Teacher
S	Student
Ex(s)	Exercise(s)
V	Vocabulary
R	Reading
W	Writing

Individual lesson plans are laid out as follows. Each plan begins with a table at the top of the page, containing the following information:

Unit and lesson number	Materials needed
Objectives:	
Language:	
Vocabulary:	New vocabulary

This table is followed by the recommended teaching plan, divided into numbered stages. The activity taking place at each stage is stated as a heading. The materials to be used, if any, are listed. The suggested method of teaching a particular stage is below.

Organization of English for Iraq, 3rd Intermediate

3rd Intermediate is organized into eight units. The core *English for Iraq* teaching units are 1–3 and 5–7.

Unit 4 revises the first half of the book, and Unit 8 revises the second half of the book. There is material for 68 lessons. The core units each have ten lessons; revision Units 4 and 8 each have four lessons.

The *Extra activities* section at the end of each AB core unit can be used for teachers to set as test material. Lesson 10 is for extensive reading for comprehension with *Story time*.

A key feature of *3rd Intermediate* is project work. The aim of this is to study the features of successful creative story writing. Students will also be required to work collaboratively to create stories of their own in groups of three. The stories produced by the end of the year make a great class display and are something for the students to be proud of.

The project activities occur in lessons in Units 1–3 and 5–7 and the Teacher’s Book notes identify instances when class work and homework relating to the project can be inserted into a lesson, and the teacher should allocate time for these activities as part of the lesson plan. In the Student’s Book, the project pages appear towards the end on pages 82–87.

The table below shows how the work for the project sections in the Student’s Book is distributed through the course. The initial activities help students build up to the main writing tasks gradually by introducing them to some of the elements which contribute to a successful story. There is no project work in the review units (Units 4 and 8).

	Unit	Writing task
Activity 1	1	Categorize the elements of a good story.
Activities 2–4	2	Read <i>The Stork-Ruler</i> and identify elements studied in Activity 1.
Activities 5–6	3	Get into groups of three. Read story openers. Story-planning.
Activities 7–10	5	Further planning. Story drafting and presenting final story to the class.
Activities 11–12	6	Get into new groups of three. Read more story openers. Story-planning.
Activities 13–16	7	Further planning. Story drafting and presenting final story to the class.

Content of English for Iraq, 3rd Intermediate

Unit 1: Describing things

This unit focuses on describing things and people. In the first lesson the features of shopping malls are described, and this is followed up by a focus on dealing with losing someone in a shopping mall, telling the time and giving explanations. A reading text looking at the features describing an award-winning car helps prepare students for further work describing features and benefits of products and, in particular, evaluating product advertisements. In Lessons 6 and 7, students look both at describing what people look like, and, read two descriptive emails to describe personalities. They write a similar email describing their best friend.

Grammatical areas:

- 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

Unit 2: *Spare time activities*

This unit develops student's ways of expressing likes, dislikes and preferences, and to increase their confidence in conducting simple interviews. The first two lessons focus on spare time activities, holidays, suggestions and preferences. In Lesson 3 books with different written genres are identified. Later, students contribute to a listening interview with a young TV actress and practice short dialogues reviewing two different films. Students also process information from event advertisements and emails to practise inviting, discussing arrangements and accepting an invitation.

Grammatical areas:

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

Unit 3: *Our world*

In this unit, students develop their vocabulary to describe and compare animals and people. They also use first conditional sentences to discuss consequences to the environment. A reading text explores the ways animals and people used to help each other through falconry, and modern day conservation schemes. A second text explores the delicate ecosystem of life in the Iraqi marshes. A questionnaire encourages students to assess how they care for the natural world, using second conditional questions. Students also take part in short question and answer exchanges to agree or disagree with statements about animals, using so/neither (do) I.

Grammatical areas:

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

Unit 4: *Review*

The four lessons in Unit 4 review the first three units on a skill-by-skill basis, with one lesson each for listening, reading, speaking and writing. There is no new vocabulary in this unit. The Activity Book contains three tests, which can be used to assess the students' progress so far, with questions on each of the main language areas. The lesson notes in this Teacher's Book also provide a marking scheme to help you mark these tests.

Unit 5: *The media*

Both sport and the media are the topics covered in this unit, and in Lesson 2 the students listen to an interview in which past continuous and past simple tenses are contrasted to illustrate a life-changing event. The three reading texts (lessons 3, 5, and 10) each cover sub-skills of reading: scanning a newspaper to find the most interesting article, identifying viewpoints within reviews, and finding the key point in a short story and reinforce the range of tenses used in media articles. In Lesson 6 students use two advertisements to create and practise telephone conversations to buy and sell two bicycles. In the school activity week, Lesson 7, students review information and say when the activities will start.

Grammatical areas:

- Contrasting past simple and past continuous
- Question forms
- Subject and object pronouns
- Future simple with will

Unit 6: *Jobs and careers*

This unit focuses on the world of work and careers. Work on giving directions is also reinforced (Lesson 6). Lessons 1 and 2 focus on how we describe and define jobs using *who*. The theme is continued through the career advice offered in Lesson 3, in which the importance of planning is emphasized. Students listen to a model and conduct a role play interview. The reading text in Lesson 4 extends the use of relative pronouns, and the work on careers is followed up through a reading text about the career of the scientist Ibn al-Haitham. In Lesson 8 students reconstruct an interview about an English teacher using notes, reinforcing activities introduced in earlier units. Students also respond to requests for careers advice (Lesson 8).

Grammatical areas:

- going to + infinitive to express plans for the future
- Defining relative clauses with *who*, *which*, *that*
- Articles *a*, *an*, *the*, zero

Unit 7: *Other countries*

The last main unit of the course encourages students to learn more about life in other countries. The initial listening focus in Lesson 1 on experiences and souvenirs is followed by reading and scanning tasks in lessons 2 and 3, in which students also find out about travel adventure programmes. Two Fact file style reading texts in Lesson 6, and the practise activities in the Activity Book help reinforce work on adverbs of time and manner. The unit also includes two other reading focuses, on the background and history of the Asian Games, and on international newspaper headlines, through which students understand the use of past simple passive structures, which are practised more fully through the Activity Book.

Grammatical areas:

- Position of adverbials
- Present perfect and past simple tenses
- Present and past simple passive

Unit 8: *Review*

This unit has the same number of lessons and the same type of content as Unit 4, with three tests in the Activity Book. As with Unit 4, a marking scheme is provided in this Teacher's Book.

Project: *Storytelling*

The project found from pages 82–87 of the Student's Book is an extended piece of work, part of which can be completed at specified stages as students work through the course. The advantage of this project is that it gets students to work collaboratively in groups, to explore and critically think about what makes a story interesting to read and listen to. It builds an awareness of how to approach and evaluate texts and these skills have a wider application both within the course and in life more generally.

The project is covered in 16 stages by the Teacher's Book and a number of story genres are explored as part of the project. The first is an imaginary tale of the rivalry between two brothers, magic, and with a strong moral message about the victory of good over evil. Other story genres introduced through the project include mystery, science fiction, adventure and human endeavour (sport). During the course of the project, groups will produce two complete stories.

At each stage students think about the language and elements of the stories. They look at the ways stories start and the devices they use to engage the reader to want to read more. Students choose one of two story beginnings to develop for each of their two stories. They use picture cues, and mind maps to help them prepare their first short story, and they share it with other members of their group to combine ideas, redraft the story and create an agreed group story.

Once each group has a completed story, the final stage is to tell the story to the whole class. At this stage you should allow constructive feedback from other members of the class. This can be in the form of questions for more information as well as suggestions. The feedback can be used to inform the next storytelling process.

Section B: Overview of main grammatical areas covered in English for Iraq

The lists on pages 9–14 show the main grammatical areas covered in *English for Iraq* previous grades.

Adjectives

- after *be*
- before nouns
- possessive
- comparative
- superlative

Examples

It's red.
a little brother
my, your, his, her, its, our, their
I'm heavier than you.
This one is the biggest.

Adjective clauses

- defining

I like people who are polite.

Adverbs

- of frequency
- of manner

always, usually, often, sometimes, never
beautifully, angrily, loudly, quickly, politely

Adverbial clauses

- of reason

The owl can see very well because it has big eyes.
It was my birthday, so I had a party.

- of time

when + past + past

When we were in the water, a goat ate Dave's shirt.

when + past cont. + past

We were eating dinner when we heard something.

Adverbial phrases

- of location

on, in, under, next to, behind, between, opposite, in front of

- of time

at eight, on Friday(s), every Friday
in spring, in April, on the first of May, tomorrow
afternoon, in the evening, once upon a time
I play football once/twice/three times a week.

- of place

(go) to school/bed, from Iraq, at the shop, at home, at Ali's house, on the second floor, in Mosul/a flat/the living room, over there, to the supermarket

- of direction

walked across the street

- of means

by bus/bicycle/car

Conjunctions and link words

and

- linking similar items
- in lists
- meaning plus

as well as

but showing contrast

or

- after a negative
- as an option
- so expressing deduction

because expressing reason

then

now

first

next

after that

finally

*We have a swing **and** a slide.*

*We have a swing, a slide **and** a pool.*

*10 **and** 1 are 11.*

*There are birds **and** insects in the zoo **as well as** large animals.*

*It can't walk, **but** it can swim.*

*She doesn't like eggs **or** coffee.*

*Green **or** red?*

*There are lots of books, **so** he likes reading.*

*It can see well **because** it has big eyes.*

*Listen. **Then** read aloud.*

***Now** I only have one shoe.*

***First** we need a carpet.*

***Next** it ate Peter's photographs.*

***After that**, it knocked John down.*

***Finally**, the article is read.*

Determiners

Indefinite articles *a, an*

*a book; **an** apple*

*I've got **a** headache/**an** earache.*

*She's **a** teacher. He's **an** architect.*

Definite article *the*

- for specific reference
- in names of some countries

*It's under **the** table. (the only one in the picture)*

***the** United States*

No article

- with plural nouns
- with uncountable nouns
- in idiomatic phrases

*I have **two** dolls. I like **apples**.*

*I like **tea**.*

*(go) **home/to** bed, (come) **to** school, **on** holiday*

some for indefinite quantity

- with uncountable nouns
- with plural countable nouns

*Do you want **some** milk?*

*There are **some** books on the shelf.*

any

- in negative statements
- in questions

*There isn't **any** bread. There aren't **any** eggs.*

*Is there **any** cheese in the fridge?*

a few

*It's all right to eat **a few** sweets.*

a little

***A little** sugar is all right.*

a lot of

*We should drink **a lot of** water.*

too many

***Too many** sweets are bad for you.*

too much

***Too much** sugar is bad for you.*

Gerunds (~ing nouns)

- after verbs
- after *How about*

*I like **playing** football. **Keep going**.*

***How about going** to the take-away?*

Imperatives

- affirmative in instructions
- negative
- in requests
- with *always*
- with *never*

Stand up, please.

Don't run.

Come to the shop.

Always keep knives away from children.

Never let children play with matches.

Infinitives

- after *want*
- after *would like*

I want to play football.

I'd like to go shopping.

Modals/auxiliaries/verbs

be, do

- Present simple tense
- Past simple tense

[All forms]

[All forms]

have for possession

- statement
- question & short answer
- negative statement

I have a bike.

Do you have a garden? Yes, I have.

We don't have a garden.

have to for obligation

I have to do some jobs in the house.

can

- in requests
- for ability
- for possibility

Can I have a pencil, please?

I can/can't swim. Can you swim?

Where can I buy orange juice?

should

- for advice

You should get fit. You shouldn't watch TV all the time.

must

- for necessity

You must work harder. If you don't, you'll fail your exam.

may, might

- for possibility

Nobody is certain, but it may be our fault.

Nouns

singular countable

a book, a car

regular plural countable

two cars, three kites

irregular plural countable

feet, teeth

non-countable

milk, water

Possessives

apostrophe s

Hassan's house

men's/women's/children's bags

El Mustafa Intermediate Girls' School

s apostrophe

my, your, his, her, its, their, our

adjectives

Prepositions

- location
- time

- direction/place
- at the end of questions

*next to, behind, between, in front of, opposite
at eight, on Friday(s), every (Fri)day
in spring, in April, on the first of May,
tomorrow afternoon, in the evening
I've lived here for years/since I was a boy.
(go) to school/bed, across the street
Where do they come from?*

Pronouns

- personal (subject)
- personal (object)
- possessive
- demonstrative
- reflexive

*I, you, it, he, she, we, they
me, you, him, her, it, us, them
mine, yours, his, hers, ours, theirs
this, that, these, those
You'll cut yourself.*

Punctuation

Apostrophe

- in contracted forms
- for possession

*I'm/You're, isn't
Hassan's house*

Capital letters

- names of people
- beginning of sentence
- names of towns
- names of countries
- months
- important holidays

*Rashid
This is my house.
Kirkuk
England
January
Eid al-Fitr*

Comma

- in a list
- before *but*

*I like apples, bananas and dates.
I like milk, but I don't like tea.*

Exclamation mark

- to mark emphasis
- after an order
- to show surprise
- to show happiness

*Look!
Sit down!
Hey!
Fantastic!*

Full stop

- at end of sentence
- in abbreviations

e.g.

Question mark

- at the end of questions

Why?

Questions

Yes/No type

Are you (Ahmed)? Is this white? Can you swim?

Wh~ type

- *What*
- *Who*

*What's your name? What are you doing?
Who's that? Who are they?*

- *Where*
- *When*
- *Why*
- *How many*
- *How much*
- *How tall*
- *How old*
- *How far*
- *How long*
- *How often*

Where's my pen? Where are my books?
When does Ali/do you get up?
Why are you crying?
How many kites can you see?
How much does he weigh?
How tall is he?
How old are you?
How far is Najaf?
How long will it take?
How often do you go camping?

Tenses

Present simple

- for habitual actions
- for description

I go to school at seven.
The long-eared owl eats small animals.

Present continuous

- for actions in progress
- for future arrangements

They are watching TV. I am reading.
I'm playing football on Thursday.

Present perfect

- for recent actions
- for experience
- for how long present situations have lasted

I have (just) read a ghost story.
I have been to Spain.
I've lived here for years/since I was a boy.

Past simple

We played football yesterday. Then we went to the beach.

Past continuous

An old man was crossing the road.

Past habitual

I used to be shy, but now I'm confident.

Future

- with *will*
- to forecast
- with Present continuous
- with *going to* + infinitive

Future continuous

She'll be home at six o'clock.
It will be rainy tomorrow.
I'm playing football on Thursday.
She is going to be a doctor.
I will be wearing a T-shirt.

Conditionals

Type 1

If the boat sinks, we will swim.

Passive voice

Present simple

An article is written in London.

Past simple

Radio was invented by Marconi.

With modal can

Mobile phones can be used almost anywhere.

Sentences

Simple

My name is Huda. I didn't go away in the holiday.

Compound

I heard the school bus coming and I ran like this.

*I like tea, **but** I don't like coffee.*

Complex

You can go climbing, or you can go walking.

(see under Adverbial clauses and adjective clauses.)

Verb patterns

imperatives

Never let children play with matches.

want + noun/pronoun + to + inf.

Your father wants you to help him in the shop.

Section C: Advice to teachers

1 The classroom

A good classroom atmosphere is very important in motivating learners. The following can help in this respect:

- 1 **The room** itself should promote communication and be as attractive and colourful as possible.
 - a) Try to arrange furniture to allow for pair work and group work.
 - b) **Pictures** on the walls of the room can be useful language prompts. They also help to make the room attractive. Students usually enjoy bringing pictures from magazines. They will last longer if they are mounted on card.
 - c) **Display area:** It is useful to reserve an area of the wall for displaying the students' work. Most students appreciate praise and often try harder in order to have their work displayed in the classroom.
 - d) A **book corner** in a classroom is an excellent way of encouraging the language-learning habit through reading. Students in 3rd Intermediate should have opportunities to look at books and try to read stories within the level of the course syllabus and even slightly beyond. If your school does not supply extra English story books, you can encourage the students to bring some of their own. You can operate a lending library system on a small scale. Try to find time to talk about the books and let the students talk about them.

2 **Music:** Some Intermediate teachers of English play English songs while their students are doing written activities. This is an excellent idea, ensuring maximum exposure to the language, in an enjoyable way, in the limited classroom learning time available.

3 **Extra materials:** You will need white card to make extra word flashcards in classes requiring remedial word recognition practice and other visual aids such as dialogue cues. Scissors, coloured chalk, coloured pens, sticky tape and poster adhesive are also useful.

2 Pair and group work

Pair and group activities have these advantages:

- they promote communication in the classroom;
- they allow for oral practice by all, rather than a few students;
- they place responsibility for learning on the student.

It is important that students understand these benefits. They are more likely to use the opportunities well if they do. Having permanent pairs of students is most efficient, but it may be necessary to change these from time to time.

Apart from the pair activities marked in the books, the students should be trained to discuss their answers and drafts of any writing task with their partners. As well as helping the students develop their ability to review and improve their work, this is real communication.

There are a number of group and discussion activities, including those that are necessary for completion of project work in *3rd Intermediate*. Group activities must be well organized to be effective and teachers should plan ahead in order that group-work activities are successful. Before starting on a group-work activity at the beginning of the new school year, it is best to spend time with your students discussing the benefits of group work for them and their language learning and how they need to collaborate in the activity – share ideas, listen to others, take decisions – in order to complete a task successfully. Teachers might like to point out to students that these are life skills that they will need to require for their careers on leaving school. Teachers should also make sure that students know the necessary language formulas to enable them to complete group activities successfully, for example, phrases such as *Can you say that again, please?*, *Can you explain what you mean?*, *I don't understand what you mean.*, *I think it's better to ...*, *I agree/ I don't agree, etc.* You might like to set up mini-situations to practise this language – you can use situation cue cards for this, for example: 'You are talking to your friends, but you didn't understand what someone said. What do you say?'

Noise: If real oral communication is taking place, the classroom cannot be silent. However, this does not mean that it should be noisy. Provided the students understand the purpose of pair and group interaction, and provided you exercise the right degree of control, a whole room of students talking simultaneously should not be unreasonably noisy.

3 Mixed abilities

Apart from promoting student-centred learning, pair and group work have the additional advantage of releasing you to devote time to students who need special attention. When more able students are carrying out an activity in pairs, you can work intensively with an individual or a small group. Provided the students are working effectively, it is possible to carry out this teaching tactfully and quietly, so that the students are not embarrassed.

4 Lesson planning

Good lesson planning results in efficient use of classroom time. Students respond to a well-organized lesson where no time is wasted, and your job is made less difficult.

Planning ahead

At the beginning of the year, read the whole of this Introduction in order to understand the nature of the material and the learning and teaching principles intended. Familiarize yourself with the language content in the Overview on pages 5–8.

Before beginning to teach a unit, read the relevant section of the Book Map at the beginning of the Student's Book, all the teaching material for the unit, and the Unit Summary. Use the Unit Summary to see how many lessons deal with the same language area. This will give you an overview of the whole and enable you to avoid over-teaching.

Planning each lesson

- 1 Read the lesson notes and the student materials, and listen to the audio where relevant.
- 2 Think about the stated learning objectives and consider whether the recommended procedure will achieve them. If necessary, amend the procedure to suit the particular needs of your students.
- 3 Think about any difficulties your students may have and decide how you can best present the materials in order to deal with these.
- 4 If the procedure advises asking questions and provides one or two examples, decide on other suitable questions and write them in your plan.
- 5 Estimate the time for each stage and try to avoid spending too much time on any activity.
- 6 Make sure that your plan allows adequate time for student-to-student interaction. Make sure also that there is a variety of activities in the lesson. The general pattern of a lesson should be:
 - A: Short teacher-led introduction
 - B: Presentation
 - C: Practice
 - D: Short teacher-led conclusion

Note: Stages B and C may be repeated more than once during a lesson.

Be careful that you do not spend too much time introducing the lesson, especially through using extra material that you have prepared. It is recommended that, in general, extra material should be supplementary to the course materials and used for further practice rather than for the presentation stage.

- 7 Prepare your teaching aids.

Remember! Lessons need to be enjoyable as well as efficient. Think about how to interest your class right from the start of the lesson. All texts should be introduced and generally you are left to decide on how to do this. Try to relate the topic to your students' own experience.

During the lesson

Be prepared to be flexible and change your plan if necessary. Make notes on common language problems, so that you can prepare a controlled activity to remedy the problem in another lesson. Make a note of anything you have not been able to cover in the lesson, so that you can do it later.

5 Classroom language

Your students can acquire a great deal of language without having it formally taught. When you use English naturally in the classroom, the students will acquire it. Do not be afraid to use vocabulary and structures that have not been formally presented. Being in a natural language environment that requires the students to listen and think will help them learn. However, always make sure that the students are able to follow what you are saying. Encourage them from the beginning to say when they do not understand, and to ask for clarification.

6 Using Arabic

It is obviously important that English is used as much as possible during the English lessons. For example, frequently repeated classroom instructions should always be in English. However, there are occasions when it is necessary and natural for both you and the students to use Arabic, especially when eliciting comment and opinion. Sometimes explanations of new activity types have to be given in Arabic, but always remember that **demonstration is better than explanation**. Grammatical explanations should generally be avoided at this stage, but it is sometimes useful at the end of a lesson to ask the students to explain to you in Arabic why particular forms are used. Where possible, avoid using Arabic to explain a word or phrase – instead use mime, drawing or simple English explanations. Students are more likely to remember if they have to make some effort to understand. However, it is sometimes useful to check if they have understood by eliciting the word or phrase in Arabic.

7 Assessment

Ongoing assessment

Apart from the extra activities at the end of each AB unit and the Ab ‘Check your progress’ sections in Units 4 and 8, most of the tasks are designed for learning purposes, not testing. However, ongoing assessment of students’ progress can be carried out by monitoring their performance. When oral pair practice is taking place, you can concentrate on a few pairs each day and give them a mark or grade for speaking, without the students knowing that they are being assessed. Reading and listening can be assessed by checking students’ performance in the Activity Book tasks. You can also assess reading ability by asking individual students about the text they are reading while you are circulating and observing. When the Activity Books are collected from time to time, marks can be allocated for writing.

