



KSA - Edition

Traveller 1

English Language

Secondary Stage

Credits System

Compulsory Program

Level One

نظام المقررات

البرنامج المشترك

المستوى الأول

Semester System

Preparation Course

English Language 1

اللغة الإنجليزية

المرحلة الثانوية

النظام الفصلي

الإعداد العام

اللغة الإنجليزية ١

كتاب المعلم Teacher's Manual



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Edition 2016/2017



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OUTLINE OF THE COURSE

Objectives

Traveller is an exciting and easy-to-use course in English, which smoothly takes learners from Beginners to Advanced level. The main concern of the writers of this course has been to explicitly demonstrate how English is used in real-life situations, thus enabling learners to use it in meaningful contexts. *Traveller* has been meticulously designed to build the learners' ability to communicate their ideas fluently, accurately and confidently.

Goals

Traveller follows the requirements of the Common European Framework of Reference for Languages (CEF). It aims at achieving the following goals:

- **Communicative** - to help students establish relations, exchange information and express ideas, attitudes and feelings.
- **Socio-cultural** - to help students grasp an understanding of everyday life patterns of their age group. This covers topics such as home, leisure, etc. in the target language.
- **Learning how to learn** - to help students plan their work over a time span and set themselves realistic objectives.
- **Language and cultural awareness** – to help students acquire an understanding of the language and culture.

Syllabus

Traveller follows the modular approach, which enables students to deal with topics in depth and over a longer period of time. Moreover, the course uses an integrated approach to all four language skills (reading, listening, speaking and writing) in a carefully graded and well-organised, user-friendly syllabus combining functions, structures, vocabulary, pronunciation and communication skills. A building-block strategy has been employed through which every lexical and grammatical item is carefully presented and systematically revised enabling students to acquire the language naturally and use it in meaningful contexts. Communicative language teaching is viewed as a practical activity rather than a theoretical notion.

Organisation and length of the course

Traveller 1, the first book in the series, effectively meets the needs of learners with no or little previous exposure to the English language. It brings students to level A1 of the CEF.

The book is organised in eight modules, each of which is based on a general topic. The modules are well-organised within a steady framework. Each module consists of a cover page, 5 two-page lessons, a round-up section and a cross-curricular/culture page for extra reading. In this way, students are presented with different aspects of the same topic. The modular approach promotes progress in all dimensions and by the end of the course, students will have been systematically exposed to the functions and structures outlined in the contents. Additionally, they will have been given the opportunity to develop all four skills, having been given adequate practice throughout the book. The precise time needed to complete the course will vary according to factors such as school organisation, class size, learner ability and motivation.

Key features

Certain key features of the book add to the challenging and motivating material of the course:

- Lively dialogues presenting real spoken English.
- Emphasis on vocabulary building.
- Cross-curricular and cultural information.
- The language used. It is principally British English. However, the writer has taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, students are exposed to linguistic varieties as well as texts and information about various English-speaking countries and cultures.
- Personalisation activities
- Opportunities for promoting learner autonomy with learning tips, self-assessment and *Now I can* sections, learning objectives on the cover pages, through the use of the Portfolio (self-assessment and project section in the WB), etc.

- Inductive approach to the presentation of the grammar and vocabulary, relating new information to prior knowledge with warm-up activities, asking open-ended questions, through problem-solving activities, etc.

COURSE COMPONENTS

Student's Book

The Student's Book contains:

- A table of contents presenting the topics, vocabulary, structures, functions, pronunciation as well as the language skills practised in each module.
- Eight modules, each divided into a cover page, five two-page lessons and two Round-up pages.
- Four culture pages.
- Four cross-curricular pages.
- A speaking section including pairwork activities.
- A poem section including 4 poems.
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- A section with tips helping students to acquire good learning habits inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing.
- A list of irregular verbs.
- An appendix with differences between British and American English.
- A word list containing the active vocabulary of each lesson in alphabetical order.

Student's CD

The Student's CD includes the dialogues, texts and poems from the Student's Book and is meant to give students extra practice at home.