Section D: Teaching techniques and procedures

General approach to language skills in *English for Iraq, 3rd Intermediate*

Since real communication generally involves more than one skill, *English for Iraq* adopts an integrated skills approach. The materials and methodology are essentially student-centred, aiming to promote learning through meaningful individual and interactive tasks. The early levels of *English for Iraq*, however, recognize that young learners need controlled input and systematic mechanical practice of language before they can use it to communicate. Lower levels of *English for Iraq* therefore provide such activities as choral repetition, picture to word, phrase or sentence matching, and copying exercises.

By the time the students use *3rd Intermediate*, the majority should be reasonably competent in the mechanics of the language (decoding the script, reading aloud and writing the script). They can therefore begin to make progress in developing language skills. The students can also be expected to take more responsibility for their own learning, for example by looking for opportunities to practise English outside the classroom, by reading English outside the course books and by doing more homework, such as memorizing vocabulary and spelling at home. *3rd Intermediate* therefore puts greater emphasis on skill development and activities become more varied and more task-based.

LISTENING

Listening objectives

English for Iraq, 3rd Intermediate aims to develop the following types of listening:

for gist, i.e., for general meaning of the whole;

- for specific information to be noted down in writing, i.e., for the details specified in the task;
- for extra information not specified by the task. This allows the students to record information which may be of individual interest. All listening texts can be used for this purpose;
- for pronunciation, i.e., by imitating a recorded model.

TP L1 – General procedure for task-listening activities

1 Preparation for listening

Try to train the students to prepare themselves for listening activities. The students need to learn what they can do to prepare themselves for any listening activity. They should think about these questions: *Do I know what I am going to hear? Do I know anything about the people talking or what they are talking about? What visual clues are there that can help me?* If they think about these things, they can then make some predictions about the content of the recorded text. Even guessing some of the words they will hear will help them understand the text. Therefore, at the preparation stage, you can sometimes ask a class what words they expect to hear.

2 Check understanding of the task

Make sure that all the students understand the task. When the task is listening for specific information, you may need to check recognition of words, ask questions to check understanding or go through an example. The amount of preparation will vary from class to class and from task to task. Remember, however, that this is preparation only. The students must still have a reason for listening and the task must not be done at this stage.

3 Play the audio/students do the task

As a general rule, play the audio as many times as necessary for the majority of the class to be able to do the task. At the same time, do not give the impression to the students that you will always do this, or you will reduce their concentration and the effectiveness of their listening. It should not be necessary to use the pause button at this stage, as it is important for the students to get used to hearing a complete text.

4 Check answers

See teaching notes for this stage. Sometimes the class may be asked to check their answers in pairs before you carry out a class check. Sometimes the students have to read the text to check their own answers. If so, a class check must take place later.

5 Consolidate and transfer

Whether or not a listening task is followed by or leads on to another task, always allow some discussion of what has just been done. Try to allow the students to comment on and ask questions about what they have heard.

Note: Listening texts can often be used again later. For example, conversations can be used for focusing on functional expressions and pronunciation.

SPEAKING

Speaking objectives

English for Iraq 3rd Intermediate aims:

- to provide opportunities for all the students to use the language in situations that are as realistic as the classroom and the limits of the language allow;
- to develop students' confidence, so that they can use the language outside the classroom;
- to provide a solid foundation of essential language patterns and vocabulary, so that the learner may develop an awareness of the language system that he or she can build on at later levels of the course;
- to recycle structures previously introduced;
- to develop exponents of functions as required in the syllabus;
- to encourage the students to express their own opinions;
- to encourage the students to talk about what they know from their own experience and learning, not just the information in the course books.

Activities

There are **guided activities** where the focus is on accuracy. These are almost always pair activities, e.g., ask and answer.

There are more opportunities for **less guided speaking** in *English for Iraq, 3rd Intermediate* than in previous books. Here, the focus is on communication, e.g., role-play, games, using pictures as prompts, expressing opinions and giving information.

TP S1 – General procedure for presentation and controlled practice of exchanges

1 Present

Go through each item in the exchange, either presenting or checking its meaning. Get the class to repeat in chorus and focus on correct pronunciation.

2 Practise with whole class

Divide the class into two groups so that each half says one part of the exchange chorally, prompted by word or picture cues.

3 Pairs demonstrate

Prompt pairs of students as in Stage 2 above. This is called ‘open-pair practice’.

4 Pairs practise

The whole class practise simultaneously in pairs. Circulate and observe. This is called ‘closed-pair practice’. Make sure the students change roles where relevant.

VOCABULARY

Objectives

At this level there are many ways of dealing with vocabulary and you can choose from a variety of techniques to suit the situation. However, the following two important points need to be remembered:

1) The students should already have acquired a wide active vocabulary by this stage. They should be able to use these words productively, i.e., understand and use them orally and in writing. If not, remedial vocabulary activities will be needed.

2) The students need to learn:

- how to deal with unfamiliar vocabulary. They should know that the meaning of a whole text can be discovered without necessarily understanding every word and that the meaning of words can sometimes be worked out from the text (see below);
- how to use a word list and dictionary.

Since these ways of dealing with unfamiliar vocabulary have to be developed, new vocabulary should not always be pre-taught. The teaching notes will indicate whether new vocabulary can be worked out from the context or has to be pre-taught.

Vocabulary

All relevant vocabulary is included in the list of key words printed in this Teacher’s Book and in the vocabulary boxes at the top of each lesson.

When dealing with new vocabulary in a lesson, tell the students to copy the items into their own vocabulary notebooks at home and learn the spelling or to use the lines provided at the back of the Student’s Book to write an example sentence using the vocabulary item. The list of key words is also included at the back of the Student’s Book and Activity Book, and is organized unit-by-unit. This list enables you to set a vocabulary or spelling

test at the end of each unit: you can simply ask students to revise all (or a selection) of the words from the relevant list.

Help your students towards an awareness of word-building in English. Don't restrict your own language or the language you present in the *3rd Intermediate* materials. If you introduce vocabulary that is not printed in the materials, write it on the board so that the students can copy it into their vocabulary notebooks. When presenting new vocabulary, include associated parts of speech where relevant. For example, if a verb first occurs in its past tense form, present the infinitive and past participle also. If a noun can be derived from it, present that too.

TP V1 – A procedure for revision and development of vocabulary

This technique allows you to find out what the students already know and what will have to be introduced. The stimulus may be a page title or a picture.

1 Elicit

When introducing a lesson or an activity, name the topic. Ask the class to call out any words they associate with the topic and write these quickly on the board.

2 Check

Point to individual words and elicit orally. Ask questions which check understanding.

3 Teacher presents

Present new words necessary to an understanding of the text, unless these have to be worked out from context. Use the most efficient method available.

Working out the meaning

By 3rd Intermediate, students will have had experience of working out meaning from context. However, you will still need to give students help and guidance, especially at the beginning. There are many ways a word can be understood from context and it will help students if they know what to look for. Train them to look for any of the following in the text:

Synonyms: Words that have almost the same meaning as the target word.

Antonyms: Opposites.

Explanations/paraphrases

Generic terms: Sometimes a generic term can be understood because specific examples of the class of words are given.

Other contextual clues: Sometimes it is possible to work out the meaning of a word from the context as a whole.

Word formation: Understanding how words are formed will help students to work out the meaning of many new words. It is important that students know the names of the main word classes (noun, verb, adjective, etc.), and are helped to recognize what class a word belongs to.

General knowledge: Students' own knowledge of the world can often be activated to help them work out the meaning of new words.

Visual clues: Encourage students to use any visual clues that accompany the text to help them predict what they are about to read and to get them thinking about the vocabulary they might find in the text they are about to read.

TP V2 – A procedure for working out the meaning of words from context

Some steps include specific suggestions for dealing with new vocabulary. Where no specific suggestions are included, the following procedure may be used.

1 Identify target words

List the words you want the students to work out the meaning of, or tell them to underline the words they don't know.

2 Look at word form

Ask the students what can be guessed from the word itself. Is it a noun, verb or adjective? Is it formed from any other word or words they know?

3 Look at the context

Ask the students to look at the context. Tell them to find out if the word is repeated anywhere else in the text. Tell them to look for words that mean the same or the opposite, for explanations in the text, and so on. (See above.) You will have to help and guide the students at first by asking questions that show them what to look for.

4 Make a guess

Ask the students to make a guess, however vague. They should indicate the meaning in any way they can, for example, explanation, mime, drawing, translation, and so on.

Note: When students are more familiar with the skill of working out meaning from context, let them work in pairs before checking understanding as a class.

*Aids to learning
vocabulary*

Unless students read English for enjoyment and have the opportunity to use English outside the classroom, they will find it difficult to remember the increasing number of words they need. Apart from the exercises in the books, try to fit a five- or ten-minute vocabulary activity into the lesson at least twice a week. If this is in the form of a quiz, the students are more likely to prepare for it.

A quiz can be oral or written. Tell the students which words, or at least which category of words, the quiz will be based on, so that they can prepare for it. The class can take part in teams or groups and you can award points.

Some suggestions for a vocabulary quiz

Synonyms: Say a word; students have to say one which means the same.

Opposites (antonyms): Say a word; students have to say the opposite.

Equivalents: Say an Arabic word; students have to say the English equivalent.

Anagrams: Write a word with the letters in jumbled order; students have to write the word correctly.

Definitions: Define something or someone; students have to say what or who is being defined.

Hidden words: Write a long word such as *policeman* on the board; students have to make as many words as possible, of any length, from these letters in a given time.

Word sets: Ask students to list as many words as possible which are, for example, names of jobs, forms of transport, kinds of sports.

Word-building: Give the root (infinitive) of a verb; students have to give the past tense or past participle. Give a noun or verb; students have to give an adjective derived from it.

Spelling quiz: Oral or written using the word lists printed in the Student's Book.

Text types in English for Iraq 3rd Intermediate

There is a wide variety of text types in *English for Iraq 3rd Intermediate*. Amongst others, they include printed interviews, newspaper and magazine articles, emails, stories, dialogues, advertisements, reviews, fact files, questionnaires, tables, charts and diagrams. While most texts are designed for reading practice, some present or model particular language points. Additionally, some texts are provide models for the writing task that follows.

Reading techniques

Predicting the content of a text: When we read, we usually bring some kind of background knowledge to a text, together with an expectation of what we are going to find in it. This is because we normally read what we want to read. In the classroom situation, it is difficult to let students choose what they want to read. It is therefore very important to try to motivate them and arouse their interest in the texts provided. Always get students to think about the topic and make guesses about the content of the text before they start reading. This will activate their own knowledge of the subject and give them a reason for reading. For ways of doing this, see TP R1 below.

Skimming is the technique we use when we want to get a general idea of what a text is about without reading all the details. It is a way of dealing with the large amount of printed material we meet every day but don't have time to read in detail. It is very important for the students to realize that they can grasp the gist of a text without reading and understanding every word. Otherwise they will never have time to read extensively.

Search reading is a technique used when the reader wants to locate information on more detailed topics. It is similar to skimming, but differs in that the reader already knows what he/she is looking for. Once located, the information is read more slowly.

Scanning is the technique we use to achieve very specific reading objectives, for example, finding a particular word or phrase in a text or looking up a word in a dictionary. The reader can often use clues to help locate the information they need. For example, it could be the name of a person or a

place, in which case the clue is a capital letter, or it could be someone's age, in which case the reader must look for a number.

TP R1 – General procedure for reading

1 Introduce the text

This can be done in various ways. See TP V1 above for ways of dealing with vocabulary. Other ways of preparing students for the reading include:

- discussing the topic before students open their books, in their interest;
- giving students key words from the text;
- telling students what the subject of the text is and encouraging them to formulate their own questions about it;
- focusing on the title, picture, headings, and so on, so that students can begin to make guesses about the content.

2 Introduce the task

English for Iraq 3rd Intermediate provides various reading tasks to practise the different reading skills and techniques. Prepare for the task as for listening, i.e., the students read the instruction and study the task itself. Check that they understand what they have to do. If necessary, do an example with the class.

3 Class check

It is often a good idea to let the students check each other's work before carrying out a class check. Take an interest in the answers the students have written, not just in whether they are correct. This will help encourage a positive attitude to reading.

4 Discuss the text

This is the stage when a link is made between what the students have read and their own background knowledge. Although it is not always mentioned in the lesson procedure, this stage should not be omitted, as it helps make the task more purposeful.

TP R2 – A procedure for scanning

1 Identify the target

Prepare the students to scan the text by getting them to decide what kind of answer they will be looking for. For example, if the question asks for the name of a person or place, they will need to look for initial capital letters. If it asks for a date, they will need to look for figures.

2 Use the question

Tell the students to circle key words or phrases in the question which they can look for when scanning.

Note: Scanning is a fast activity. To encourage students to increase their speed, you can make it into a competition to see who is the first to answer.

TP R3 – A procedure for skimming, scanning and intensive reading

Note: Not every reading task will require all of these steps.

1 Skim for gist

Students first read the text quickly to find out what it is about. With longer texts, they need to think about what each paragraph is about. Where texts have paragraph headings or pictures, these are usually very good clues to the topics.

2 Scan for specific information

If specific information of a very direct kind is needed, students scan the text as described in TP R2 above.

3 Search-reading

If the information required is not as simple as a name or a number, the students have to ask themselves *Where in the text will I find this answer?* They then skim to find the place, before reading in more detail to find the information they are looking for.

4 Reading intensively

Information is not always directly stated in a text – it may be inferred. In this case, the students have to read more slowly and carefully and think about what can be deduced or inferred.

TP R4 – A procedure for *Story time* texts

English for Iraq 3rd Intermediate has a variety of interesting and thought-provoking stories for extensive reading. The Activity Book tasks encourage the students to give their reaction to the story and test comprehension.

1 Preparation for reading

Each story has a title and is preceded by questions. There are also pictures that indicate what the story is about. Make use of all these to arouse the interest of the students and get them thinking about the content.

2 Highlight new key vocabulary

Rather than presenting or revising vocabulary, let it arise naturally during the preparation stage. This will help develop a more relaxed atmosphere for reading and encourage the students to deal with new vocabulary on their own.

3 Students read

Give the students enough time to read, but encourage them to try to read quickly.

4 Discuss the story

Elicit answers to any printed questions. Discuss briefly as a class. The discussion should focus on what interests the students and their own interpretation of the story, rather than testing understanding. Following this, let the students talk briefly about the story with their partner, in English or Arabic. It is important that they have an opportunity to share their views before writing feedback.

5 Students complete the feedback

Let the students complete the *Story time* feedback in any way they wish. Give them time to think and write. Encourage them to write down useful new words from the stories.

6 Listen for consolidation

Play the audio and let the students follow in their books. Then ask a few questions about the story. Focus on interesting the students in what they have read and heard, not on testing their understanding.

Note: Encourage your students to write ‘reviews’ of other stories they read at home. They can copy the headings of the *Story time* chart into their notebooks and use this format, or you may have an alternative to give them. Try to allocate some class time each week for the students to talk about stories they have read. This may encourage more students to read for pleasure.

WRITING

Writing objectives

Writing activities in *English for Iraq, 3rd Intermediate* aim:

- to reinforce work on structures and vocabulary;
- to develop students’ ability to write continuous text, by focusing on topic sentences and paragraph organization.

Activities

A variety of activities work towards the first aim. These include vocabulary exercises, completing grammatical tables, spelling and punctuation exercises, writing answers to questions and completing gapped exercises.

As a means of developing the students’ ability to write continuous text, *English for Iraq 3rd Intermediate* has the following activities:

- expanding notes
- correcting paragraphs marked by a teacher
- planning the content of a paragraph

Encouraging good writing

Ask students who have written good paragraphs or stories to read them aloud to the class. Try to display their work or use it in the school magazine.

TP W1 – General procedure for writing activities

1 Oral preparation

Introduce and discuss the topic.

2 Notes

Either ask the students to think of ideas and write notes, or elicit ideas from students and write notes on the board. Tell the students which pages in the SB and/or AB to use for reference.

3 Plan

Referring to the notes already made, the students suggest the number of paragraphs to be written and the topic of each one. This outline can be written on the board. An example of an opening sentence can be constructed by the class as a whole. A few examples of topic sentences might also be constructed in this way.

4 First draft

Students write while you circulate and give guidance. Close attention should be paid to connectors and reference pronouns, as well as grammatical accuracy. Make sure students are using punctuation properly. You should indicate what needs amending without necessarily telling a student exactly how to amend it. Consultation between partners can be encouraged at this stage. Students can also refer to dictionaries. This draft might sometimes be done in pairs.

5 Final draft

There should be few, if any, mistakes remaining when students write a fair copy. Circulate as before if this is done in class, although sometimes this stage may be done as homework. If there are still too many mistakes, it may be necessary for some students to write a further fair copy.

TP W2 – General procedure for Activity Book writing exercises

1 Introduce/prepare for the task

Make sure the students understand what they have to do. If they have to use information from a previous exercise, point this out. If there is a model sentence, check that they can read it. The amount of preparation needed will vary depending on the task and the ability of the students. You can:

- go through the exercises orally;
- elicit the answers, write them on the board, then rub them off;
- practise sentence building to focus on syntax (best done before the task is introduced);
- write key words on the board in random order.

Remember that this is preparation only. You still want the students to complete the exercise on their own. It should not be copied from the board.

2 Students write

While the students are writing, go round the class helping and encouraging. If a student has spelled a word wrongly, point this out. If necessary, tell the student to find the word in his or her book. If a student has forgotten to use a capital letter or a full stop, point and ask *What's wrong?* or *What's missing?*

3 Check answers

You can do a class check by:

- asking individual students to read out a sentence each. The rest of the class confirm or correct;
- writing gapped sentences or paragraphs on the board and getting the students to fill the gaps.

The teaching notes will usually give guidance.

Note: The Activity Books should be collected regularly for marking. Be constructive by writing encouraging comments on the students' work.

Dictation

Dictation is useful for improving listening, spelling and punctuation. There are no dictation exercises in *English for Iraq 3rd Intermediate* but you can use sentences and short paragraphs from the SB and AB texts for regular dictation practice.

TP D1 – A procedure for dictation

1 Read whole text

Read the whole text once straight through while the students listen. Discuss the context if necessary.

2 Read for dictation

Read the text slowly, pausing between sense groups. The students should write as you speak. Read the text again in the same way.

3 Read whole text

Read the whole text at normal speed while the students follow what they have written.

4 Students correct

Refer the students to the text of the dictation in the Student's Book or Activity Book. Tell them to check their work and correct it.

Note: Corrections should never be delayed.

Language awareness/ spelling

Students need a lot of help and encouragement to spell correctly. They will not develop good spelling just through reading and writing activities. They need to develop an awareness of common letter combinations in English and an awareness of letters that never combine. Activities that encourage students to look at words carefully and focus on word structure should be carried out regularly. Some examples are as follows:

Rhyming words: Write a word on the board and elicit other words that sound the same, for example, *ball/wall/fall/tall, brother/mother, walk/talk*. Ask the students which parts of the words are the same.

Words within words: Write a word on the board and ask students to find other words within it. For example, find *pen* in *pencil*, *yes* and *day* in *yesterday*, *right* and *ten* in *frightened*, *police*, *man* and *an* in *policeman*, and so on.

Note: Many English words have no regular spelling pattern. These just have to be memorized.

Punctuation


The best way to encourage correct punctuation at this level is to focus the students' attention on it at every appropriate opportunity. For example:

- use any suitable Student's Book text that the students have read. Ask the students *How many sentences are there? How many questions are there?* Ask them how they know. Get them to circle the initial capital letters, the full stops, question marks and commas;
- ask the students to scan for names of people or places. Point out that the capital letter will help them find the words quickly. Focus on speech marks by asking them to read aloud what different characters say in stories. This can be done as a pre-reading task;
- when preparing for or checking a writing activity on the board, highlight

the capitals, full stops or question marks in different coloured chalk or pen. Elicit their purpose, i.e., to mark the beginning and end of a sentence or question;

- while students are doing a writing exercise, go round checking punctuation. If they have forgotten to use a punctuation mark, point and ask *What's missing?*

Language work

The *Round up* pages at the end of Units 1–3 and 5–7 in the Student's Book summarize the main structural and functional areas introduced in each unit. Language models are provided in the SB and AB for use in class and also as a reference for the students at home. These are signalled by the symbol .

Sentence-building using flashcards can provide useful practice in focusing on certain aspects of sentence structure. At the simplest level, substituting single lexical items in object position helps to draw students' attention to the subject-verb-object pattern in English. Getting students to substitute words in subject position and make the necessary alteration to the verb helps focus on subject/verb agreement. If students are having difficulty with questions, flashcards can be used to demonstrate clearly how they are formed.

Correction

The amount of correcting you do depends on the activity.

1 In controlled oral activities, you should correct all errors. In less controlled oral activities, the emphasis must be on *getting the message across* and on being understood. Correction should not interfere this. However, you should note basic grammatical and syntactical errors and do remedial work on them at another time.

2 Short writing tasks that are intended to practise structures should be completely accurate. In pieces of continuous writing, the emphasis again should be on communicating what the writer wants to say. Therefore, final writing tasks should not be covered in correction marks. This is likely to discourage students. Only marks that are likely to help students to understand their mistakes and be able to improve their writing skills should be made. If the system of writing a draft first, followed by a final copy is always used, the basic errors should be pointed out at the draft stage.

Section E: Project work

The *Storytelling* project in *English for Iraq 3rd Intermediate* extends over the full year of the course and, through the year, lets students consider the devices used in creative writing and allows them to use these to produce stories of their own. In doing so, students will also be looking at the vocabulary they use and will be encouraged to push themselves to find new and descriptive words that are outside their ‘everyday’ English usage.

Project work has several learning benefits. For example:

- it allows the students to work fairly independently – they can choose to find information that really interests them, rather than always being directed by the teacher;
- it gives both more able and less able students an opportunity to work at their own level;
- it can promote real communication and interaction;
- it can be an excellent way of developing language skills, especially reading and writing.

The project in *English for Iraq 3rd Intermediate* introduces students to creative writing and encourages them not only to use their creative abilities and imagination, but also to think about and extend the vocabulary they use. Students will need to work collaboratively within groups and learn to give one another positive feedback. They will also learn to use the feedback they receive to improve their own stories.

Stage 1 Requires students to think about the plot devices, language and vocabulary commonly found in fictional stories. Students look at a short story and analyze it for its use of such plot devices, language and vocabulary.

Stage 2 Story beginnings – students work collaboratively in groups of three to choose the opening lines of a story (genres: mystery, science fiction). They then develop their story in groups with the aid of picture prompts and work on selecting descriptive vocabulary that they can use to make their stories interesting to the reader.

Stage 3 Students now work individually to write their part of the story (their paragraph). In groups again, students share and revise their paragraphs and combine them to form the complete story.

Stage 4 Sharing and appreciating – each group now reads their story to the class. The whole class now has the opportunity to listen and give feedback. All stories can be displayed on classroom walls for students to read and appreciate at their leisure.

Stage 5 This stage repeats Stages 2–3, but looks at different genres (adventure, sport). Students have a second opportunity to write a second story of a different genre. They also have opportunity to put into practice lessons learnt from writing their first story.

Book map

Lexical areas

Communicative activities

Unit 1

Describing things

- Things in a shopping mall
- Cars and motoring
- Adjectives describing people

- Writing an advert
- Reading for enjoyment
- Role play: Parent/Children – explaining actions
- Role play: sharing diary information

Project Storytelling: looking at the elements of a good story

Unit 2

Spare time activities

- Spare-time activities
- Equipment used in spare-time activities
- Places to visit
- Types of stories
- Film, theatre and concerts

- Writing a fact file on a book
- Using written factual information
- Making an advertisement for a film, play or concert
- Writing an email invitation

Project Storytelling: reading a story and identifying the literary elements used in the story

Unit 3

Our world

- Animals, birds, insects
- Habitats
- Landscape
- Adjectives to describe animals

- Completing a questionnaire: *Caring for the natural world*
- Reading for interest
- Researching and writing a fact file on *wildlife*

Project Storytelling: creating a plan for the plot of students' own group stories using two genres, *mystery* and *science fiction*

Unit 4 Review

- Review and practice of strategies for developing Listening, Speaking, Reading and Writing in the Student's Book

Unit 5

- Sport
- Newspaper and magazine sections
- Buying and selling
- Television programmes

- Reading for enjoyment
- Role-play: buying second-hand objects
- Writing a story

Project Storytelling: revising individual paragraphs of stories and improving language features used, presenting stories to the class

Unit 6

Jobs and careers

- Jobs, workplaces and education

- 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

Project Storytelling: creating a plan for the plot of students' own second group stories using two genres, *adventure* and *sport*

Unit 7

Other countries

- Countries and nationalities
- Ways of travelling

- Playing a language game
- Role play: expressing thanks and enjoyment
- Reading for interest
- Researching and writing about a country

Project Storytelling: revising individual paragraphs of second stories and improving language features used, presenting stories to the class

Unit 8 Review

- Language skill review, focusing on preparation for the end-of-year exam

Language learning activities

Grammatical areas

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

- *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

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

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

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

- 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*

An end-of-semester test in the Activity Book

Listening and understanding biographical information
Talking about sport
Reading a newspaper: using index and headlines
Using a TV programme guide

- Contrasting past simple and past continuous
- Question forms
- Subject and object pronouns
- Future simple with *will*

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

- *going to* + infinitive to express plans for the future
- Defining relative clauses with *who, which, that*
- Articles: *a, an, the*, zero article

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

- Position of adverbials
- Present perfect and past simple tenses
- Present and past simple passive

An end-of-semester test in the Activity Book

Unit 1 Summary Describing things

Lesson	Materials	Topic area	Activities	Language
1	SB4–5 AB3–4	At the mall	Revise vocabulary related to public places and shops. Revise adjectives to describe objects. Read and understand a description. Describe a local shopping mall and people orally. Complete a gapped description.	<i>There is/are ...</i> <i>It has ...</i> Adjectives Vocabulary
2	SB6 AB4–6 🔊 1	Hurry up! It's time to go!	Revise telling the time. Listen for specific information; understand aspects of spoken language. Write diary entries and exchange information in pairs.	<i>It's (three o'clock).</i> Present continuous Past continuous
3	SB7 AB7–9	Car of the Year!	Revise and develop vocabulary related to cars. Read and understand a newspaper article. Guess words in context. Develop understanding of adjectives.	Adjectives Vocabulary Modifiers and intensifiers <i>quite, very, really</i>
4	SB8 AB10 🔊 2	Buying and selling	Develop vocabulary. Listen for gist and to understand style. Listen to understand style. Express purpose orally and in writing	<i>so you can/can't ...</i> <i>to help you to ...</i> Vocabulary
5	SB9 AB11	What are they for?	Understand the language of advertising. Write an email to a friend.	<i>so you can/can't ...</i> <i>to help you to ...</i> Vocabulary
6	SB10 AB12	What do they look like?	Read for specific information. Describe people orally and in writing.	<i>He/She has ...</i> <i>He/She is ...</i> Adjectives of people Vocabulary
7	SB11 AB12–14	Good friends	Develop vocabulary for describing characteristics of people. Read for specific information. Make positive and negative comments about people. Develop writing at sentence and text level. Write an email describing a friend.	<i>He's/She's not ...</i> <i>He/She can't ...</i> Vocabulary
8	SB12 AB14	Writing an advert	Design an advert.	Comparatives <i>big/bigger/biggest,</i> <i>most/least expensive,</i> <i>best</i>

Lesson	Materials	Topic area	Activities	Language
9	SB13 AB15–17 🔊3	Round up	Revise language from the unit.	Revision
10	SB14 AB17–18 🔊4	Lucky customer 50	Read a story for comprehension.	Vocabulary
	AB18–19	Extra activities	Do revision and consolidation exercises.	Revision

Unit objectives

Listening:	<p>Develop listening for specific information; understanding aspects of spoken language.</p> <p>Listen for gist and to understand style.</p>
Speaking:	<p>Describe a local shopping mall and people.</p> <p>Exchange information in pairs.</p> <p>Express purpose orally.</p> <p>Make positive and negative comments about people.</p>
Reading:	<p>Read and understand a description.</p> <p>Read and understand a newspaper article.</p> <p>Develop reading for specific information.</p>
Writing:	<p>Complete a gapped description.</p> <p>Write diary entries.</p> <p>Express purpose in writing.</p> <p>Write an email to a friend.</p> <p>Develop writing at sentence and text level.</p> <p>Write an email describing a friend.</p>
Project work:	<p>Storytelling</p> <p>In <i>3rd Intermediate</i>, students will be introduced to creative writing and have the chance to work collaboratively with their peers to produce their own piece of creative writing. In Unit 1, the project is introduced gradually with an activity encouraging students to think about and categorize the elements of a good story (including plot devices, structural devices and language features). This will help them later when they examine a story employing these elements and also when they begin to think about writing their own stories.</p>

Unit 1 Lesson 1

SB4-5 AB3-4

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

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

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

1 Vocabulary SB4

- A 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.

Answers

- | | |
|-------------|--------------------|
| 1 lift | 6 security guard |
| 2 plant | 7 shop assistant |
| 3 clock | 8 cinema |
| 4 escalator | 9 information desk |
| 5 queue | |

- B Present the new vocabulary using the labels. Say the word and encourage the students to match what you say with the correct label. Then clarify the meaning and practise pronunciation.

2 Choose a person or place to describe SB4-5

- A 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.

- B Elicit single examples from different students in the class.

3 Describe a picture AB3 Ex A

AB 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.

4 Read about a mall SB4

- A Point out that Richard is in a mall in England. Tell the students to read and answer the question *What does Richard like?*
Note: 1. *loads of* is a common colloquial expression that means the same as *lots of*.
2. 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*, i.e., all people who go up and down in the lift being able to see everything. This is a *compound sentence* with, in this case, two pieces of information joined by the connective *because*.

Answers

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

- B 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?

5 Talk about a local mall SB4

- A Elicit sentences from the language table. Establish that they are all true about the mall in the picture. Tell the students to find the things that Richard talked about in the texts they have just read.

B Tell the students to think about a mall they visit themselves. Get them to work in pairs and tell their partner about the mall they go to.

6 Complete a gapped text AB4 Ex B

A Use AB Exercise B to further revise the language of description. Go through both texts orally. Encourage the whole class to think, rather than accepting the first answer. They will then be able to write the answers themselves when asked to do so. Make sure the students do not write at this stage.

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

Answers

young, is, name, has, eyes

a, his, wearing, has, and

Unit 1 Lesson 2

SB6 AB4-6  1

Objectives: Revise telling the time.
Listen for specific information.
Understand aspects of spoken language.
Write diary entries and exchange information in pairs.

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

Vocabulary: worried

1 Telling the time

SB6

A Write 20:00 on the board. Then ask *What's the time?* Elicit *It's eight o'clock*. Remind the students of the 12-hour and 24-hour clock. Point out that we sometimes see the 24-hour clock, but we rarely say the time using it. Write 20:15 on

the board and elicit that this is either eight fifteen or quarter past eight. Recycle these two ways of telling the time through the rest of the unit.

B 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)

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

2 Listening and identifying people

SB6 AB4 Ex A  1

A Look at the picture on SB6. 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.

B Tell the students to listen to  1 and identify the children in each picture. Tell them to point to each picture as they listen.

 1

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: Aameena. 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!

Pictures left to right

1st, Picture 2, second from left: Ibrahim (I'm in the lift. I'm just coming to the ground floor now.)
 2nd, Picture 4, far right: 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.)

3 Listen and complete the sentences

AB4 Ex A

Tell the students to read the sentences in AB Exercise A on page 4. See if they can complete the gaps in the sentences before listening again. Play  1 again and let students check. Ask for volunteers to read out each sentence.

Answers

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

4 Focus on spoken language

AB5 Ex B 1

- A Go over the spoken language in AB Exercise B. Encourage the students to think about how the words are used.
- B 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*.

- C 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.
- D 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.

5 Recap listening

SB6

- A Books closed. Elicit the names of the characters and write them on the board.
- B Get the students to try to remember what each child was doing. The correct answers are not the most important outcome of this task, it is an opportunity to use the past continuous in a reasonably realistic setting. For example:
 S1: *Salwa was coming down in the lift.*
 S2: *No, Ibrahim was coming down in the lift, Salwa was ...*

6 Language focus

SB6

Tell the students to read the conversations at the bottom of SB6. Elicit that they are in the order that the events took place, first the mother talking to Salwa on the phone and second the father speaking directly to his daughter. Discuss the reason why each tense is used – both describe an on-going situation, one in the present and one in the past.

7 Complete sentences

AB5 Ex C

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

8 Communication practice

AB5 Ex D

- A 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?*
- B 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.
- C Discuss as a class any new words that students have used in their diaries. Write them on the board and explain the meaning.
- D Practise the question the students will need to ask, using the example in the speech bubble in the Activity Book. Get the students to substitute the four days and times.
- E Tell the students to exchange information in pairs.

Unit 1 Lesson 3

SB7 AB7-9

Objectives: Revise and develop vocabulary related to cars.
Read and understand a newspaper article.
Guess words in context.
Develop understanding of adjectives.

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

1 Match words to a picture SB7

- A Student's Books shut. Draw a quick sketch of a car on the board. Elicit what parts the students already know in English. Then talk about the words in the box on SB7. The students know most of the individual words and should be able to guess the meaning. The only completely new item is GPS, although some students may already know this. The letters stand for Global Positioning System and describe the satellite navigation system fitted to cars. The students only need to know the initials, GPS.
- B Student's Books open. Tell the students to match the words in the box to the picture on SB7.

Answers

- 1 sunroof
- 2 airbags
- 3 electric windows
- 4 CD player
- 5 GPS
- 6 tinted windows

2 Read for gist SB7

- A Introduce the first reading task. Elicit what the students would expect the writer to say if he likes the car, or what he would say if he does not like it. Elicit any adjectives that could describe a car. Then tell the students to skim the text quickly to confirm whether the writer likes the car or not.
- B Tell the students to scan the text to find different examples of positive things the writer says about the car. Tell them to underline anything positive they find. During feedback find out if there were any negative points made in the article – there were none.

3 Read for specific information

SB7 AB7 Ex A

- A Introduce the task. Make sure the students understand the five headings in the Activity Book. Present the new word *features*.
- B 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
- C 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.

4 Guess words in context

SB7 AB7 Ex B

- A Write the four new words from AB 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*.
- B 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.

5 Read and think

SB7

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

Answers

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

6 Read and underline adjectives

SB7 AB8 Ex C

- A 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.

- B Introduce AB 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.
- C 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.
- D 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
16	tinted	windows
16	fantastic	CD player
18	fun	extras
24	cheap	Panther 3.0D
27	important	something
28	safe	car

7 Write opposites

AB9 Ex D

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

Answers

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

8 Language focus – modifiers and intensifiers
AB9 Ex E

- A Go through the language box on AB9 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.
- B Tell students to do AB Exercise E. Tell them to think carefully about the meaning and the way the sentences are constructed.
- C In feedback, get the students to explain why they have chosen their answers.

Answers

1 really: because the second sentence shows the speaker/writer feels strongly about the speed.
2 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*.
3 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*.
4 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.

Unit 1 Lesson 4

SB8 AB10  **2**

Objectives: Develop vocabulary.
Listen for gist.
Listen to understand style.
Express purpose orally and in writing.

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

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

1 Listen to descriptions **SB8**  **2**

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

 **2**

Listen and think. Which objects are the people describing?

1

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

2

- Boy: I think it looks good. Do you think it is big enough?
- Dad: It says it sleeps two so that should be big enough.

- Boy: I'm glad it is insect-proof.
 Dad: Mmm. Yes. I don't want to get bitten.
 Boy: Yes ... and look, it only takes thirty minutes to put up. You'll like that!

- C 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.

2 Vocabulary work

SB8

Encourage the students to guess the meaning of all the new words. Prompt using what they heard on the audio. Play again if necessary. Also prompt them with what they already know, e.g., *disc* and *brake* put together for *disc brake*.

3 Compound nouns

SB8 AB10 Ex A

- A Go over the information on compound nouns in the grammar box on SB8. Ask the students to work in pairs and think of other compound nouns they know already. Prompt them to find examples on pages 4 and 7 of their Student's Books.
- B Tell the students to work on their own and match words in AB 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. Teachers can

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

Answers

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

4 Language work

SB8 AB10 Ex B

- A Go over the information in the second grammar box on SB8.
- B Refer back to the features listed in the box on SB7. Elicit what they are for and get the students to try to express them in their own words.
- C Elicit features and what they are for again, but this time help the students and write them on the board.

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.

- D Rub the information off the board. Tell the students to do AB Exercise B on their own.

Unit 1 Lesson 5

SB9 AB11

Objectives: Understand the language of advertising.

Write an email to a friend.

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

Vocabulary: cool (= fashionable), stylish

1 Review how things help

SB9

- A 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 ...*
- B 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 work in pairs or small groups to think of their responses and give them a few minutes to decide. Encourage them to look back at Lessons 3 and 4 if they need help. Ask each question; the pair or team with the first correct response gets a point. If mistakes are made, you can ask other pairs or groups to suggest the correction.

2 Read and talk about adverts

SB9

- A 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.

- B Tell the students to read the four adverts. Ask them to think about how the adverts say the objects will help. Write *so you can* and *to help you* on the board.

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

Possible answers

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

3 Match sentences to pictures

SB9

- A Introduce the matching activity on SB9. 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.
- B During feedback, discuss what clues they used to match. 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

4 Write two emails SB9 AB11 Exs A/B

- A 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** Refer students to the adverts on SB9. Tell the students 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 during the class and finish it for homework.

Possible email

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!

5 Preparation for writing an advert

Tell the students they will be writing their own advert and that they will discuss this in Lesson 8. Tell them that you want them to do their own research for this, in terms of both information and vocabulary.

Explain that on SB12 there is information they can use for making an advert about toothbrushes. This is to help them start thinking about how to put an advert together. The page contains pictures and text. Some of the text can only be used for an advert for toothbrushes, other phrases could be used for other kinds of adverts.

Ask the students to look at the information at home and work out the meaning of any new words as the starting point for their own research.

Point out that for the task, the students can choose to make an advert about an item of their choice.

Encourage the students to come up with their own ideas before Lesson 8. Point out that they might want to work in groups so they can pool their resources.

Note: If any of the students have been unable to think of an idea by Lesson 8, they can make an advert based around the information for toothbrushes on SB12.

Note: *advert* and *ad* are common abbreviations of the word *advertisement*.

Unit 1 Lesson 6

SB10 AB12

Objectives: Read for specific information.
Describe people orally and in writing.

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

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

1 Describe people orally

SB10

- A** Describe what students in the class are wearing for others to guess. Use the language from SB10 as a model. Do the same for describing appearance.
- B** Introduce the two characters Ahmed and Sally. 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.

2 Write a description

SB10 AB12 Exs A/B

- A Tell the students to work on their own and complete the gapped text to describe Sally. Point out that there are sometimes one and sometimes two words in the gaps. Let the students check in pairs before going over it orally as a class.

Answers

a bit/quite, fat, eyes, is wearing, headscarf, pink, has

- B Student's and Activity Books shut. Elicit and write on the board a description of Ahmed from memory. When it is complete, check it against the picture on SB10.

- C Clean the board. Tell the students to write their own description of Ahmed.

Possible 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.

3 Talk in pairs

SB10

- A 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 is wearing an orange T-shirt.

Another has short, black hair.

- B Continue the activity with the students working in pairs.

4 Talk about character

SB10

- A Explain that the students have been describing what people look like. Say you now want to talk about their character. Elicit what the students think this is in Arabic. 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.

- B 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.

5 Project activity 1

SB82

- A 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.

- B 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

Unit 1 Lesson 7

SB11 AB12–14

Objectives: Develop vocabulary for describing characteristics of people.
Read for specific information.
Make positive and negative comments about people.
Develop writing at sentence and text level.
Write an email describing a friend.

Language: Adjectives

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

1 Describe people's characters SB11

Use the pictures of Ahmed and Sally on SB10 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 Sally 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.

2 Read for specific information SB11

A Introduce the first email. Elicit that it is from a girl called Dina to her Auntie Amal. Explain that Dina is describing her best friend Sally. Tell the students to look at the words in red and find out a few things about Sally. Clarify the meaning of the new words.

B Introduce the second email. Zaid is describing Ahmed to his friend Younis. Tell the students to look quickly at the adjectives to see if they can find things that Sally and Ahmed have in common, i.e., things that are the same. Elicit that they are both good fun and kind.

3 Read and complete true/false activities

SB11 AB12–13 Exs A/B

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

Answers

Sally

1T

2T

3F

4F

5F

6T

Ahmed

1T

2T

3F

4F

5T

6F

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

Answers

Sally

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.

4 Make sentences more polite

AB13 Ex C

- A Go through the information in the language box.
- B Tell the students to make the sentences more polite in AB Exercise C. 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.

5 Transfer

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.

6 Write an email

SB10–11

Tell the students to write an email to a relative about their best friend using the words in red in the emails on SB11 and the language tables on SB10.

Unit 1 Lesson 8

SB12 AB14

Objectives: Project: design an advert.

Language: Comparatives: *big/bigger/biggest, most/least expensive, best*

Vocabulary: battery-powered, rotate, bright colours, changeable

1 Class discussion

SB12

- A Remind the students that the information on SB12 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.
- B 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.

2 Ask and answer questions

SB12

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.

3 Evaluate information then discuss

SB12

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.

4 Dental hygiene: true or false

AB14 Exs A/B

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

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

Exercise A

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

Exercise B

- 2 You should try to see a dentist if you have a toothache.
- 3 Eating sweets is not good for your teeth, especially if you do not clean your teeth afterwards.
- 4 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.


5 Design an advert

Tell the students to produce their own advert. While they work, go round the class helping with vocabulary. The advert should be in the form of an A5-sized flyer. Tell the students to work out what they want to say on the advert and to sketch out the pictures to go with it. They should do this as a draft in their copybooks. The final poster can be completed at home.

Note: The new vocabulary the students use in this lesson will not help them directly in their exams. However, students are usually interested in

vocabulary that suits their own needs. It is also a useful motivational tool to get the students interested in language for its own sake and to help them become more independent.

Unit 1 Lesson 9

SB13 AB15-17  3

Objectives: Revise language from the unit.
Language: Revision
Vocabulary: Revision

1 Round up

SB13

Elicit further examples of all the language in numbers 1 to 7. For number 1, ask students to describe their local shopping mall/shopping area using the target language *There is/isn't/are/aren't* and *Is there/Are there*. For number 5 ask students to describe another student in the class.

Note: Part of the purpose of the list on the *Round up* page (and of point 8 in particular) is to encourage students by showing them how much they have achieved.

2 Describe people

AB15 Ex A

Before starting this activity, let students look at the table on page 15 of the Activity Book. Ask for example sentences using each of the categories. For example, for 'hair' see if students can make sentences such as *She has long, straight, dark hair*. Get students to offer ideas for sentences under each category.

Note: If students have difficulty deciding on the order of adjectives, refer them to the small table in 4 on SB13. If students want to know how the order of adjectives is decided on then you can explain that the more subjective (i.e., a matter of opinion) an adjective is, the further away from the noun it goes when there are two or more adjectives. Here the most subjective adjective is 'beautiful'.

3

Listen to the two conversations. Then write notes to describe the two people.

1 Simon

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

2 Rachel

- Girl 1: Hi, Sarah. Have you seen Rachel?
Girl 2: Rachel, who's that?
Girl 1: She's new in the school. Don't you know her?
Girl 2: I'm not sure. What does she look like?
Girl 1: Well, she's quite short.
Girl 2: Yes? That could be anyone.
Girl 1: I know. Look, she's got straight hair, straight black hair and brown eyes.
Girl 2: Is that Rachel over there? She's short with straight black hair. Is Rachel's hair long or short?
Girl 1: She's got long hair. Oh, I know. This morning she was wearing a long green skirt and a white blouse.
Girl 2: Well, you've got a good memory. What about socks and shoes?
Girl 1: Yes, I do remember. She had black shoes and white socks.
Girl 2: Oh, I know who you mean. And she was carrying a CD player.
Girl 1: Yes, that's Rachel.