Workbook

The Workbook is closely linked with the Student's Book providing further practice of all the linguistic items dealt with in the Student's Book. Students are thus able to reinforce and consolidate what they have learnt and also gain a sense of achievement. It is recommended that some of the exercises in the Workbook be done in class but most of them should be assigned for homework. The Workbook includes:

- Ten pages per module comprising vocabulary, grammar, communication, listening, reading and writing tasks.
- An eleven-page extra grammar practice section at the back of the book.
- A Portfolio:
 - A self-assessment section which includes evaluation charts to help students monitor their progress.
 - Projects which are thematically linked to each module.

Each project is meant to be done when the module has been completed, hence promoting an opportunity for revision and consolidation. Furthermore, students gain confidence and a sense of achievement as they use the language they have acquired in a creative manner. The *self-assessment section* is meant to be done when the material has been completed. This section enables students to assess themselves and record their progress, and promotes self-awareness about their strengths and weaknesses. It also enables teachers to see whether any remedial work is necessary.

Workbook Teacher's Edition

The Workbook is also available with overprinted answers for teachers.

Teacher's Manual

The Teacher's Manual contains:

- An introduction.
- Teacher's Notes. Each lesson includes tables of the functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs. Answers to all exercises, transcripts for the listening exercises and the aims for every activity in the Student's Book are also included.

- Ideas for optional activities which help students get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- Background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes which give more detailed information about the new linguistic items presented in each lesson.
- The transcripts for the listening tasks included in the Workbook.
- The tracks (▶ 22 = Track 22) for all the recorded material included in the class CDs.
- Pacing Charts.

Class CDs

The Class CDs include all the recorded material from the sections in the Student's Book where the symbol  appears. They also include the transcripts for the listening tasks that appear in the Workbook.

Test Audio CD/CD-ROM

The Test CD-ROM contains:

- 8 tests corresponding to the modules of the book
- a final test
- keys and transcripts

The tests can be printed in their original form. However, the teacher also has the ability to add, omit or change the order of the items and/or exercises according to the needs of their classes.

The Test Audio CD contains the recordings of the listening texts in the tests.

THE STRUCTURE OF THE MODULES IN TRAVELLER 1

Hello

This section serves as an introductory section. Basic classroom language as well as greetings, countries and nationalities, etc. are presented.

Modules 1-8 (an overview)

Each module consists of five lessons and focuses equally on lexis, grammar, language functions and communicative skills. In the first four lessons, the target language (vocabulary, grammar, functions) is presented and practised extensively. In all five lessons the four basic skills and micro-skills (reading, listening, speaking, writing) are developed in an integrated manner. In the fifth lesson there is special emphasis on reading and writing. Lastly, the round-up pages at the end of each module thoroughly revise the functions, grammar and vocabulary that have been taught in the preceding lessons and offer a unique opportunity for self-evaluation.

Cover page

The cover page is the first page of the module. Students are introduced to the topic of the module through a discussion. They can also read about what topics they will encounter in the module. The purpose of doing so is to activate students' background knowledge and create a sense of anticipation. The third section of the cover page is a set of learning objectives. Students read about what they will learn in the module, which increases motivation and helps them become autonomous learners.

Vocabulary

In this section, one or more lexical sets related to the topic of the module are presented. There are also expressions, phrasal verbs and collocations, often presented through visual clues which make the presentation more lively and comprehensive. The task types vary and include labelling, multiple matching, classifying, gap filling, etc. However, this section is not just a list of lexical items which are presented to be memorised. Students are always asked to do a task which requires them to retrieve knowledge and information from either their previous exposure to the English language or their knowledge of the world, to think critically and make educated guesses.

Students are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of tips.

Reading

Reading can be divided into two parts:

• Dialogues

The aims of the dialogues throughout the book are to present vocabulary, structures and functions in context and to expose students to natural spoken English through meaningful contexts. All the dialogues have been specially designed to familiarise students with spoken English in a variety of different real-life situations and they can be dealt with as both reading and listening activities. These dialogues rouse students' interest through witty exchanges in up-to-date, modern English, the objective of which is to promote learning in a communicative way. The dialogues are accompanied by a wide range of comprehension activities, such as open-ended questions, True/False exercises, ordering events, identifying speakers, gap filling, extracting specific information, etc.