Answers*Simon*

- Hair: curly, brown
Eyes: green
Height: tall
Clothes: blue trousers, red shirt, white shoes (trainers)
Other: carrying a bag

Rachel

- Hair: long, straight, black
Eyes: brown
Height: short
Clothes: white blouse, long green skirt, black shoes, white socks
Other: carrying a CD player

3 Opposites**AB15 Ex B**

Tell the students to write down the opposites of the words given.

Answers

- safe
- modern
- cheap
- unhappy
- young/new
- comfortable

4 Match words to definitions AB15 Ex C

- A** Ask the students to discuss the definitions in pairs. Elicit suggestions orally and discuss.
- B** Tell the students to write the answers.

Answers

- an engine
- adverts
- helpful
- a toothbrush
- a queue

5 Read and answer true or false AB16

- A Ask the students to read the text about Hassan and the Tiger 5X.
- B Students should complete the true or false questions individually.

Answers

- 1 a) T
b) F
c) F
d) T
e) T
- 2 a) the other people in the car
b) go up and down
- 3 a) on a seat next to him
b) on page 10
c) It's good in the desert. / There's a lot of space for bags.
d) His wife and children.

Unit 1 Lesson 10

SB14 AB17–18  4

Objectives: Read a story for comprehension.

Language: –

Vocabulary: imaginative, patience, rewarded, successful, surge

1 Introduction SB14

Elicit the story title. Then ask what the students think the story might be about.

2 Read for comprehension SB14

Elicit the four questions orally, then tell the students to read the story and find the answers.

Answers

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

3 Listen for consolidation SB14 4

Tell the students to listen and follow the story in their books.

 4 is the story on SB14.

4 Discussion SB14

Ask the class if they understood anything better after hearing the story. 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.

5 Write notes on the story SB14 AB17 Ex A

Tell the students to fill in the summary chart in AB17.

6 Complete the sentences AB18 Ex B

Ask students to complete the sentences and check their answers with a partner.

Answers

- 1 hard working, 2 prize, 3 imaginative,
4 queue, 5 patience, 6 poet

Ex A – Grammar**Answers**

- 1 What colour is his hair?
- 2 Where does he live?
- 3 What does he wear?
- 4 Can he play football well?
- 5 Is he good at science and maths?

Ex B – Grammar**Answers**

- 1 He's a bit fat.
- 2 He can't play football very well.
- 3 He's not very good at volleyball.
- 4 He's not very friendly.

Answers

- 1 I was waiting for my brother.
- 2 I was listening to the radio and I didn't know the time.
- 3 I was playing on my computer and I didn't hear the taxi come.
- 4 I was looking for my shoes for twenty minutes!
- 5 I was phoning my mother in hospital.

- 1 I am doing my homework.
- 2 I am looking after my brother.
- 3 I am watching a good programme on TV.
- 4 I am cooking dinner because my mother is ill.
- 5 I am painting a picture for the school competition.

Unit 2 Summary
Materials
SBI'S
Lesson 1
2

Spare time activities

	Topic area	Activities	Language	
	AB20–21	A perfect holiday	Revise leisure vocabulary. Talk about likes and dislikes.	Verbs of like and dislike + gerund
	SB16 AB21 🔊 5	Spare time	Listen for detailed information. Make and reject suggestions orally and in writing.	Language of suggestions and preferences
3	SB17 AB22–23	My favourite kind of book	Develop vocabulary for types of stories. Give oral opinions about a story. Complete a book review.	Past simple for narrative (including passive)
4	SB18 AB23–24 🔊 6	Work or play?	Listen for questions and answers. Contrast present simple and past simple.	Present simple and past simple
5	SB19 AB24–25 🔊 7	Two conversations	Perform conversations to practise giving opinions and advice. Develop range of questions.	Past simple Adjectives Elliptic sentences
6	SB20 AB25–27	A TV comedy	Read for gist and detailed understanding. Match phrases to form sentences.	Compound and complex sentences
7	SB21 AB28–29	Invitations	Read and understand invitations and advertisements. Complete invitations. Transfer information to a table.	Language of inviting
8	SB22 AB30	My favourite movie	Write factual information in a table.	Revision
9	SB23–24 AB31–32 🔊 8	Round up	Revise points covered in unit.	Revision
10	SB25 AB32 🔊 9 AB 33–34	What is your hobby? Extra activities	Develop reading for gist and detailed understanding. Guess new words from context. Do revision and consolidation exercises.	

Unit objectives

Listening:	Develop listening for detailed information. Listen for questions and answers.
Speaking:	Talk about likes and dislikes. Make and reject suggestions. Give oral opinions about a story. Perform conversations to practise giving opinions and advice.
Reading:	Develop reading for gist and detailed understanding. Match phrases to form sentences. Read and understand invitations and advertisements.
Writing:	Make and reject suggestions in writing. Complete a book review. Complete invitations. Transfer information to a table. Write factual information in a table.
Project work:	Storytelling Students will now read an example of a story which employs the elements they studied in Activity 1 of the project. It is worth ensuring the students have enough time and a quiet relaxed atmosphere in which to read the story <i>The Stork-Ruler</i> . As well as studying new vocabulary, the students will study the story for the elements often present in good stories (plot devices, structural devices and language features). Examining the text like this will help them when they come to plan and write their own stories.

Unit 2 Lesson 1

SB15 AB20–21

Objectives: Revise vocabulary in the area of leisure.
Talk about likes and dislikes.
Language: Verbs of like and dislike + gerund
Vocabulary: horse riding, camping, fishing, sailing

Note: Part of this unit deals with the topic of books. Encourage the students to choose a book in Arabic and read it over the next two weeks.

1 Introduction to the topic

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.

2 Discuss pictures SB15

Tell the students to open their books to page 15. 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.

3 Match words to pictures SB15

- A Tell the students to read the advertisement and match the phrases to the pictures. When they have finished, get them to show their partner.
- B 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)*.

4 Talk about likes and dislikes SB15

- A 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 Tell the students to think about their real likes and dislikes and make three or four sentences that apply to themselves. As the students will be talking about themselves, respond as appropriate, for example, *Oh, really? That's interesting*, etc.

5 Collocation AB20 Ex A

- A Introduce Activity Book 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.
- B 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.
- C Tell the students to correct their own work.

Answers

have a picnic, have a rest
go to the cinema, go shopping, go fishing
do a hobby
kick a ball
read a story
score a point, score a goal
spend some time, spend the afternoon
watch TV, watch a game
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.

6 Writing true sentences AB20 Ex B

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

7 Order verbs of like and dislike AB21 Ex C

- A 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*.
- B Introduce AB Exercise C. Tell the students to write the items in the right place in the table.

Answers

✓✓✓	love
✓✓	really enjoy
✓	like
x	don't like
xxx	hate

Unit 2 Lesson 2

SB16 AB21 5

Objectives: Listen for detailed information.
Make suggestions orally and in writing.
Practise making and rejecting suggestions in pairs.

Language: Language of suggestions and preferences

Vocabulary: –

1 Listen for detailed information

SB16 5

- A Introduce the situation. Ask students to listen and work out how many boys are talking. Play 5. 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.
- B Ask where the boys decide to go. Play 5 again so they can check their answer.
- C Discuss why the boys didn't want to go to the park to play football or go to the cinema. Play 5 again if necessary.

5

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.

2 Language focus

SB16 5

- A 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.

- B Get the students to think how many of these sentences and questions were used in the conversation and make a guess. Then play ♫ 5 and see if they can identify the five that are used.

3 Discussion

SB16

- A 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.
- B Elicit what individual students would like to do at the weekend.

4 Complete sentences

AB21 Ex A

- A Student's Books shut. Tell the students to complete the sentences in AB Ex A. When they have finished, get them to check their answers in the Student's Book.

Answers

- 1 to go
2 going
3 go
4 go
5 to go
6 go
- B Elicit the sentences as a conversation between two people.
- C Continue the practice with substitution in open and closed pairs.

5 Do a role play

AB21 Ex B

- A Make suggestions to the class. Prompt the students to find reasons to reject each one.
- B 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 in the next lesson.

Unit 2 Lesson 3

SB17 AB22–23

Objectives: Develop vocabulary for different types of stories.

Complete a book review.

Give oral opinions about a story.

Language: Past simple for narrative (including passive)

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

1 Introduction

SB17

- A 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 on SB17. Encourage the students to briefly express what kind of books they like either verbally, or by pointing to the pictures.
- B 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.

2 Read and identify

SB17

- A 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 to describe the book.
- B Elicit each word and check pronunciation. Ask again what kind of books the students like, to give them practice in using the words.

3 Vocabulary

AB22 Ex A

- A Student's Books shut. Tell the students 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.
- B 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.

Answers

s	p	n	t	o	c	o	m	e	d	y	c
m	r	n	a	c	h	o	r	r	o	r	h
a	d	v	e	n	t	u	r	e	s	n	a
p	l	u	w	a	e	f	s	y	o	u	r
k	n	p	a	f	i	c	t	i	o	n	a
j	o	u	w	a	z	t	u	g	l	e	c
t	r	a	v	e	l	u	r	e	n	i	t
b	o	p	s	b	y	n	c	e	s	l	e
f	l	s	r	m	r	c	e	s	t	r	r

4 Complete a book review AB23 Ex B

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 SB17. (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.

5 Read a blurb

SB17

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 Student's 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 SB17 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 get 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).

6 Project activity 2

SB82

- A Tell the students to look at the story on page 83 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?*
- B Ask the students to complete Activity 2 on page 82 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

Unit 2 Lesson 4

SB18 AB23–24 6

Objectives: Listen for questions and answers. Contrast present simple and past simple.

Language: Present simple and past simple

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

1 Talk about a book

- A 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.
- B 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.

2 Preparation for listening SB18

- A 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?*
- B 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.

3 Write questions SB18

- A 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?*
- B Tell the students to work with their partner and write a list of new questions in their copybooks. Go round the class as they work, helping with ideas and language. When they have finished, elicit some of the questions as a class.

4 Listen for detail SB18 6

- A 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 6. Elicit any questions on track 6 that are the same as questions the students have written. Then elicit which questions from SB18 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?*
- B 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?*

6

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.

5 Language focus**SB18**

- A 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.
- B Focus on the language table at the bottom of SB18. Highlight the position of the verbs *are, were, do, did* and the subject *you* in each case. Compare with the other questions on SB18 and with the verbs on the board.

6 Correct information**AB23 Ex A**

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 6 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 two hundred 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.

Homework**AB24 Ex B**

Set Exercise B on AB24 for homework. Tell 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.

Unit 2 Lesson 5

SB19 AB24–25 🎧 7

Objectives: Perform conversations to practise giving opinions and advice.
Develop a range of questions.

Language: Past simple
Adjectives
Use of ellipsis in sentences

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

1 Listen for opinions

SB19 🎧 7

A 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.

Answers

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

B Books shut. 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.

2 Preparation for speaking

SB19 🎧 7

A Present or check understanding of *cockroach*, *killer*, *zapped*, *director*, *low budget* and *taxi driver*. Prompt the students to guess the meaning themselves.

B 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.*

C Divide the class into two groups, A and B. Allocate the two roles. Then play 🎧 7 and get the students to repeat after it. Encourage the students to copy the intonation used on the track.

🎧 7

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.

3 Ask and answer with a friend SB19

- A Get the students to practise their conversations in pairs. Remind them to use the questions from SB19 and short answers as in the conversation on SB19.
- B Invite some pairs to perform their conversations to the class.

4 Practise making questions

AB24 Ex A/B

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

- C Tell the students to study the matching pairs, then do AB24 Ex B on their own. Encourage them to make a good attempt to get the questions right.

5 Preparation for homework

AB25 Ex C

- A 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.
- B 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.
- C Do the same with one or two other students.

Homework

AB25 Ex C

Tell the class you want them all to complete the table.

Unit 2 Lesson 6

SB20 AB25–27

Objectives: Read for gist and detailed understanding.
Match phrases to form compound and complex sentences.

Language: Compound and complex sentences

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

1 Preparation for reading

SB20

- A 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)

- B Discuss what is happening in the pictures. Establish that they come from the TV programme. Use this opportunity to present *clumsy, puddle, spill (v)*.

2 Read for detail

SB20

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

Answers

- 1 d
2 c
3 a
4 e
5 b

3 Do a true/false activity AB25 Ex A

Tell the students to complete AB25 Ex 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

4 Make compound and complex sentences

AB26 Ex B

- A Student's Books shut. Tell the students you want them to make the story by matching parts of sentences in their Activity Book. Tell them to read carefully and match by writing the letter of the second sentence next to the number of the first part.

- B When you have checked their answers, ask if the students think the sentences they have made are the same as the ones in the magazine. Elicit opinions. Then ask them to check. They will find that there are many differences. Elicit what some of them are. Try to interest the students in the way language is expressed.

Answers

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

5 Complete sentences using the present simple form of verbs AB26 Ex C

- A 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.
- B Quickly go through the verbs in the box in AB26 Ex 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.
- C Tell the students to complete AB26 Ex C on their own and then check with their partner. Remind them they can use the same verbs more than once and they must use them all in the present simple form.

Answers

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

6 Rewrite sentences using the past simple

AB27 Ex D

Explain that the most common tense for telling stories is the past simple. Tell the students to rewrite the sentences from AB25 Ex C in the past simple.

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. They stayed in a hotel and Samara's brother fell in the pool. Then he spilled his drink and fell over in the puddle.

Homework

Tell 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.

Unit 2 Lesson 7

SB21 AB28–29

Objectives: Read and understand invitations and advertisements.
Complete invitations.
Transfer information to a table.

Language: Language of inviting

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

1 Introduction

- A Tell the students to talk to their partner about the film (or TV series) they have prepared for homework 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.
- B Invite individual students to tell the class about their film.

2 Revise and extend the language of invitation

SB21

- A Discuss what the students can see on SB21. 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 Books shut. 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*)

3 Answer questions based on the text

SB21

Ask some questions to encourage the students to scan for information. For example:
How long is the circus in town?
When does the party start?
How many days is the circus on for?
How much are the cheapest tickets for the circus?

4 Transfer information

AB28 Ex A

- A Go through the questions in Column 1. Get 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?
- B 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
The main hall of the school	Al-Jadiriya
Thursday 15 th April	For one week from Saturday 18 th March
10 a.m.	8.00 p.m.
Free	10,000 IQD, 20,000 IQD and 30,000 IQD on the internet
–	On the internet

5 Make sentences

AB28 Ex B

- A Tell the students to do as much of AB28 Ex B as they can with their Student's Books shut. Point out that they should add capital letters at the beginning of sentences.
- B When they have finished, get them to read the emails and find similar sentences to help them check their answers.

Answers

1 Would 2 free 3 better 4 prefer 5 need
6 starts 7 cost 8 Shall

6 Complete a table

AB29 Ex C/D

- A Use the rubric in AB29 Ex C to introduce the task. Highlight the first heading. Then, with Activity Books closed and Student's Books open, elicit headings and write them on the board.
- B Rub off the headings and let the students complete Column 1 on their own.
- C Tell students to look at AB29 Ex D. Go through the types of event that are in the box. Students write these entries into column 2 of the table in Ex C. Then let students complete the rest of the table using their own headings and the words in Ex D. Ask *Is there any information in the box*

that you couldn't copy? What extra headings do you need? Refer students to AB 28 Ex A to check their ideas.

Possible answers

Type of event: fun fair, sports festival, 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?: 12,000 IQD, 25,000 IQD, 10,000 IQD, free
How can I get tickets?: 009467719658933, www.tickets.com, on the door

Homework

AB29 Ex C/E

Tell the students you want them to think of an event they would like to go to. Ask them to find out all the information they will need to complete the headings for the next lesson.

Unit 2 Lesson 8

SB22 AB30

Objectives: Write factual information in a table.
Language: Revision
Vocabulary: released, especially, tragically

1 Read a fact file

SB22

- A Books closed. Elicit the names of 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 SB 22. 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

2 Class quiz

SB22

- A 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 Student's Book. For example:
- Who was the director?*
What's the name of the film?
When was Titanic released?
Who wrote the script? Who acted in the film?
- 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.

3 Answer questions

SB22

- A Elicit what the students remember about the story. Help the students with any words they are not sure about.
- B Tell the students to read the example questions, then ask and answer questions to help them in pairs using words from the text. Write these questions on the board:
- Where does the Titanic sail from?*
Who tells the story?
What happened to the Titanic?
How many people drowned when the Titanic sank?

4 Discuss facts and opinions

SB22

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

5 Complete a fact file

AB30 Ex A

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.

6 Project activities 3 and 4

SB82

- A Give the students some time to read the story on page 83 again individually.
- B 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 82 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.
- C 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.)

Unit 2 Lesson 9


SB23–24 AB31–32  8


Objectives: Revision
Language: Revision
Vocabulary: Revision


1 Round up SB23

- A** Elicit further examples of all the language in numbers 1 to 7. For number 1, 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 number 4, 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 vacation, the day
Note: Part of the purpose of the list on the *Round up* page (and of point 8 in particular) is to encourage students by showing them how much they have achieved.
- B** The Activity Book exercises should need little, if any, preparation. Use a variety of ways of exploiting them. For example, students do them individually, in pairs or in groups. Similarly, answers can be corrected orally as a class, written on the board for self-correction or corrected by a partner. Go over the points on the *Round up* page.

2 Listen and complete the table AB31 Ex A 8

- A** Ask students to study the table and elicit the information they are going to listen out for.
- B** Play  8 once and ask students to fill in the information they can.

C Play  8 again for students to fill in any information they missed the first time.

 8
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	shopping	home	homework
afternoon	park	talked/ walked	aunt and uncle's	swimming
evening	home	read a book	aunt and uncle's	barbecue

3 Complete phrases

AB31 Ex B

Students complete the phrases with the words from the box.

Answers

1 go 2 have 3 borrow 4 write 5 spend
6 watch 7 play

4 Write words from definitions

AB32 Ex C

Students write the words matching the definitions.

Answers

1 hobby 2 comedy 3 author 4 sports
5 concert

Unit 2 Lesson 10

SB25 AB32  9

Objectives: Develop reading for gist and detailed understanding.
Guess new words from context.

Language: –

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

1 Introduction

SB25

- A Elicit the title. Tell the student to read the first paragraph carefully and find out what a hobby is.
- B Elicit what the students think a hobby is. 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.

2 Read for gist

SB25

Tell the students you want them to read the rest of the article quickly and find four of the most popular hobbies in Iraq. 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.

3 Listen for consolidation

SB25  9

- A Tell the students to listen and follow the text in their books. Tell them to pay particular attention to the pronunciation of any new words they are not familiar with and note them down.
- B Ask students to look up the words they have noted down in a dictionary.

 9 is the text from SB25.

4 Read and write

SB25

- A 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*.
- B Tell the students to reread the article and label the photographs with the hobbies 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.
- C Have class feedback and elicit the most popular hobbies in the class.

5 Read and think

AB32

Encourage the students to think of this as a puzzle. If there is not enough time to complete the task, tell the students to do it for homework. Then elicit the answers in the next lesson.

Answers

- 1 jewellery-making
- 2 fishing
- 3 blanket weaving
- 4 swimming
- 5 watching TV

Answers for Extra activities AB33–34

Exercise A

Sample answer

- I'm reading a good book at the moment.
 - What's the title? Maybe I've read it.
- It's called The Big Blue Sea.
 - I don't know that. What's it about?
- It's about a fisherman. He goes fishing every day.
 - But one day there are no fish.
- So? That sounds very exciting.
 - Yes, but he tries to find out why. Then it gets interesting.
- Can I borrow it?
 - Yes of course. When I finish it.

Exercise B

- 1 wanted
- 2 was
- 3 said
- 4 arrived
- 5 laughed
- 6 landed
- 7 sent
- 8 lost
- 9 flew
- 10 set
- 11 got
- 12 put

Exercise C

I read a story recently. It was called 'The Terrible Forest'. It was a horror story. I sometimes like horror stories, but this one was strange. It was about a man who lived near a forest. People heard terrible sounds every night in the forest and saw lights, but the police couldn't find anyone. In the end, the man left his house and the sounds and lights stopped. Another man came to live in the house. I was frightened by the story and I didn't understand the ending.

Exercise D

Sample answer

I read a story recently. It was about an Englishman on holiday in France. It was very funny. He got lost and couldn't speak any French. He asked lots of people and arrived at lots of different places. So many funny things happened! Then he arrived in Spain and didn't know where he was. He even lost his car and had to come home on a boat. It had a really good ending as he woke up and it had been a dream – he was leaving England the next day!



Unit 3 Summary Our world

Lesson	Materials	Topic area	Activities	Language
1	SB26–27 AB35–37	Our world	Revise and develop vocabulary. Study and practise different ways of making comparisons. Play a language game.	Vocabulary Comparatives and superlatives of adjectives. Express opinions. (not) as (adj) as
2	SB28 AB37–38 🔊 10	Our growing world	Use headlines to predict vocabulary; listen to check. Listen for specific information; take notes. Talk and write about possible results of changes.	Numbers First conditional
3	SB29 AB38–39 🔊 11	I hate spiders	Express feelings; agree/disagree. Use a picture to predict feelings; listen to check. Practise a conversation, focusing on how to convey meaning orally.	Ways to express feelings, agreement, disagreement
4	SB30 AB39	If we didn't have any spiders ...	Talk and write about unlikely events.	Second conditional
5	SB31 AB40–42	The fastest living things	Read a text for gist, detail and inference. Do vocabulary and language exercises.	Possessive adjectives and pronouns
6	SB32 AB42–43	Do you care about wildlife?	Do a questionnaire and explain places answers with reasons. Study the form of a questionnaire.	Second conditional questions and statements
7	SB33 AB43–44 🔊 12	Some of Iraq's animals	Listen to three descriptions and match to pictures; Talk about other animals in the same way.	Present passive
8	SB34 AB45	Life on the marshes	Use a fact file to ask and answer questions. Write a parallel fact file.	–
9	SB35–36 AB45–47	Round up	Revise points covered in unit.	Revision
10	SB37 AB47–48 AB49–50	Iraq's first national park / Things happen in nature for a reason Extra activities	Read a story. Reading for pleasure. Do revision and consolidation exercises.	–

Unit objectives

Listening:	Develop listening for specific information. Listen to three descriptions and match to pictures.
Speaking:	Talk about possible results of change. Express feelings; agree/disagree. Practise a conversation, focusing on how to convey meaning orally. Talk about unlikely events. Talk about animals following a model. Use a fact file to ask and answer questions.
Reading:	Use headlines to predict vocabulary. Develop reading for gist, detail and inference. Complete a questionnaire. Develop reading for pleasure.
Writing:	Develop taking notes while listening for specific information. Write about possible results of change. Write about unlikely events. Complete a questionnaire. Write a fact file following a model.
Project work:	Storytelling In this unit, students will start to use what they have learnt about the elements of good story writing to begin planning their own stories in groups. This part of the project requires students to use their imaginations to continue a story from a picture prompt and an opening paragraph. They will need to choose some objects from picture prompts to include in their story. As a group they will create a rough plan of the plot of their stories in readiness for beginning the writing itself in Unit 5.

Unit 3 Lesson 1

SB26–27 AB35–37

- Objectives:** Reactivate and develop vocabulary related to nature. Use adjectives to describe animals. Complete sentences with the correct verbs. Study and practise different ways of making comparisons. Play a language game.
- Language:** Revision and expansion of vocabulary, Comparative forms of adjectives; (*not*) *as* + adj. + *as*
- Vocabulary:** natural, category, bear, duck, sheep, stork, camel, jackal, habitat, consonant, compare, comparative, superlative, vowel

1 Vocabulary check and presentation SB26–27

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

2 Write more examples SB26–27

- A Tell the students to work in pairs and write two or more examples of each category.
- B 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 following words that have been

presented in the course so far:
birds: parrot, pigeon, stork
wild animals (big): giraffe, monkey, elephant, lion, fox, rat
farm animals: sheep, cat, dog, horse
habitats: beach, park, garden, sea, river

3 Use adjectives to describe animals SB26–27

- A 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.
- B 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.

4 Complete sentences with the correct verbs AB35 Ex A

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

5 Language study – comparisons SB27

- A Go through the example sentences and the corresponding explanations. 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*.
- B 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.*

6 Write comparative forms AB35–36 Ex B, C and D

- A 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

- B 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 |

- C 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

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

7 Demonstrate and play the guessing game SB27

- A Tell all the students to choose an animal or bird 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.
- B 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.

8 Discuss questions AB37 Ex E

- A Go through the information in the language box. Elicit the comparative and superlative forms of some of the adjectives in Exercises B and C.
- B Use the discussion question. Ask for reasons. Encourage the students to agree and disagree, using *I think ...*

Unit 3 Lesson 2

SB28 AB37–38 🎧 10

Objectives: Use headlines and pictures to predict content of newspaper articles.

Listen for specific information; write notes.

Speculate about future changes.

Language: First conditional: *If* + present + *will*

Measurements and abbreviations

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

1 Predict content of news stories

SB28

- A 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.
- B Set the task and present *expect* and the noun *expectancy*. Tell the students to write the numbers in the gaps.

🎧 10

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 Iraq can expect to live for seventy 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 Iraq is over 35 million and it is going up at a rate of

one million per year. This is due to an increase in the birth rate and a decrease in the death rate.

- C Check the answers.

Answers

better food – story 1

35 million – story 3

better health services – story 2

life expectancy – story 2

birth rate – story 3

2cm every ten years – story 1

2 Write headlines as sentences

AB37 Ex A

- A Before introducing the Activity Book exercise, ask the students to make each headline into a sentence orally. Focus on the missing items in headlines: articles and complete verbs.

Answers

1 People are growing taller.

2 People are living longer.

3 The population is increasing.

- B Tell the students to write the sentences in the first column in Exercise A.

3 Listen and write notes

AB37 Ex B/C

- A Read the rubric and present *column*. Present *rate of change*. Present *per*. Then tell the students to listen and write notes in the second column. Play 🎧 10 again.
- B 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 🎧 10 again.
- C Elicit answers and write them on the board. Note that those in the third column can vary.

Answers

What is happening?

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

Rate of change

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

Cause of change

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

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

4 Discuss possible consequences

SB28 AB38 Ex D

Use the discussion question and the two examples. Try to elicit consequences of all six 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. Spend all the remaining lesson time on this stage and tell the students to do Exercise D as homework.

Unit 3 Lesson 3

SB29 AB38-39  11

Objectives: Express and agree/disagree with feelings and attitudes.

Use a picture to predict feelings and attitudes of two people; listen to check.

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

1 Talk about attitudes to some animals

SB29

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.

2 Confirm, then practise new language

AB38 Ex A/B

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

3 Predict, then listen to check

SB29  11

A 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 Mithaq and that Mushtaq is the one who is doing something with the spider. Elicit answers to each question, but don't confirm or correct them. Tell the students to listen for the answers. Play  11.

11

Listen and check your ideas.

- Mushtaq: Hi, Mithaq!
Mithaq: Mushtaq!
Mushtaq: What's the matter?
Mithaq: Look! There's a spider on my book!
Mushtaq: So? What about it?
Mithaq: I can't get my book!
Mushtaq: Why not?
Mithaq: I hate spiders!
Mushtaq: Really? I don't mind them.
Mithaq: You must be joking!
Mushtaq: No, I'm not joking. Most spiders are harmless.
Mithaq: I'm not afraid of them. I just don't like them!
Mushtaq: If there were no spiders, you wouldn't be happy.
Mithaq: Oh yes, I would!
Mushtaq: No, you wouldn't. They eat mosquitoes, you know – and flies.
Mithaq: Mm. I suppose they are useful.
Mushtaq: They're very useful. If we didn't have any spiders, we'd have more mosquitoes.
Mithaq: All right, all right! But there aren't any mosquitoes in here. So we don't need any spiders!
Mushtaq: All right. I'll put it outside.
Mithaq: Thanks, Mushtaq.

B Elicit the correct answers.

Answers

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

4 Complete sentences

AB39 Ex C

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

Answers

- 1a, 2b, 3a

5 Project activity 5

SB84

- A Organize the students into groups of three. Tell them to open their books to look at the project section on page 84. 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).
- B 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.

Unit 3 Lesson 4

SB30 AB39

Objectives: Make sentences using the second conditional
Understand how to talk about unlikely future events.

Language: Second conditional

Vocabulary: an alien, snails, pain

1 Language presentation SB30

Use the language box on SB30. Point out the difference between this sentence pattern with *if* and the one explained on SB28. 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.

2 Make sentences using the second conditional SB30

- A 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.
- B 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 SB30. Let them work in their pairs to make sentences and invite some of the students to say their sentences to the class.

3 Write endings for second conditional sentences AB39 Ex A

Tell the students that they must now work independently to complete the sentences on AB39 Exercise A. They should make their sentences realistic this time.

4 Match sentences parts AB39 Ex B

Ask the students to study all of the sentence parts carefully before they work independently to match the beginnings and ends. Tell them to notice the position of *if* in each of the sentence parts to help them work out which ones match. If there is not enough time in class, this activity could be set for homework.

Answers

1 a 2 e 3 c 4 d 5 b

5 Project activity 6 SB85

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 6 on page 85 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 84. 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 Unit 5).

Unit 3 Lesson 5

SB31 AB40-42

Objectives: Read a factual text for gist, detail and inference.

Language: Pronouns and possessive adjectives

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

1 Read for gist

SB31

Elicit the names of the two birds in the pictures. Ask the students which one the text is about. (They need to read the 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. Some possible titles:

Falconry

Falconry past and present

The tradition of falconry

Falcons and people

Hunting with falcons

2 Elicit meaning of new words from context

SB31

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 SB31 and try to work out their meaning from the context.

3 Read for specific information

SB31
AB40 Ex A

A Remind the students how to do this task: they should look for a key word or phrase in each sentence in the Activity Book, then search the text for that word. When they find it, they need to read around it carefully to find out if the sentence is true or false. Tell them to do the task.

B Check the answers orally.

Answers

1 T

2 F

3 T

4 F

5 T

4 Complete sentences

AB40 Ex B

Go through the explanation of inference. Then elicit the answers orally.

Answers

1b, 2b, 3c

5 Language study and practice

AB41 Ex C

A Note that this language is revision. Go through the first part of Exercise C orally so that you can be sure all the students write the correct answers. The answers are:

1 subject; the Bedouin

2 object; the Bedouin

3 the Bedouins'

B 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

mine
your
his
her
its
our
their

6 Complete a conversation AB42 Ex D

- A 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.
- B 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

Ahmad: your, our, us

[his]

Salman: you, my, it, its, you, it

Ahmad: You, I

Salman: their, us, her, she, me

Unit 3 Lesson 6

SB32 AB42-43

Objectives: Read and complete a questionnaire.
Study the structure of a text.
Do a punctuation exercise.

Language: Second conditional

Vocabulary: questionnaire, bedding, worms, hatch, squash, capture, chase

1 Do the questionnaire SB32

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

2 Explain answers SB32

- A 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 – 5
- B 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.
- C 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.

3 Complete sentences AB42 Ex A

- A 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.
- B Elicit the answers orally.

Answers

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

4 Punctuate sentences AB43 Ex B

- A 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. Then the students can do the exercise in their Activity Books as homework.
- B If the students write the sentences in class, write them correctly on the board. 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.

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?

Unit 3 Lesson 7

SB33 AB43-44 🎧 12

Objectives: Listen to descriptions of animals and match them to pictures.
Listen for questions and write them.

Describe other animals.

Language: Present passive

Vocabulary: kind (*n*), fangs, poison

1 Identify the pictures

SB33

Present the names of new animals and elicit all the others. Ask the students which ones they have seen and where.

Answers

- A Hedgehog
- B Bat
- C Sandviper (snake)
- D Gazelle
- E Wild goat
- F Wolf

2 Listen and identify

SB33

🎧 12

Tell the students that they are going to hear three short conversations. One of the animals on SB33 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 🎧 12.

🎧 12

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

3 Describe animals

SB33

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 12 as a model. You may want to write the following prompts on the board to help them:

Appearance

Where found?

Do you like them?

4 Language study

AB43

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 table on AB43 with the students and check understanding.

5 Match sentence halves AB44 Ex A

Tell the students to use what they have learnt about the present passive to match the sentence halves.

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.

6 Complete sentences in the passive

AB44 Ex B

Set this task for homework if there is no time in class. Point out that 3 and 4 are in the past passive.

Answers

1 be eaten

2 be hunted

3 were discovered

4 was lost

Unit 3 Lesson 8

SB34 AB45

Objectives: Ask and answer questions using a fact file.

Write a fact file about one kind of wildlife in Iraq.

Language: Revision of language from the unit

Vocabulary: fact file, buffalo, crops, rice, barley, wheat, reed, flamingo, pelican, heron, ecosystem, extinct

1 Vocabulary presentation SB34

- A First, talk about the structure and purpose of the text. Explain that a fact file contains information that someone has found out about a particular subject. In this case, it is about the Marsh Arabs and wildlife in Iraq. Ask *What kind of life is this fact file about?* and elicit *People and animals in the marshes in Iraq*. Explain that each heading tells us what the paragraph is about. Explain that the last paragraph outlines how the nature of the marshes has changed in recent years.
- B Write *buffalo, crops, rice, barley, wheat, reed, flamingo, pelican, heron* and *ecosystem* on the board. Tell the students to find these in the fact file. Elicit or give the class translations of these items.

2 Read and discuss the information in the fact file SB34

- A 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 can Marsh Arabs be found?*
Find a bird beginning with 'p'.
Find an animal beginning with 's'.
What kind of crops are grown?
What kind of animals are bred and raised?
How many species are extinct or near extinction?

- B Tell the students you want them to ask questions about the text. Use open pairs. Some possible questions
- What animals are kept by the Marsh Arabs?*
What kinds of boats are used as transport?
How many species of birds can be found in the marshlands?

3 Write a parallel fact file AB45

- A 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.
- B Go round the class giving help as necessary. The students can finish the task as homework if they can't finish it in class. Or, you may want all or some of them to edit their first draft and write it again at home. Collect the writing in this lesson or the next for assessment.

Unit 3 Lesson 9

SB35-36 AB45-47

Objectives: Revision

Language: Revision

Vocabulary: Revision

1 Round up SB35-36

- A Elicit further examples of all the language in numbers 1 to 7. For number 2, ask students to compare two of the animals they read about in Lesson 8. For number 5, allow students to work in pairs to discuss their opinions of food items of their choosing.
- Note:** Part of the purpose of the list on the *Round up* page (and of point 8 in particular) is to encourage students by showing them how much they have achieved.

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

2 Complete phrases and sentences **AB45 Ex A**

Students work independently to complete the phrases and sentences using the words in the box.

Answers

1 mind 2 afraid 3 habitats 4 wild 5 Neither
6 million 7 hotter

3 Find words from their definitions **AB46 Ex B**

Students read the definitions and then find the words that they refer to. They can look back through the unit to help them.

Answers

1 bird of prey
2 dangerous
3 ride
4 falcon
5 crops
6 adults

4 Choose the correct words to complete the sentences **AB46 Ex C**

Tell students to read the sentences and choose the correct word to fill each space.

Answers

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

5 Rewrite sentences **AB47 Ex D**

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?

Unit 3 Lesson 10

SB37 AB47–48

Objectives: Read for interest.

Language: –

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

1 Read and answer the questions

SB37

- A Before students open their books on page 37 to read, 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 books on SB37 and look at the picture. Elicit what they can see. Do not give any new vocabulary at this stage (e.g., deer, fawn).
- B Tell the students to search the text to find the answers to the questions.
- C 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 Student's answers
- 3 The lightning strikes and blinds the hunter, he fires his arrow at the lion.
- 4 With calmness.

2 Complete a summary of the text AB47-48

Tell students to write a summary of the text on SB37, including what they found interesting and any other opinions they had on the national park.

3 Vocabulary development AB48 ExB

Tell the students to decide if the definitions are true or false. Let students decide by themselves and then check their answers in pairs. Class check.

Answers

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

Answers to Extra activities AB49-50

- A Ask the students to read the two passages on AB49 carefully. Then ask them to read the questions in Exercise A on AB50. They should try and answer the true/false questions without looking back the text. They can then refer back to the texts on AB49 to check their answers.
- B Tell the students to read and write short answers to the questions in Exercise B on AB50. Remind them of the meaning of *inference*.

Answers

A	Story 1	Story 2
1	F	T
2	T	T
3	T	F
4	T	T
5	T	T
6	F	F

- B
- 1 There were too many insects.
 - 2 There were not enough birds. or The farmers had killed the birds.
 - 3 The monkeys took fruit from the farmers' trees.
 - 4 There were no monkeys for them to eat.
 - 5 The farmers stopped killing the monkeys, so the leopards had monkeys to eat again.
 - 6 Wildlife is useful to us. or We should not kill wildlife. or If we kill wildlife, the results are bad. or Wildlife can cause problems, but killing can cause worse problems.

Unit 4 Summary Review

Lesson	Materials	Topic area	Activities
1	SB38 🔊 13–15	Listening	Listen for 'loud' words and repetition of words.
2	SB39–40	Reading	Read and discuss Reading tips. Do exercises to practise points made in the tips.
3	SB41–42	Speaking	Read and discuss Speaking tips. Do exercises to practise points made in the tips.
4	SB43	Writing	Read and discuss Writing tips. Do exercises to practise points made in the tips.
Tests A–C	AB51–58 🔊 16–19	Review	Progress tests: listening and vocabulary, reading, writing

Notes:

1 This unit reviews the things that have been taught to develop language skills. There is no new testable vocabulary.

2 If you are able to carry out a speaking test, use any of the ideas suggested in previous units.

Unit 4 Lesson 1

SB38 🎧 13–15

Objectives: Review and practise ways of improving listening.

1 Introduction

SB38

Read aloud the words in the first box while the students follow. Reinforce the message by reading it again with gaps. Student's Books should be shut.

Prompt with gesture:

When a person is ... in English, you ... understand every ...

2 Listen for loud slow words

SB38

🎧 13

- A 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 Ask what the important words are in the announcement in the speech bubble. The students should realize that they are the ones in red. 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.
- C Ask the students to study the words and decide what kind of words most of them are. Elicit that they are descriptions. Explain that they are going to hear some more descriptions. Tell them to listen and write the important words in each case. Play 🎧 13. 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.

🎧 13

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 Baghdad at **11 o'clock** today. In the **morning**, he will **meet** the **Prime Minister**. In the **afternoon**, he will **visit** the **Iraq Foundation**. He **flies** on to the **UAE** this evening.

3 Listen for loud sounds

SB38

🎧 14

- A 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. 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.
- B 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 🎧 14.

🔊 14

**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.

- C Elicit the answers and write them on the board. Elicit the strong sounds and underline them. Then practise pronunciation with choral drilling.

4 Listen for repetition of words SB38
🔊 15

- A Elicit Tip 3. Tell the students to look carefully at SB38 and find an example of repeated information. Prompt, if necessary, that the information is in the two speech bubbles. Elicit the differences in the two descriptions. The main difference is that the repetition in the second speech bubble is all in one sentence.
- B 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 🔊 15.

🔊 15

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.

- B Elicit the answers. Discuss how the students feel when listening to information they know will be repeated.

Answers

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

Unit 4 Lesson 2

SB39–40

Objectives: Review and practise ways of improving reading.

1 Introduction

Read aloud the words in the first box 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.

2 Look at pictures

SB39

- A Choose a student to read Tip 1. Then put the students in groups of four to answer the two questions:
What is the 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.
- B Elicit ideas from different groups and discuss reasons why they have chosen certain topics and words. Discuss how this would help them when reading.

3 Look at the headline

SB39

- A Tell the students to read Tip 2 and think about how it is similar to Tip 1. Elicit that they both encourage the students to think before reading. Point to the newspaper headlines and story titles. Both have a similar function in preparing the reader for the story.
- B Write the first headline on the board and elicit a few ideas. Continue with the first title.

- C 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.

4 Read the first paragraph

SB40

- A Divide the students into groups of four. Distribute the sections in Tip 3 between the groups, so that some groups are reading about newspapers, some are reading about magazines and some about stories. 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.
- B 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 Student's Book that the groups refer to.

5 Read the topic sentences

SB40

- A 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.
- B Refer to the article *What is your hobby?* on SB25. 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.

- C Refer to the story *The fastest living things* on SB31. Point out that the topic sentence is not always the first sentence.
- D 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.

Unit 4 Lesson 3

SB41–42

Objectives: Review and practise ways of improving speaking.

1 Introduction

- A Elicit the introductory text. Present the expressions 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.
- B Ask if the students have ever been lost for words in Arabic. Discuss how they keep the conversation going when they speak in Arabic.

2 Ask people to repeat information

SB41

- A Tell the students to read Tip 1. 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.
- B Drill the expressions, focusing on intonation. Try to get the students to sound genuinely interested when they ask for repetition.
- C 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.

3 Repeat information

SB41

- A 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 and tell you what they are.
- B Refer to the conversations. Tell the students to match each use of repetition to one of the conversations (they are in the same order).
- C 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.
- D 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.

4 React to opinions

SB42

A Tell the students to look at the three conversations under Tip 3. 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.

B Practise the conversations with choral repetition.

C 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*.

5 Ask open questions

SB42

A Tell the students to look at the two conversations under Tip 4. 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*.

B 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.

C Tell the students to read Tip 4. 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.

Unit 4 Lesson 4

SB43

Objectives: Review and practise ways of improving writing.

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, Stages 1–3, in order to get to the production activity in Stage 4.

1 Introduction

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.

2 Make a plan

SB43

A 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.

B 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.

3 Write a summary with topic sentences

SB43

A 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

B 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.

C Refer students to the set of topic sentences on SB43. 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.

4 Make notes of the information in each paragraph

SB43

A Elicit what the students should do next when writing – add more information in each paragraph. Refer to Tip 3.

B Tell the students to allocate each of the notes on SB43 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.

5 Write sentences from notes

SB43

A 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.

B Tell the students to use the notes they have made in their copybooks to write good sentences.

C Discuss the choice of writing topics at the bottom of SB43. 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.

Answer Key

Plan

1. Topic sentences 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:

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.

Unit 4 Test A

AB51-54 🎧 16-19

Objectives: Do a test of listening and vocabulary.

Question A – Listening

🎧 16

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.

🎧 17

Look at the descriptions. Listen to the announcement again and tick the correct adjective.

[The announcement is repeated.]

🎧 18

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

15 million Iraqi dinar. That's just 15 million Iraqi dinar. 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.

19

Read the list of features. Listen to the advertisement again and tick the features you hear.

[The announcement is repeated.]

Answers

Question A

1 Jenny Green, 2 eight
3a) straight, b) black, c) brown, d) blue, e) white,
f) black, g) black

Question B

1 Panther 4.5
2 15m IQD
3 14
4 six
5 a) electric windows, b) electric seats, c) sunroof,
e) CD player, g) DVD player

Question C

fast/slow, awful/fantastic, expensive/cheap,
ugly/beautiful, dangerous/safe, noisy/quiet,
sad/happy, young/old, bright/dark,
lazy/hard working

Question D

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

Question E

1 to go, 2 go, 3 going, 4 go

Question F

1 My
2 his
3 your
4 me / us
5 She, her

Question G

1 eat
2 won't do well
3 will you
4 doesn't

Unit 4 Test B

AB55–56

Objectives: Do a reading test.

Question A

At the village school – paragraph 2
A French friend – paragraph 4
Life outside Iraq – paragraph 5
Moving to Baghdad – paragraph 3
Ibrahim as a child – paragraph 1

Question B

1 F
2 F
3 F
4 T
5 F

Question C

1 It was in the south of Iraq.
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/with Iraq
Petroleum.

-
- 6 He learnt to speak French and he learnt 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.

Question D

met, became, was, learnt, talked, wanted, moved

Unit 4 Test C

AB57–58

Objectives: Do a writing test.

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. 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. They should not refer to these during the test.

Mark the test accordingly as follows:

A Plan

Is it logical and complete? 20

B Topic sentences

Does each sentence follow the plan? 20

C Information

Is each piece of information relevant and in the right paragraph? 20

D Sentences

Does each sentence convey the information accurately? 20

E First draft

Do the sentences flow? 5

F Editing

Has the student noticed problems and corrected them? 10

G Final text

Does the written text flow? 5

Write this marking guide up on the board at the beginning of the lesson, so the students can clearly see how important the planning stages are.

Unit 4 Return test

Objectives: Return tests and evaluate performance.

Remember that learning doesn't generally take place when a student gets something right, but when they get it wrong and understand their mistake.

The students need to learn something from their performance in the end-of-semester test. Therefore, encourage them to study their test papers and ask questions if they don't understand their marks, or why they have got something wrong.

Unit 5 Summary The media

Lesson	Materials	Topic area	Activities	Language
1	SB44 AB59–60 🔊 20	Watching the match	Match sports with sports equipment. Listen, understand and talk about sports results.	Past simple question forms
2	SB45 AB60–61 🔊 21	Dr Nawal Ramzi talks to the <i>Iraqi Morning News</i>	Listen to understand a biographical narrative. Distinguish between background events and storyline.	Past continuous for background and scene setting Past simple for narrative sequence Question forms
3	SB46–47 AB62–63	Read all about it!	Read and understand a newspaper. Read and write notes. Scan for numerals.	Past continuous tense for background events Past simple tense for narrative sequence
4	SB48 AB64	Where can I find it?	Match definitions with topics. Match newspaper extracts with section titles.	–
5	SB49 AB65–66	Graduation party reviews	Read and understand letters/reviews in a newspaper.	Past simple and past continuous Forming negatives
6	SB50 AB67–68 🔊 22	Would you take less?	Ask and answer about things for sale. Develop vocabulary related to buying and selling.	Idioms and question forms related to buying and selling
7	SB51 AB69	When will the school activity week start?	Ask and answer questions in the future simple.	Questions and answers in the future simple (<i>will</i>)
8	SB52 AB70 🔊 23	A website for me	Read and listen to understand – more about reading habits. Conducting a class survey.	<i>most, some, a few</i>
9	SB53 AB71 🔊 24	Round up	Revise points covered in unit.	Revision
10	SB54–55 AB72 🔊 25 AB73–74	A powerful lesson for everyone Extra activities	Read a story. Reading for pleasure. Do revision and consolidation exercises.	–

Unit objectives

Listening:	Listen and understand sports results. Listen and understand a biographical narrative. Conduct a class survey.
Speaking:	Talk about sports results. Ask and answer about things for sale. Ask and answer questions in the future simple. Conduct a class survey.
Reading:	Read and understand a newspaper (contents/letters/reviews). Read about reading habits. Develop reading for pleasure.
Writing:	Develop writing notes. Complete a text in the past simple. Use subject and object pronouns to complete sentences.
Project work:	Storytelling In this unit, the students will use everything they have learnt about story writing and their story planning to write a final version of their group stories. They will do an activity to help them add in more language features before sharing their individual paragraph plans with their group. They will then work together to write a final version of the story (with a jointly written final paragraph) and present to the class.

Unit 5 Lesson 1

SB44 AB59-60 20

Objectives: Match sports with sports equipment.
Listen and understand sports results.
Talk about sport and sports results.

Language: Past simple, question forms

Vocabulary: basket, net, running shoes, draw (= equal score)

1 Introduction

SB44

- A 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.
- B 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)

2 Talk about sport on television SB44

- A 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*.
- B Tell the students to read the text in the speech bubble and find out what sport the girl watches. Ask a few check questions:
What does she do when he gets excited?
What does she like best?
What was the last thing she watched?

- C Use the information in the text as a prompt to get the students talking about themselves.

3 Listen for specific

information SB44 AB59 Ex A 20

- A 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 SB44. Play 20. Elicit what the students are able to remember. Don't confirm the score at this stage.
- 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.
- B Introduce the table in AB59 Ex A. Tell the students to listen again and write down the scores.

20

Listen to three conversations.

1 Ali is talking to Fahad.

- Ali: What did you do last night, Fahad?
Fahad: I stayed at home.
Ali: So what did you do at home?
Fahad: I watched football on television. India and Brazil.
Ali: India and Brazil! Who won?
Fahad: Brazil.
Ali: Yes, I'm sure they did. What was the score?
Fahad: 9-0. It wasn't a very good match!

2 Ali and Fahad are talking the next day.

- Fahad: There was a good match on television last night, Ali.
Ali: Really? Better than the Brazil-India match, I hope.
Fahad: Yes. It was really exciting.
Ali: Who played?
Fahad: Juventus and AC Milan.
Ali: Yes, that sounds much better. What was the result?

Fahad: 2–2.

Ali: So neither of them won, then?

Fahad: 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

- B** Find out what else the students have heard by asking questions. For example:
Who watched the Brazil–India match? (Fahad)
Was it a good match? (No)
Who watched the Juventus–Milan match? (Fahad)
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.

4 Complete and perform a conversation AB59 Ex B

- A** Tell the students to complete the conversation in AB59 Ex B. Point out that they will use the same words several times. Give them one minute to complete it.
- B** Perform the conversation with one other student to check answers. Then let students correct their work.

Answers

Did, didn't, did, did, Did, didn't, was, was

- C** Tell the students to perform the conversation in pairs.

5 Perform a conversation AB60 Ex C

- A** Tell the students to choose some teams and scores, then write them in the table.
- B** Get them to role play the conversation, making any changes they wish to the conversation.

6 Project activities 7 and 8 SB85

- A** 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 7 on page 85 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 84. 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.
- B** 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 8 and spend some time at home writing their individual paragraphs ready to bring to the next lesson.

Unit 5 Lesson 2

SB45 AB60–61 🎧 21

Objectives: Listen to understand a biographical narrative.
Distinguish between background events and narrative sequence.

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

1 Preparation for listening SB45

- A Discuss the first two pictures. Get the students to guess what Nawal Ramzi was doing in 2013. Accept any reasonable answers. Prompt as appropriate. Write some responses on the board.
- B Get the students to predict what has happened to Nawal. Encourage them to guess why things have changed. Write some responses on the board.
- C Elicit the title. Ask why the students think Nawal Ramzi talks to the *Iraqi Morning News*.

2 Listen for gist SB45 🎧 21

- A Tell the students to listen to the interview with the *Iraqi Morning News* and find out what happened to Nawal. Tell them to just listen for the general idea (gist). Play 🎧 21.
- B Elicit information from the whole class to build up an idea of the last few years of Nawal's life. As you elicit information, compare it with what you have on the board.
- Note:** Point out that Nawal 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 and families of soldiers who are serving their country. 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.

🎧 21


Listen to the interview between Nawal Ramzi and a reporter from the *Iraqi Morning News*.

- Reporter:** Good morning. Today, we are talking to the well-known dentist, Dr Nawal Ramzi. Dr Ramzi, first of all, where were you born?
- Dr Ramzi:** I was born in Mosul.
- Reporter:** What were you doing before you became a famous dentist?
- Dr Ramzi:** 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 Ramzi:** 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 Ramzi:** 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 Ramzi:** Oh, yes, very happy because I am helping people in my city to have healthy teeth. I also offer free treatment to poor families and to the families of Iraqi soldiers.

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.')

3 Listen for detail AB60 Ex A 21

- A Tell the students to look at the true/false sentences and see which ones they can answer.
- B Play  21 again so the students can check their answers. Elicit correct sentences for the false answers.

Answers

1 F, 2 T, 3 F, 4 F, 5 F, 6 T, 7 T, 8 F

4 Make questions AB61 Ex B

- A Activity Books shut, write the first outline question and answer on the board:
What / Nawal / 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 Nawal doing before she became a famous dentist?
Do the same with the second question and answer.
- B 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.

5 Conversation practice AB61 Ex C

Tell the students to practise the conversation in pairs.

Unit 5 Lesson 3

SB46–47 AB62–63

Objectives: Read and understand a newspaper page.
Scan for numerals.
Read and write notes.

Language: –

Vocabulary: hero, lunch, receive, welcome, escort, venue, shot

1 Read for gist SB46/47

- A Introduce the newspaper. Tell the students to look quickly at all the information in the newspaper and decide which article they think is the most interesting.
- B 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 article they prefer.

2 Scan for numerals SB46–47

- A Tell the students to study the numbers in the task on SB47. Then with books closed, see which ones they can remember. Use this as an opportunity to practise saying numbers.
- B 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
 17: address of the Cedars Restaurant: 17 Yafa St.
 11: 11 a.m. – the sports city was opened
 IQD1bn: the cost of the sports city
 26: Esra'a Al-Bayati's age
 three: three years – the time to build the new sports city
 9: The carpet shop and the table shop open at 9
 5: The carpet shop and the table shop close at 5
 10: 10 o'clock – the time the Sports Minister arrived at the sports city

3 Information transfer **AB62 Ex A**

A Introduce AB62 Ex A. Tell the students to read and write notes.

Example answers
 Minister arrived at: 10 a.m.
 Minister opened the sports city at: 11 a.m.
 Cost of new sports city: 1 billion IQD

4 Read and answer questions **AB62 Ex B/C**

A Tell the students to read and answer questions in Ex B on the article about Salma Al-Bayati and John Smith.

Answers
 1 walking across the park / playing with a ball
 2 ran up to Esra'a and her daughter
 3 playing football
 4 kicked the ball at the dog

B 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.

C Introduce AB Ex C. Make sure the students understand that they should only write C, HS or CT.

Answers
 1 C, 2 HS, 3 CT, 4 C, 5 C, 6 HS

5 Complete a text in the past simple and past continuous **AB63 Ex D**

Tell the students to complete AB Ex D.

Answers
 The President of France was reading his emails when he got the invitation to visit Iraq. He accepted the invitation and looked forward to the visit. The President came to Iraq on Tuesday. He arrived early in the morning. He went to the Al-Shaab Stadium. The Prime Minister gave the President lunch. After that, they were watching a football match when the President got an important phone call. After the match, he left and went to the airport.

6 Choose the correct form of the verb **AB63 Ex E**

A Focus on the information on subject and object pronouns on SB46. Elicit other examples the students know.
 B Tell the students to complete AB63 Ex E.

Answers
 1 doing, 2 was playing, 3 saw, 4 acted, 5 were waiting, 6 spoke

7 Project activities 9 and 10 **SB85**

Students should now have written their particular paragraph for their group's chosen story. Activity 9 asks each student in the group to 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.

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.

Unit 5 Lesson 4

SB48 AB64

Objectives: Read to understand newspaper sections.
Match definitions with topics.
Match newspaper extracts with section titles.

Language: Spelling and punctuation

Vocabulary: business, cartoon, rainforest, company chief

1 Read and discuss newspaper contents

SB48

Introduce the contents page. 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.

2 Match definitions with topics

AB64 Ex A

A Tell the students to read and match the section with the contents of each section in the exercise in the Activity Book. 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.

B Check answers as a class.

Answers

1j, 2i, 3g, 4h, 5f, 6e, 7m, 8c, 9a, 10k, 11d, 12l, 13b

C Activity Books closed, tell the students to look at the contents page on SB48. Give descriptions from the contents list in the Activity Book and get the students to respond with the appropriate section heading.

3 Match newspaper extracts with index

SB48

A 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 letter of the extract. Keep attention by asking a check question for every third extract. Present or revise any difficult words.

B Tell the students to read and match each extract to the section in the contents.

Answers

A: Home News, B: Leisure, C: International, D: Business, E: TV, F: Sport, G: Cartoons

4 Expand a newspaper extract

SB48

A 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.

B Tell the students to choose another extract and do the same thing. Make sure all the students write at least one more sentence. Encourage the students to continue the activity at home.

Note: This should be a fairly free activity to encourage the students to write for interest.

5 Transfer

SB48

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. Ask them what sections they are interested in and not interested in. Encourage the students to give reasons. Note: Point out that in the UK, lots of people buy second-hand things from advertisements in the newspaper.

6 Spelling

AB64 Ex B

Tell the students to find three spelling and punctuation errors in Ex B.

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.

Unit 5 Lesson 5

SB49 AB65–66

Objectives: Read and understand reviews in a newspaper.

Language focus activities.

Language: Past continuous tense for background events

Past simple tense for narrative sequence

Forming negatives

Prepositions: into, to, out of

Vocabulary: graduation party, performance, solo, opinion

1 Discuss a picture

SB49

A Remind the students of the party advertised in Unit 2, Lesson 7.

2 Read for gist and specific information

SB49

A Introduce the two reviews. Explain that the people are writing to the newspaper 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 Dalia was.

B Tell the students to read the reviews again and answer the questions.

Answers

- 1 Dalia enjoyed the party but Sara didn't.
- 2 They were wearing their uniforms.
- 3 The hall was already full when she arrived.

3 Correct sentences

AB65 Ex A

Elicit the first sentence in AB65 Ex A. Tell the students to find the real information in Dalia's review: *By 10.00 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 party because she didn't have a good seat.

4 Make negative sentences AB66 Ex B

- A Go through the sentences in AB66 Ex B. Elicit the first negative sentences. For example: The hall wasn't empty.
- B Tell the students to write the negative sentences in their Activity Books.

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.

5 Use of tenses

SB49

Discuss the use of the past continuous for background events and the past simple for the events of the story in the first review.

6 Complete a story

AB66 Ex C

Tell the students to think about the text in AB66 Ex C and decide which are background events and which are story events. Then tell them to use the appropriate tense to complete the text.

Answers

Majid arrived home at 8 p.m. His wife was making dinner, his older son was doing his homework and his younger son was getting ready for bed. First, he helped one son with his mathematics. Then he read a story to the other son, and finally, he and his wife ate dinner.

Unit 5 Lesson 6

SB50 AB67–68 🎧 22

Objectives: Ask and answer about things for sale.

Develop vocabulary related to buying and selling.

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)

1 Introduction

SB50

- A Elicit the title. 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.

- B 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.

2 Make a conversation

SB50

- A Highlight the 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.
- B 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.
- C Student’s 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.
- D Play the conversations for the students to check their answers.

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

🎧 22

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 75,000 dinar.
 Khaled's father: Would you take less?
 Man: Well, maybe 70,000.

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 50,000 dinar.
 Khaled's father: Would you take less?
 Woman: No, sorry. 50,000 is a good price.

3 Make conversations

SB50

- A Divide the class into two groups, buyer and seller. Play the first 📞 22 telephone conversation. Get the students to repeat after the track.

- B Change roles and get the students to repeat the second conversation after the track.
 C Students practise the conversations in pairs.

4 Make more conversations

AB67–68 Ex A and B

- A Discuss the pictures. Identify the three items in the picture. Present the new word *controller*. Introduce the task. Students complete matching on their own.
 B Check answers by getting pairs to perform.

Answers

- 1 c) The one in the paper today?
- 2 e) No, it's still for sale.
- 3 d) Yes. It's as good as new.
- 4 i) Four.
- 5 g) Yes, there are seven games with it.
- 6 f) 12,500 IQD.
- 7 j) Maybe.
- 8 b) How about 2 p.m.?
- 9 a) 24, West Road. And my name's Basim.
- 10 h) Bye, Khaled. See you later.

5 Role play a conversation AB68 Ex C

- A Discuss what the students would need to ask if they were buying a second-hand table tennis table.
 B Role play conversations in pairs.

Unit 5 Lesson 7

SB51 AB69

Objectives: Read and understand a school activity programme guide. Ask and answer questions in the past simple.
Language: Questions and answers using the future simple (*will*)
Vocabulary: charity

1 Introduction

SB51

A 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*.

See if students can name any well-known charities (Oxfam, Save the Children, Red Crescent, 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.

B Briefly introduce the page. 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* / Picture 5

* See if students can tell you the meaning of *donate*.

2 Language study and practice

SB51

A Go through the information in the language box. Elicit other examples, both questions and statements.

B 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.

3 Make questions and give answers

SB51

A In pairs, tell the students to make questions and give answers about the events in the table. Monitor and check that students are making correct questions and giving correct answers.

4 Read and match time/duration to events

AB69 Ex A/B

A Tell 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 In pairs, ask students to think of similar sentences about start/finish times and the activity durations to ask each other.

5 Make questions and write answers

AB69 Ex C

A Tell students to make questions from the cues in AB Ex C. Elicit more questions from the class and elicit answers.

Answers

When will the English activity start?

When will the art activity finish?

How long will the science activity last?

Unit 5 Lesson 8

SB52 AB70 🎧 23

Objectives: Read and listen to understand more about reading habits. Start a project to make a magazine.

Language: *most, some, a few*

Vocabulary: research, survey, tally chart

1 Introduction SB52

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.

2 Read about popular sports SB52

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.

3 Do a survey SB52

- A 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.
- B 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 SB52.
- C The students now go around the class and ask and answer noting down each person's preferred subject using the tally method as shown on SB52.

4 Discuss the survey results SB52

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 on SB52 to help.

5 Listen and complete the table AB70 Ex A 🎧 23

- A Tell the students they are about to hear three students discussing the most popular subjects in their class. Play 🎧 23 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.
- B Students check their answers with a partner before having a whole-class feedback.

🎧 23

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.

6 Create a bar chart

AB70 Ex B

- A Remind students what a bar chart is and how it is used to show information. Refer them back to the tally charts from SB52 and tell them to use the information from the tally charts to complete the bar chart.
- B Students check their bar charts with a partner and correct any mistakes.

Unit 5 Lesson 9

SB53 AB71  24

Objectives: Revision
Language: Revision
Vocabulary: Revision

1 Round up



SB53

- A Elicit further examples of all the language in numbers 1 to 7. For number 4, 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 did maths start?* Student B: *At 10 o'clock.* For number 5, 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.
- B The Activity Book exercises should need little, if any, preparation. Use a variety of ways of exploiting them. For example, students do them individually, in pairs or in groups. Similarly, answers can be corrected orally as a class, written on the board for self-correction or corrected by a partner. Go over the points on the Round up page.

2 Listen and fill in a table

AB71 Ex A

 24

- A Tell the students to study the table and find out what information they need to listen out for. Play  24 a first time for students to complete any information they can.
- B Play  24 again for students to fill in any information they missed the first time. Ask the students to check their answers with a partner before having class feedback.

Answers

Fahad

The news

6 o'clock

No.

Went to the park with Jaber and some friends.

Noor

The Man from Australia

7.30

Yes.

Nothing.

Mariam

The Pyramids of Giza

6.30

No.

Went to her cousin's house with Amna.

 24

Listen to the two conversations.

1 Khaled is talking to Fahad.

- Khaled: I phoned you yesterday, in the evening, Fahad. Where were you?
- Fahad: Well, I was in at six. I was watching television.
- Khaled: That's about when I phoned. Why didn't you answer?
- Fahad: Maybe I didn't hear, Khaled. I was watching the news. It was very interesting last night.
- Khaled: Oh, I missed the news. It starts at six, doesn't it? Was there anything on after that?
- Fahad: Yes, there was a good programme. *The Pyramids of Giza*, I think.

Khaled: So you stayed and watched that?
 Fahad: No, I didn't even finish watching the news. Jaber came round and we went to the park to meet some friends.
 Khaled: Why didn't you phone me? I could have come too.

2 Noor is talking to Mariam.

Noor: Hi, Mariam. I didn't see you last night. Where were you?
 Mariam: Oh, I wanted to stay in. I was tired last night.
 Noor: Yes, you were up late the night before doing that homework, weren't you?
 Mariam: That's right. And there was a good programme on at six thirty, a documentary.
 Noor: What was that?
 Mariam: It was called *The Pyramids of Giza*. It was very interesting. I like programmes about history. And Egypt is an amazing place.
 Noor: Did you watch the next programme, *The Man ...*?
 Mariam: No, I didn't even finish what I was watching. Amna came round at seven and we went to my cousin's house. What about you, Noor?
 Noor: I was just saying, I watched the film that came next. It was called *The Man from Australia*.
 Mariam: Oh, yes, Aisha said it was really good.
 Noor: No, I didn't like it. It was really long. It started at seven thirty and went on until ten thirty.
 Mariam: So what did you do?
 Noor: Oh, I finished watching it. I didn't have anything else to do. I was feeling tired last night as well.

3 Vocabulary review

AB71 Ex B

Tell the students to match the television programmes to the descriptions.

Answers

1 comedy 2 weather 3 quiz show 4 talk show
 5 documentary

4 Match verbs and nouns

AB71 Ex C

Tell the students to match the nouns to the verbs to create common phrases.

Answers

1 goal 2 medal 3 tennis 4 race 5 gymnastics

Unit 5 Lesson 10

SB54–55

AB72

🎧 25

Objectives: Reading for pleasure.
Language: –
Vocabulary: wheelchair, wipe, straighten (*v*), grasp (*v*), publicly

1 Introduction to the story

SB54–55

Elicit the title. 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.

2 Reading for a purpose SB 54–55


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.

Get students to read the questions on page 55. In pairs or small groups, get students to think what questions Salam Ahmed, the young student reporter, asked the young boy. Class feedback. You can extend this by getting them to think about questions Salam might ask Salam’s father and the old man.

3 Read and listen for consolidation SB54–55 25

A Read and listen for pleasure – students can now listen to the story for consolidation and for pleasure – to hear the characters they have been discussing and thinking about actually speaking the written words. Play  25.

B 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 old man, some restaurant guests and Salam Ahmed. Give students time to prepare and practice. 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.

 25 is the story on SB 54/55.

4 Write notes on the story AB72 Ex A

Tell the students to fill in the summary table on AB72.

5 Completing sentences AB72 Ex B

Tell the students to complete the sentences using the words in the box on AB72.

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’.

Answers for Extra activities AB73–74

Exercise A

- Did you watch TV last night?
 - Yes, I did.
- What did you watch?
 - A documentary.
- Was it interesting?
 - Yes, it was.
- What was it about?
 - Animals in Africa.

Exercise B

Ali was sitting in a café. He was reading a book. He was waiting for his friend Jassim. He heard a taxi stop and he looked up. He saw his friend Jassim. He got out of the taxi very slowly. ‘What’s the matter?’ Ali thought. Then he saw Jassim had a broken leg.

Exercise C

- 1 Jassim broke his leg and he couldn’t walk.
- 2 Ahmed gave his mother and father a present. He gave it to them yesterday.
- 3 ‘I often go to the beach with my sister,’ said Noor. ‘We like the sea.’
- 4 Mrs Fatima asked Mariam a question. Mariam gave her a good answer.
- 5 Jassim and Hamed were late for school. ‘Can you take us in the car?’ Jassim asked his father.

Exercise D

Sample answer

I watched a good programme last night. It was a really interesting programme about elephants and it was also very funny. There were some elephants by a pool and they were very thirsty. There was a cameraman filming and a reporter talking to the camera when one of the elephants blew water into the air. The cameraman and the reporter got very wet!

Unit 6 Summary Jobs and careers

Lesson	Materials	Topic area	Activities	Language
1	SB56 AB75	Jobs and workplaces	Name and describe jobs and work places orally and in writing. Play a language game.	Vocabulary revision Revision of defining relative clauses with <i>who</i>
2	SB57 AB76	Jobs and workplaces	Discuss which jobs appeal/don't appeal with reasons.	Vocabulary revision Revision of defining <i>have to</i> + infinitive
3	SB58 AB76–77 🔊 26	Careers advice	Develop vocabulary. Listen for gist, language and details; write answers to questions; practise pronunciation. Discuss the text.	Future tense with <i>going to</i> and <i>will</i> Functional expressions
4	SB59 AB77	The school of the future	Read a factual text; identify paragraph topics; work out meanings; discuss the text. Combine clauses and write sentences with relative clauses.	Defining relative clauses with <i>who</i> , <i>which</i> , <i>that</i>
5	SB60 AB78 🔊 27	<i>A, an or the?</i>	Study use of articles and complete two short exercises paragraphs.	Articles: <i>a, an, the</i> and zero article
6	SB61 AB79 🔊 28	How do you get to ...?	Ask for and give directions. Listen to conversations for specific information, directions language and details. Role-play conversations.	Functional expressions
7	SB62 AB80–81	A famous career	Predict topics in a career history. Read a factual text for gist and paragraph topics. Practise search-reading. Understand the structure of this type of text.	Adverbial phrase links, compound and complex sentences
8	SB63 AB81 🔊 29	A school project	Preparation for project work: study an interviewer's notes; work out the questions asked and answers given. Project: use notes of an interview to write an account of a person's career.	Questions, polite question forms
9	SB64 AB82	Round up	Revise points covered in unit.	Revision
10	SB65 AB82 AB83–84	What should I do? Extra activities	Read a blog. Write and reply to a blog entry. Do revision and consolidation exercises.	Reading for pleasure

Unit objectives

Listening:	Name and describe jobs and careers. Develop listening for gist, language and details. Ask for and give directions. Listen to conversations for specific information, directions language and details.
Speaking:	Discuss which jobs appeal/don't appeal with reasons. Practise pronunciation. Discuss different texts.
Reading:	Read a factual text; identify paragraph topics. Practise search-reading. Read a blog entry.
Writing:	Describe jobs places. Combine clauses and write sentences with relative clauses. Complete two short paragraphs using articles. Write a reply to a blog entry.
Project work:	Storytelling In this unit, students will work in different groups to use what they have learnt about the elements of good story writing to begin planning another group story. Again, this part of the project requires students to use their imaginations to continue a story from a picture prompt and an opening paragraph. As with the previous group story project, they will need to choose some objects from picture prompts to include in their story. In their new groups they will create a rough plan of the plot of their stories in readiness for beginning the writing itself in Unit 7.

Unit 6 Lesson 1

SB56 AB75

Objectives: Name work places and jobs.

Write phrases.

Describe jobs orally and in writing.

Language: Vocabulary: nouns and verb phrases

Defining relative clause with 'who'

Vocabulary: Revision

1 Name work places

SB56

- A Introduce the unit topic, jobs and careers. Read the first task and tell the students to write the names of the six work places. 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.
- B 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

2 Name jobs

SB56

- A Tell the students to do the second task: write one or two names of jobs alongside each of the work places. Give them no more than five minutes to do this.
- B Elicit answers and get the students to spell the words. The words that follow are the ones they should know. Tell them to keep their lists because they need them in the next lesson. Possible jobs are:

- 1 fire-fighter
- 2 mechanic
- 3 doctor, nurse
- 4 hotel manager, waiter
- 5 teacher, head teacher
- 6 shopkeeper, shop assistant

3 Write phrases

AB75 Ex A

- A 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.
- B 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

4 Describe jobs orally

SB56

Ask a student to read the example description on SB56 aloud. Then ask the students to describe one of the other jobs they listed at stage 2 using the phrases from AB75 ExA, e.g.,

A shop assistant is someone who works in a shop. He or she helps customers and takes their money.

A fire-fighter 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.

5 Write descriptions of jobs AB75 Ex B

The students can finish this exercise at home if necessary.

Unit 6 Lesson 2

SB57 AB76

Objectives: Read definitions of jobs and write the names.
Answer questions about jobs.
Play a language game.
Talk and write about interests in jobs with reasons.

Language: Present simple tense
have to + infinitive

Vocabulary: give orders, discuss, discussion

1 Read definitions; write jobs SB57

- A The students should know all the words in this activity. Tell them to do it in pairs, but to write their own lists of words. They should write them under the list of jobs they wrote in Lesson 1.
- B 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

2 Play a language game SB57

- A Read the instruction for the game aloud. Then ask a student to read the example aloud. Elicit answers. (It is a footballer, or other outdoor sports person.) Tell the students to prepare one description each without letting anyone see it.
- B Organize the students into groups to play the game.

3 Discussion SB57

Have a whole-class discussion asking as many students as possible if they would like to do any of the jobs presented in Lessons 1 and 2. Encourage the students to give reasons for their choices using the target language covered in the unit so far.

4 Write about jobs AB76

- A Tell the students to choose one of the jobs from SB56/57 they would like to do. They should use the language practised in Lessons 1 and 2 and write about their chosen job explaining why they would like to do it.
- B 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 AB76.

5 Project activity 11 SB86

- A Organize the students into groups of three. Tell them to open their books to look at the project section on page 86. 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 = adventure, B = sports).
- B 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.

Unit 6 Lesson 3

SB58 AB76-77 🎧 26

Objectives: Listen to conversations for gist, then language.
Language: Future tense with *be going to* and *will*
Vocabulary: secondary, twin, definitely

1 Language study SB58

Go through the information in the language box about talking about the future. Then elicit other examples. (Note that this is revision.)

2 Listen for gist SB58 🎧 26

- A Tell the students to read the introductory text and work out the meaning of *twins*.
- B 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 🎧 26.

🎧 26

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?

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.

- C Elicit the answer to the first task. (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.)

3 Write answers to questions

AB76 Ex A 🎧 26

Elicit the answers to the questions orally. Then tell the students to write them. If necessary, play 🎧 26 again.

Sample 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.

4 Write about yourself

AB77 Ex B

Tell the students to study the questions on AB77 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.

5 Role play about career plans SB58

Direct the students to the model dialogue at the bottom of SB58. Tell them to work in pairs and take turns asking and answering as in the model. They can use their answers from the activity on AB77.

Unit 6 Lesson 4

SB59 AB77

- Objectives:** Read a factual text for gist and identify paragraph topics.
Develop vocabulary.
Combine clauses and write compound sentences.
- Language:** Defining relative clauses with *who, which, that*
- Vocabulary:** heading, facilities, global, database, specialism, virtual learning

1 Read for gist

SB59

- A Remind the students how to approach a text: use any pictures to think about what the text will contain. Then tell them to do the first task. Present *virtual* and *global*.
- B Elicit the answers.

Answers

- Paragraph 1 – Virtual learning
Paragraph 2 – A 'super school'
Paragraph 3 – Global education

2 Language study and practice SB59

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 Iraq's future ...

3 Write sentences

AB77

- A 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.
- B 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

- 1 That's the man who was stopped by the policeman.
- 2 Where are the books that I left here?
- 3 The girl who came last in the race was ill.
- 4 I've brought some cakes that my sister made yesterday.
- 5 Students who want to go to university have to work hard in school.

4 Project activity 12

SB87

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 12 on page 87 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

86. 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 Unit 7).

Unit 6 Lesson 5

SB60 AB78 🎧 27

Objectives: Study the use of articles.
Complete two short paragraphs with articles.

Language: *a, an, the* and zero article

Vocabulary: zero, article

1 Listen to conversations using articles

SB60 🎧 27

Tell the students they are going to listen to two conversations and they should concentrate on the use of *a, an* and *the*. Play 🎧 27.

🎧 27

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.

2 Study language

SB60

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.

3 Complete sentences

SB60

Play 🎧 27 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 SB60 with the correct article (or no article).

Answers

- 1 a, -, The, -, The, -, the
2 -, the, -, -, the

4 Read and complete paragraphs AB78

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.

Answers

- 1 -, a, the, the, an, a, the
2 -, a, -, a, the, -, -, an, a

Unit 6 Lesson 6

SB61 AB79 🎧 28

Objectives: Listen to directions and follow a route.

Role play asking for and giving directions.

Language: Language of directions

Vocabulary: traffic lights, turning, simple

1 Listen and follow directions

SB61 🎧 28

- A Elicit the title of the lesson and ask students to predict what they think the lesson will be about. 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 🎧 28 once for the students to get the gist of the conversation.

- B Tell the students to look at the map on SB61. 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 🎧 28. Walk round and try to observe all the students.

🎧 28

Listen. Mark the bookshop on the map.

Boy: Excuse me Mr Saad, 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 Saad: Of course, Hassan. Go out of the school and go straight on until you reach the traffic lights. Turn left onto Al-Jumhuriya Road. Go along Al-Jumhuriya Road for around 300 metres and then take the second right. Go past the hotel and the supermarket and then take the first left onto Al-Rasheed Street. Take the first right and the bookshop is on the left just after the café.

Boy: OK. So that's left onto Al-Jumhuriya Road, second right, then left and right again and the bookshop is on the left next to the café.

Answers

The bookshop is E.

2 Listen for specific language

SB61 🎧 28

- A Direct students' attention to the green language focus box on page 61. Give students time to read the phrases and sentences there. Explain that students will now listen again to Hassan and his teacher, Mr Saad. 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 🎧 28.

-
- B Explain that you are now going to play 🎧 28 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.
E is a bookshop.

3 Follow directions **SB61**

- A 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.
- B 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.
- C In pairs, students now give one another directions – the listener should then say where they are/think they are.
Note: 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.

4 Complete sentences for directions **AB79 Ex A**

With Student’s 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 61 of their Student’s 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

5 Role play **SB61**

- A 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 61 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.
- B When pairs have drawn their maps they can work to ask for and give directions to one another’s houses.

6 Write directions **AB79 Ex B**

You can set this activity for homework. Remember to take in homework on a regular basis to make sure that students are managing the tasks satisfactorily.

Unit 6 Lesson 7

SB62 AB80–81

Objectives: Predict topics in a career history.
Read to check and to identify paragraph topics as a means of studying the organization of the text.

Practise search-reading.

Language: Compound and complex sentences; discourse links

Vocabulary: mathematician, optics, optical, refraction, experiment, death, astronomy

Note: This lesson begins in the Activity Book.

1 About paragraphs AB80 Ex A

Ask students to read the information about paragraphs and look through their Student's Books to find examples of each piece of information. Class check and clear up any problems.

2 Read and predict AB80 Ex B

Ask students to read the rubric for Ex B and the topics they might expect to find. 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.

3 Read and check SB62 AB80 Ex B

A Ask the students if they have heard of al-Haitham. If they have, ask students what they know about him. Then tell them to do the first task on the page: read quickly and find out which of the topics they ticked in AB80 Ex B appear in this text. Give them five minutes to do this.

B Elicit the topics of each paragraph and write them on the board.

Sample answers

- 1 who he was
- 2 his early career
- 3 what made him famous
- 4 his contribution has been recognized
- 5 his works

C Draw attention to the organization of information in this text – after an introductory paragraph, it has a chronological order, from al-Haitham's birth to his death. This is the usual way a life story is presented. Then, the remaining two paragraphs look at how he is recognized today and his remaining record. Remind the students that this is something they have to remember when they are writing – how to organize their information or ideas.

4 Discuss the text SB62

Ask the students to answer in one sentence why al-Haitham became famous. 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.

5 Search the text for link phrases AB80 Ex C

Remind the students to search for the phrases, not to read every word. When they find the phrase, they must read the sentence, and possibly the one before it, to find out what it refers to.

Answers

- 1 regulating the flooding of the River Nile
- 2 Book of Optics
- 3 Al-Haitham

6 Complete sentences with link words AB81 Ex D

A Elicit each answer orally and get the students to check in the SB that it is correct.

Answers

1 also 2 but 3 which
4 who 5 and

B Tell the students to write the new vocabulary in their notebooks at home.

Unit 6 Lesson 8

SB63 AB81  29

Objectives: Study interview notes and work out the questions asked and the answers given.

Language: Questions, especially polite forms

Vocabulary: Iraq Petroleum, technician, taught, except

1 Work out questions SB63

A 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?*

B 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.

C Elicit the questions the students have written. Just correct the grammar.

2 Work out answers SB63

Elicit Bob's possible answers. Don't spend too much time on this stage.

1 I'm an English Teacher for Iraq Petroleum. I work at the training centre.

2 I teach English to trainees. They are students who are training to be technicians or fire officers.


3 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.

4 I enjoy working with young people. Iraq is a great place. There are opportunities for visiting historical sites. The people are very friendly.

5 There are no disadvantages, except that sometimes it is too hot.

6 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.

3 Listen to an interview SB63 29

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  29.

29

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 for IP.

Faisal: IP?
 Bob: Iraq Petroleum.
 Faisal: Thank you. Is there a school at Iraq Petroleum?
 Bob: There's a training centre.
 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 Iraq. 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 Iraq! 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 Iraq, 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.

4 Pronunciation practice

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?

5 Plan a project

AB81

Go through the task in the Activity Book. Ask the students who they think they will be able to interview. It can be someone in their family. Encourage them to do this task. (If any students really cannot find anyone to interview, they can use the interview notes on SB63 in the next lesson and write a career history of Bob Pearson. However, it will be much better for them if they do interview someone themselves.)

Unit 6 Lesson 9

SB64 AB82

Objectives: Revision

Language: Revision

Vocabulary: Revision

1 Round up

SB64

- A Elicit further examples of all the language in numbers 1 to 4. For number 1, 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 number 4, 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.

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

2 Complete sentences

AB82 Ex A

Tell the students to work independently to fill in the gaps in AB82 Ex 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

3 Practice writing about the future

AB82 Ex B

Tell the students to work independently to fill in the gaps in AB82 Ex 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

Unit 6 Lesson 10

SB65 AB82

Objectives: Reading for pleasure.

Language: –

Vocabulary: blog

A *blog* is an online personal journal or diary. 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*.

1 Introduction to the text

SB65

- A Direct the students to the title ‘What should I do?’ on SB65. 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.
- B 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 and explain that they need to try and find the answers in the text as they read.

2 Read in detail to find answers SB65

Allow the students time to read the text again and finalize their answers to questions.

3 Write a reply to a blog SB65

Tell the students to use their notes from their answers to questions and write a reply to Mona.

Answers for Extra activities AB83/84

Exercise A

- 1 School is a good opportunity to prepare for a university education.
- 2 At university, some courses are quite easy and others are very difficult.
- 3 Modern universities have good sports facilities.
- 4 If you get a better job, you can earn more money.
- 5 The wages in some jobs are not very high.
- 6 Some people complain that they don't have enough money.
- 7 You can get advice on a good job from a careers officer.
- 8 It is definitely a good idea to study hard for the future.

Exercise B/C

- a) Ali read a lot of books with his teachers at primary school. F
- b) He found the work difficult in his second year at secondary school. T
- c) Ali helped the vet with the animals on the farm. F
- d) Ali's parents decided to come back to the farm every summer. T
- e) Ali enjoyed going back to school. F

Exercise D

- a) Because school was boring and he wanted to leave and get a job.
- b) Because they wanted him to get a good job.
- c) Because one of the cows was sick.
- d) Because he had to work very hard to catch up.
- e) Because he knows what he wants to do.

Unit 7 Summary Other countries

Lesson	Materials	Topic area	Activities	Language
1	SB66 AB85 🔊 30	Other countries	Work out names of countries visited by identifying souvenirs. Listen to check answers. Form adjectives from names tense of countries. Write one or two sentences about self.	Vocabulary revision Revision of present perfect
2	SB67 AB85–86	Different countries, different customs	Find information quickly by scanning texts. Work out language rules. Write a guided paragraph.	Time adverbials
3	SB68 AB86–87	Travel adventures	Read for specific information and detail. Work out language rules from observation.	Definite & zero article with geographical features
4	SB69 AB88–89	How? Where? When?	Understand the use of adverbs and adverbials to add detail. Understand word order with adverbs and adverbials.	Adverbs of manner, time and place
5	SB70 AB90–91 🔊 31	I'm sorry ...	Introduce and practise words and phrases of apology. Role play conversation to practise apologizing.	Review of past simple and present perfect
6	SB71 AB92–93	Two African countries	Read for detail and vocabulary. Correct false sentences. Study language.	Present and past passive
7	SB72–73 AB93 🔊 32	The Asian Games	Read for interest.	–
8	SB74 AB94–95	How many mobile phones are produced every day?	Listen to passive tense. Match sentences to photos/headlines. Complete passive tense sentences.	Present and past passive
9	SB75–76 AB96	Round up	Revise.	Revision
10	SB77 AB97	Life is like a cup of coffee	Read for interest. Working out the moral of a story.	–
	AB98–101	Extra activities	Do revision and consolidation exercises.	

Unit objectives

Listening:	Develop listening for specific information. Develop listening for gist, language and details. Listen to the passive tense.
Speaking:	Play a language game.
Reading:	Develop finding information quickly by scanning texts. Develop reading for specific information and detail. Develop reading for interest. Match sentences to photos/headlines.
Writing:	Develop writing sentences about the self. Write a guided paragraph. Complete gapped texts with adverbs. Develop writing/taking notes. Use notes to write an account. Complete passive tense sentences.
Project work:	Storytelling In this unit, the students will use everything they have learnt about story writing and their story planning to write a final version of their group stories. They will do an activity to help them add in more language features before sharing their individual paragraph plans with their group. They will then work together to write a final version of the story (with a jointly written final paragraph) and present to the class.

Unit 7 Lesson 1

SB66 AB85 30

Objectives: Reactivate and expand vocabulary: names of countries and adjectives derived from them.

Write one or two sentences about self.

Language: Present perfect tense

Vocabulary: souvenir, Australia, Egypt, Pyramid, Eiffel Tower, jigsaw puzzle, Kimono, Big Ben

1 Talk about pictures

SB66

- A 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 come from?* Elicit as many answers as the students want to give.
- B 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.
- C Elicit answers and encourage debate. Present new vocabulary as it arises. Write the most popular answers on the board.

2 Listen to check ideas

SB66 30

Play 30 for students to check their answers.

30

Listen and check your ideas.

- Voice 1: Farouk has been to Turkey. He has a postcard of the Bosphorus.
- 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: Mansour brought back a mug with the famous cedars of Lebanon on it. So, he's been to Lebanon.
- Voice 1: Hosni and Hussein 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 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.

3 Name other countries

SB66

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. Here are suggestions:

Australia, Botswana, Bahrain, Britain, Canada, Denmark, Egypt, France, Finland, Germany, Greece, Holland, Iceland, Iraq, Ireland, Kenya, Kuwait, Libya, Lebanon, Malaysia, Nepal, Norway, Peru, Qatar, Russia, Sweden, Switzerland, Tanzania, Uzbekistan, Venezuela, Yemen, Zambia.

4 Write adjectives

AB85

- A Go through the language box. Then tell the students to do the exercise.
- B Elicit the answers orally and ask the students to spell each word.

Answers

English	French
American	Canadian
Lebanese	Australian
Egyptian	Russian
Spanish	Indian
Bahraini	Japanese

5 Project activities 13 and 14 SB87

- A 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 13 on page 87 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 86. 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.
- B 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 and spend some time at home writing their individual paragraphs ready to bring to the next lesson.

Unit 7 Lesson 2

SB67 AB85–86

Objectives: Practise scanning two paragraphs for information.

Find time adverbials and work out where they occur in sentences.

Write a parallel guided paragraph.

Language: Definite and indefinite adverbials of time

Vocabulary: custom, get around, flat (adj), rickshaw, extremely, crowded, climate, definite, indefinite

1 Introduction SB67

Read the page 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:

- 1) Don't start reading from the beginning.
- 2) 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.
- 3) 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.

2 Scan for information SB67

- A 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.
- B Elicit the answers.

Answers

countries: Holland, India, Britain (note: Africa and North America are continents not countries)

cities: London

days: Saturdays, Sundays

forms of transport: bicycle, bus, walk, car, underground, rickshaw

Ask the students what a rickshaw is. If no one knows, tell them to look for a picture. (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.

3 Language study SB67

- A 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.

- B 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.

4 Write answers to questions

AB85/86 Ex A

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.

5 Project activity 15

SB87

- A Get the students into their project groups and give them a few minutes to share their writing with the group. Encourage them to make polite suggestions of how any parts could be improved.
- B 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.

6 Write a paragraph

AB86 Ex B

The students can finish this exercise at home if necessary. Tell them 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.

Unit 7 Lesson 3

SB68 AB86–87

Objectives: Read for specific and detailed information.

Work out meanings.

Work out language rules from observation.

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

1 Discuss pictures

SB68

Elicit the title and 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*.

2 Read for gist

SB68

- A Tell the students to read the text quickly to find the answers to the two questions.

Answers

1

Picture 1 – Week 3

Picture 2 – Week 2

Picture 3 – Week 1

2

Natural features mentioned in the text are rivers, mountains, deserts and volcanoes. Elicit other examples such as lakes, beaches, seas and waterfalls. The students might want to give you other examples in Arabic such as rocks, cliffs, caves.

- B Ask questions to check comprehension of the introduction. For example:

When does the series start? How many programmes will there be?

3 Read for specific and detailed information

AB86 Ex A

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

1T, 2F, 3F
4F, 5F, 6F
7T, 8F, 9F

4 Write meanings of words and phrases

AB87 Ex B

You may want to do this vocabulary exercise orally first, as it is a new type of activity. If so, the students can write the answers at home. 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.

Answers

1 tired
2 surprising
3 sights
4 recovery

5 Language study

AB87 Ex C

- A Introduce AB87 Ex 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.
- B Elicit examples of waterways from the text. Then elicit how to fill in the table with the information.
- C Tell the students to complete the rest of the table on their own, using information from the text.
- D Check answers. Discuss other examples the students know and where they are.

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
Note: 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*

6 Project activity 16

SB87

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.

Unit 7 Lesson 4

SB69 AB88-89

Objectives: Understand the use of adverbs and adverbials in a text to add interest.

Study adverbs and adverbials and practise using them.

Understand word order with adverbs and adverbials.

Language: Adverbs and adverbials of time, frequency, manner and place

Vocabulary: patiently, all day

1 Read and find examples SB69

- A 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 8 adverbs or adverbials in the text in Lesson 3, page 68. Go through the Week 1 programme with the students. Stop reading after *He travels by boat for most of the journey*. Ask *Which words tell us something about how, where or when he travels? (by boat)*. Get students to find 6 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

2 Complete two paragraphs AB88 Ex A

- A Quickly check understanding of the words and phrases in the box. 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, easily, in an interesting way, carefully
- 2 in a friendly way, politely, slowly, quietly

3 Read and play a language game SB69

- A 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.
- B 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.

4 Put words in order AB89 Ex B

- A 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 Student's 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 the Emirates 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 Manaf does his homework carefully after supper.
- 8 Jood usually starts school at 8 o'clock and finishes at 3 o'clock.

- 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

Unit 7 Lesson 5

SB70 AB90-91 🎧 31

Objectives: Listen for gist, language and details.
Introduce and practise words and phrases of apology.

Language: Apologising, review of past simple and present perfect tenses

Vocabulary: Don't mention it. Pardon?

1 Listen and number SB70 🎧 31

- A Ask students to look at the pictures and suggest what is happening in each one. Accept any reasonable ideas at this point. Explain that they will hear three conversations and they will need to match each conversation with a picture. Play 🎧 31. Students check their ideas with a partner.

🎧 31

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 Role play conversations SB 70

- A Go through the information in the language box with the students. Ask *Which phrases did you hear in the listening? (I'm sorry, Don't mention it, Pardon? That's OK, I'm so sorry)* 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.'
- B 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.

3 Use apologetic language AB 90 Ex A/B

- A Students work individually to read and choose the correct response. Choose individual students to read out their answers in class.

Answers

- 1 I'm sorry.
- 2 Don't mention it.
- 3 I'm sorry.
- 4 Pardon?
- 5 Oh, I'm sorry.
- 6 That's OK.

B Students use the words in the box to complete the sentences. Check answers.

Answers

- 1 Pardon?
- 2 sorry
- 3 mention
- 4 sorry
- 5 OK

4 Study and practise language

AB91 Ex C

A Go through the information in the language box. You may prefer to do Exercise C orally. It checks understanding of the two tenses.

Answers

- 1 A is still in London; B has left London.
- 2 Mr Jones does not live here now.

5 Complete sentences

AB91 Ex D

A Tell the students to do Exercise D. Elicit full sentences to check the answers.

Answers

- 1 has been
- 2 did (you) go
- 3 Has ... visited
- 4 did (you) leave
- 5 have (never) seen

Unit 7 Lesson 6

SB71 AB92–93

Objectives: Read factual texts for detail and work out meanings.

Language: –

Vocabulary: Libya, Sudan, Tripoli, Benghazi, currency, record (v), narrow, northern, cattle, ancient, Khartoum, source, export (n), crop (n), refinery, gum

1 Preparation for reading

SB71

A 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. Possible answers: Egypt, Tunisia, Algeria, Chad, Nigeria, Eritrea, Ethiopia, South Sudan, and Central African Republic. Find out if anyone has visited any of the countries. Read the first question: *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.

2 Read texts for detail

SB 71, AB 92–93 Exs A–D

A Give students time to read the two sets of lists under each country name. They should **not** read the complete texts until later. They close their Student's Books and answer the three questions from AB92 Ex A from memory.

Answers

- 1 Libya (1,759,541 km² compared to Sudan's 612,184 km²)
- 2 Libya (population 6,244,174 compared to Sudan's 12,681,647)
- 3 They both speak Arabic.

- B Students now read both texts in the Student's Book and answer the true/false sentences in Exercise B of the Activity Book. Check answers in class.

Answers

Libya

- 1 True
- 2 False
- 3 False
- 4 True
- 5 False

Sudan

- 1 False
- 2 True
- 3 False
- 4 True

- C Students correct the false sentences from Activity 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 Students go back over the texts and find words to match the definitions. Get them to work individually and compare ideas in pairs.

Answers

- 1 narrow
- 2 cattle
- 3 ancient
- 4 flat
- 5 crops
- 6 exports
- 7 refinery
- 8 gum

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*.

Unit 7 Lesson 7

SB72-73 AB93  32

Objectives: Read for interest

Language: –

Vocabulary: recently, medals, gold, silver, bronze, medley, heat


1 Preparation for reading

SB72

- A Find out what the students know about the Asian Games. Use the six questions on page 72.

2 Listen and read the text

SB 72  32

 32 is the text on SB 72.

- A Tell the students first to cover the text, then listen for the answers to the questions. They can then read the text for any additional answers they did not catch through the listening stage.

Answers

- 1 Every four years
- 2 1951
- 3 The idea came from India
- 4 New Delhi
- 5 Incheon, South Korea, 2014

- 6 Yes, it has (six gold, 15 silver and 23 bronze medals)

3 Use the table to practise scanning **SB 73**

- A Ask *Where did the 1974 Games take place?* (Tehran.) Then use open pairs to ask the same kind of question.
- B Ask *Which country or countries has 11 bronze medals?* (The Philippines.) Then use open pairs to ask the same kind of question.

4 Write a summary **AB 93**

- A Ask the students to read the text again and study the table in the Activity Book. They then check their comprehension by completing the table on AB93.

Unit 7 Lesson 8

SB74 AB94-95

Objectives: Develop reading skills using headlines and details
Language: Present and past passives
Vocabulary: manufacture, rise, Slovakian, barrel

1 Focus on the lesson heading **SB 74**

- A Start the lesson with books closed. Ask the question from the lesson *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?* (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

(are produced).

Explain that in this lesson the focus is on using passive structures in the present and past tense.

2 Match headings and detailed information **SB 74**

- A 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

- B 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.

3 Write present and past passive sentences **AB 94 Ex A**

- A Refer to the cues and the example sentence in Activity 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 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.

4 Answer the questions AB 95 Ex B

- A Refer students back to the sentences on Student's Book page 74. 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 European factory.
- 2 Kia Motors' European factory is in Slovakia.
- 3 In 2006, around 2 million barrels of oil per day were produced in Iraq.
- 4 It took ten years for the production of oil in Iraq to double.
- 5 68 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.

Unit 7 Lesson 9

SB75-76 AB96

Objectives: Revision
Language: Revision
Vocabulary: Revision

1 Round up

SB75/76

- A Elicit further examples of all the language in numbers 1 to 6. For number 1, ask individual students to give an example of a sentence which is true for them using a definite time adverbs. Then ask another student to give an example of a sentence true for them using an indefinite time adverbs.

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.

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

2 Vocabulary

AB96 Ex A

Answers

English, Japanese
 France, Spain
 Canadian, Qatari
 Russia, Lebanon

3 Write opposites

AB96 Ex B

Answers

1 unhappily
 2 quickly/fast
 3 well
 4 uncomfortably
 5 in an unfriendly way

4 Change adjectives to adverbs

AB96 Ex C

Answers

- 1 clearly
- 2 quietly
- 3 carefully
- 4 dangerously

stress: unpleasant pressure

quality: goodness

eying: 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.

Unit 7 Lesson 10

SB77 AB97

Objectives: Reading for pleasure

Language: –

Vocabulary: alumni, rickshaw, complaints, stress, quality, eyeing, define

1 Introduction to the text

SB77

- A Direct the students to the title on SB77 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.
- B 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 push bike
complaints: things that annoy or concern you

2 Read in detail to write a storyline summary and complete sentences

AB 97 Ex A/B

- A 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.
- B 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

Answers for Extra activities AB 98–101

Exercise A

Travel: journey, port, horseback, passenger

Geography: desert, forest, grassland, mountain

Buildings: mosque, museum, refinery, pyramid

Agriculture: fertile, crops, farming, vegetables

Exercise B

Heyerdahl's beliefs 1

Building the boat 2

The journey 3

Heyerdahl's letter 4

Exercise C

- 1 Professor Heyerdahl is from Norway.
- 2 He believed that ancient civilizations were able to trade, travel and make long migrations by sea using simple ships.
- 3 He decided to build a reed ship and sail it through the Arab Gulf to the Indian Ocean.
- 4 It carried the flag of the United Nations.
- 5 It took two months to build *The Tigris*.
- 6 Iraqi and foreign workers helped to build the boat.
- 7 He was not allowed to dock in Yemen because of wars in the area.
- 8 Eleven explorers travelled with Heyerdahl.
- 9 Students' own answers.
- 10 Possible summary: The success of the voyage relied on collaboration between peoples. If we want to succeed as peoples we need to collaborate rather than fight each other.

Exercise D

- 1 I'm going to walk in the park in the evening.
- 2 My brother sometimes does his homework in the morning.
- 3 I usually get ready for school quickly in the morning.
- 4 My father drove slowly to school this morning.

Unit 8 Summary Review

Lesson	Materials	Topic area	Activities
1	SB78 🔊 33	Listening	Listen for language.
2	SB79	Speaking	Ask and answer questions.
3	SB80	Reading	Practise reading strategies.
4	SB81	Writing	Practise checking, correcting and improving texts.
Tests A–C	AB102–111 🔊 34		Progress tests: listening and grammar, reading, writing

Notes:

1 This unit reviews the things that have been taught to develop language skills.

There is no new testable vocabulary.

2 If you are able to carry out a speaking test, use any of the ideas suggested in previous units.

Unit 8 Lesson 1

SB78 🎧 33

Objectives: Listen for language and feelings.

1 Read a listening tip SB78

Go through the content of the information box.

2 Preparation for listening SB78

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.

3 Listen and note answers SB78 🎧 33

- A Explain that Hamid is at his friend Jassim's house. Check that the students understand what they have to do. They have to listen to 🎧 33 Part 1 and find out which of the two things Hamid says. Tell them to tick (a) or (b). Play 🎧 33 Part 1.

🎧 33

1 Hamid has just arrived at Jassim's house. Listen carefully.

- Hamid: Are you ready to go to the sports club, Jassim?
Jassim: Er, no. I'm afraid not.
Hamid: Why not? You said you'd be ready at three forty-five.
Jassim: I have a problem, Hamid.
Hamid: 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.
Hamid: Jassim! You're hopeless! We'll be late for the coach. Training starts at four sharp!

- Jassim: If you gave me some help, ...
Hamid: Well I would help you, Jassim, if ...
Jassim: Great, Hamid! You're a real friend! Look, you do the inside.
Hamid: Hold on! I said I would ...
Jassim: Yes, you did, and I'm very grateful.
Hamid: But you didn't let me finish. I was going to say ...

- B Elicit the answer: Hamid said *I would help you*. Ask *What did he mean? Was he going to help Jassim?* Elicit *No*. Then say *If Hamid said 'I will help you,' what would he mean?* Try to elicit that this would mean that he was going to help.
- C 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 🎧 33 Part 2.

🎧 33

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.

D Elicit the answers:

- 1a – John Green
- 1b – Mr Pearson.
- 2 – Mr Pearson means that Mr Green's job is finished.

E Tell the students that the girl in picture 3 is Haya but the two girls they will hear at the beginning of 🎧 33 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 🎧 33 Part 3.

🎧 33

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: Haya.
Fadia: Oh, dear. Haya always leaves things to the last minute. We'd better phone and remind her.
Haya: Hello.
Fadia: Hello, Haya. Fadia here. I'm phoning about the class magazine.
Haya: Oh, yes. I'm writing the town news article.
Fadia: Yes, er, we need it tomorrow, you know.
Haya: Yes, I know. You'll have it tomorrow.

Fadia: Oh, good. Thank you, Haya. Er, have you finished it?
Haya: Well, no. But I'm going to write it this evening.
Fadia: Haya, have you started it?
Haya: Erm, not really, but I've been thinking about it ...

F Elicit the answers.

- 1 I'm phoning – a continuous present action
- 2(a) I'm writing – something that has been arranged to take place in the future
- 2(b) You'll have – definite future
- 2(c) I'm writing – a plan/an intention

4 Refer to grammatical points SB78

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.

5 Listen for feelings

SB78 🎧 33

Either play 🎧 33 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 *Hamad* says *I'm afraid not*. Ask *How does Hamad feel?* and elicit *sorry* and possibly *nervous*. 'Apologetic' would be a good word.
- 2 Stop after *Jassim* says: *Why not? You said you'd be ready at three forty-five*. Elicit answers: *Jassim 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. *Jassim is angry now*.
Go through the other parts of 🎧 33 in the same way.

Unit 8 Lesson 2

SB79

Objectives: Ask and answer questions about texts in the Student's Book.

1 Introduction

SB79

- A Read the text 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 exam and that they can use it outside school. Then tell them to open their books at SB49. 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.
- B Ask the students to look at the text on SB49 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.

2 Ask and answer questions

SB79

- A Elicit the questions for SB59 (The school of the future) orally from individual students to practise pronunciation. (Don't elicit answers.) Get the class to repeat in chorus.
- B Organize the students into small groups of not more than six. Tell them to choose one student to ask the questions on SB79 about the selected text (The school of the future, page 59) and another student to look at the relevant text on page 59. He/She can check the answers given by looking at the text. The others keep their books closed.
- C 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*.

3 Ask and answer questions

SB79

Provided the activity in Stage 2 above was reasonably successful, tell the groups to continue with the other questions on SB79. Tell them to take turns asking the questions and checking the answers when they move to a new page.

Note: If the activity in Stage 2 was not successful, you can use the whole page as a class activity. Ask individual students to read a question.

4 Make own questions

SB79

- A 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 SB71 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?

5 Set homework

SB79

Tell students to find and underline these sentences in the text on SB72.

Text 1: The Asian Games are held every four years.

Text 2: The first games were held in the Indian capital, New Delhi, in 1951.

Text 3: Now more than 40 countries compete in the Games.

Text 4: An Iraqi team has attended the Asian Games seven times since 1974.

Tell students to write the questions for these answers. They can do this for homework, but check their work in class.

Answers

How often are the Asian Games held?

Where and when were the first Games held?
How many countries now compete in the Games?
How often has Iraq attended the Games since 1974?

6 Play a language name SB57

Tell students to open their Student's Books at page 57. Refer them to the language game, the example job description, and the ideas in the box. Ask for examples of each type of job. 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 has guessed the highest number of jobs.

Unit 8 Lesson 3

SB80

Objectives: Practise reading strategies.

1 Tips for reading SB80

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 sentences of each paragraph first. These are often the topic sentences and, together, they give the gist, or main points.

2 Read for gist SB80

- A** Ask the students what kind of text is on SB80 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.
- B** Read out the first task. Give the students no more than two minutes to read the first sentence of each paragraph. Tell them to close their books. Ask *How much do you know about the story?* and elicit answers.

Example answers

It's about a girl called Rafal who saw a cat one afternoon when she was walking home from school.

3 Read for main points SB80

- A** Read out the next rubric. Give the students no more than five minutes to read the red and blue text. Then tell them to close their books.
- B** 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.

4 Read for more detail SB80

The task of finding words and working out meaning makes the students read more closely. Go

through this task orally.

Note: padding is a way some animals can walk softly, without making any noise.

Unit 8 Lesson 4

SB81

Objectives: Practise editing written texts.

1 Correct marked errors

SB81

- A The students should recognize the text as one they read in Unit 3. Tell them not to look back at it yet. 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 learnt
- 4 Sp – their
- 5 WO – caught for them

- B Tell the students to continue correcting the text in the same way. They should write the corrections in their copybooks.

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 and join up
- 15 Gr – richer (means ‘more rich’)
- 16 WO – soon be no birds left
- 17 Sp – habitats

Students can check their corrections from the text on page 31 of their Student’s Book.

2 Put ideas into a logical sequence

SB81

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.

Example 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.

Unit 8 Test A

AB102–103

🔊 34

Objectives: Do a test of listening and grammar.

Question A – Listening for details

🔊 34

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 Rahdi: 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 the marshlands in south-eastern Iraq with my family and spent two weeks taking many photographs of the beautiful sacred ibis. We had to travel by boat to see the ibis up close. When I got home, I entered a photography competition with some of my ibis 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.

Answers

- 2 animals = sacred ibis, polar bear
- 2 habitats = marshlands, Arctic sea ice
- 2 jobs = wildlife photographer, doctor
- 1 place of education = university
- 2 countries = Iraq, the United States
- 1 nationality = Canadian
- 2 ways of travelling = boat, sledges

Question B – Grammar

Answers

- 1 the
- 2 the
- 3 a
- 4 a
- 5 an

Question C – Grammar

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 life now?

Question D – Grammar

Answers

- 1 ✓
- 2 ✗ He is going to be a doctor when he's older.
- 3 ✓
- 4 ✗ They are going to spend the weekend at their grandparents.
- 5 ✗ They didn't go to play football last weekend.

Unit 8 Test B

AB104–107

Objectives: Do a reading test.

Question A – Preparation

Answers

- 1 pictures
- 2 headings
- 3 topic

Question B – Read for detail

Answers

Newspaper article 1: airport, television studio, sports star, lunch, stadium

Newspaper article 2: a little girl, missing, police, security guard

Question C – Answer direct questions

- 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.

Question D – Answer less direct questions

- 1 He works at the Daily Arab News.
- 2 No, because Wissam Taha flew into Cairo and took a plane to Iraq.
- 3 He stayed one day.
- 4 He taught football skills to young footballers.
- 5 He left by plane.

Question E – Answer wh- questions

- 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 A cleaning cupboard
- 7 With her family at home

Question F – Match questions and answers

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

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

Unit 8 Test C

AB108–111

Objectives: Do a writing test.

Marking the test:

1 Impression mark: A portion of the total mark 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?

Key words

(*n*) = noun (*v*) = verb (*adj*) = adjective (*pt*) = past tense (*pl*) = plural

Unit 1

artistic	musical (<i>adj</i>)
bakery (bakeries <i>pl</i>)	queue (<i>n</i>)
big (bigger / biggest)	queue (<i>v</i>)
car park	safe (safer / safest)
cheap (cheaper / cheapest)	security guard
curly (curlier / curliest)	short (shorter / shortest)
dangerous (more dangerous / most dangerous)	small (smaller / smallest)
escalator	sporty
expensive (less expensive / least expensive / more expensive / most expensive)	straight (straighter / straightest)
fat (fatter / fattest)	supermarket
friendly (friendlier / friendliest)	talkative
hard working	tall (taller / tallest)
helpful (more helpful / most helpful)	thin (thinner / thinnest)
information desk	
kind (kinder / kindest)	

Unit 2

adventure
beach
blanket weaving
camping

characters

comedy

dislike

don't like

ending

enjoy

episode

especially

event

extremely

fiction

fishing

graduation

hate

hobby (hobbies *pl*)

horror

interview

jewellery making

like

love

novel

sailing

survivor

swimming

tragically

travel (*adj*)

Unit 3

afraid of

area

beautiful (more beautiful / most
beautiful)

better

birth rate

cold (colder / coldest)

deer

dive

domestic

don't mind

dry

falcon

fawn

feel

fly (*n*)

government

habitat

hot

huge

increases

large

life expectancy

likely

mosquito

natural

nature

necessity

need

neither

population

questionnaire

spider

traditional

useful

wet

wildlife

Unit 4

attention

experiences

gist

happen (happened *pp*)

headline

important

information

logical

loud (louder / loudest)

loudly

paragraph

pardon

repeat

repetition

slow (slower / slowest)

slowly

summary

surprised

title

topic sentence

understand

Unit 5

a few

advert (advertisement)

arts

badminton

baseball

basketball

business

cartoons

editor

fashion

favourite

feature

minister

most

opinions

prefer

programme

report

reporter

reviews

running

score

section

some

sports

table tennis

tennis

Unit 6

architect

art

astronaut

author

career plan

decorator

dentist

designer

doctor

education

footballer

future

go past

Unit 5

a few

advert (advertisement)

arts

badminton

baseball

basketball

business

cartoons

editor

fashion

favourite

feature

minister

most

opinions

prefer

programme

report

reporter

reviews

running

score

section

some

sports

table tennis

tennis

Unit 6

architect

art

astronaut

author

career plan

decorator

dentist

designer

doctor

education

footballer

future

go past

go to	by plane
history	by rickshaw
how far	carefully
maths	closed
mechanic	customs
next to	Egypt
past the	England
photographer	every day
pilot	every year
science	France
straight on	happily
teacher	how often
turn left	Japan
turn right	Lebanon
university	often
vet	on foot
virtual learning	on horseback

Unit 7

by boat	ride bicycles
by bus	souvenir
	transport

travel

one day

the Underground (*n*)

phone (*v*)

usually

protected

walk

rare

revise

ride (rode *pt*)

Unit 8

suddenly

air-conditioned

star

as a result

that evening

camel

tour

dashed

unusual

disadvantage

work

environment

extra

feeling

hunt (*v*)

in the winter

learn (learned or learnt *pt*)

mean (*v*)

meaning

missing

nevertheless

Notes