• Different types of texts

There is a variety of reading material: factual texts, recipes, e-mails, brochures, quizzes, magazine articles, notes, etc. The texts cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural, cross-curricular information. The texts have been carefully selected not only for their language content, but also for their interest and appropriateness to the level and age of students this course is intended for. The texts and tasks aim at the development of reading micro-skills with the emphasis on reading for gist and for specific information. Teachers should use the pre-reading questions provided in the Teacher's Book to introduce the topic of the reading text and facilitate students' further comprehension of it. In the Teacher's Book there are also post-reading questions which give students the opportunity to expand on the topic of the text and use the new vocabulary to talk about themselves.

Students are further helped to develop their reading skills with the inclusion of useful advice given throughout the book in the form of tips.

Grammar

This section deals with essential grammar and focuses on the grammatical points that appear in the presentation section. Their usage is illustrated in context through example sentences/dialogues. Students are actively involved in the understanding of grammar through various language awareness activities. For example, they are required to make inferences about the functions and usage of grammatical points and to complete tables and/or sentences. In this way, students develop strategies that help them identify language patterns, develop a greater awareness of language and become more independent learners. A more detailed presentation of the grammar focus in each lesson is included in the Grammar Reference at the back of the book.

Practice

This section always follows the grammar section and is usually a simple activity which allows students to use the structures they have learnt in context, while teachers are able to check their students' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually. An extra grammar section at the back of the Workbook is also available for those students that might need further practice.

Pronunciation

It is important to sensitise students to the different sounds of the foreign language and give them as much practice as possible. The aim is not for students to acquire a native-like pronunciation, but to enable them to speak intelligible English. The pronunciation section deals with significant aspects of spoken English in an organised manner and is linked to the language of each module. It is in the form of a listen-and-repeat drill, presenting and providing controlled practice of individual sounds, as well as sentence stress and intonation patterns.

Listening

The topic of the listening task is always related to the topic of the lesson. A variety of spoken text types and task formats have been employed through which important listening micro-skills are developed. The focus is on listening for gist and/or specific information. Therefore, it is always a good idea to have students

read through the questions/gapped text, etc. first and make predictions about the possible answers using prompts such as pictures, tables, etc. It is always important to stress that students do not need to understand every word that they hear. After making sure that students have understood the instructions and the language included in the questions, play the CD two or more times if necessary. Elicit answers from students and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood.

Students are further helped to develop their listening skills with the inclusion of useful advice given throughout the book in the form of tips.

Speaking

Speaking tasks provide students with further practice of the vocabulary, structures and functions presented and progress smoothly from controlled to free practice. Students are engaged in meaningful communication and emphasis is placed on communicating for a particular purpose. Students usually work in pairs or groups and perform a variety of real-life tasks (role-plays, guessing games, questionnaires, information-gap activities, etc.). By doing so, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition, pair and group work help to lessen students' communicative stress. Verbal and/or visual prompts are always provided to facilitate the students' task. In pairwork involving information exchange, each of the two students is provided with different information found in a special section at the back of the book. Though this arrangement may be impractical, it is necessary so that the effectiveness and communicative value of the tasks are not compromised.

Students are further helped to develop their speaking skills with the inclusion of useful advice given throughout the book in the form of tips.

Writing

Writing is perhaps one of the most difficult skills for students to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. Students are introduced to writing smoothly, starting with simple sentences and then moving on to longer texts. The book helps students build up their writing skills by integrating the skills as the writing activities are usually based on the preceding speaking activities. Students are also provided with guidance concerning different types of writing and tips to help them deal with the writing tasks.

These writing tasks are particularly suitable for homework, as they give students the opportunity to revise the language introduced in the lesson and expand on the topic. Instructions should be explained carefully in class, as it is important to ensure that students have fully understood what they are expected to do. Students' written work should always be corrected (not during class time) and returned to students in due course. Alternatively, students could work in pairs and correct each other's work before giving it to the teacher. Moreover, students should be familiarised with a correction code, like the one suggested below, which will help them identify and correct their own mistakes.

WW : wrong word
S : spelling
P : punctuation
T : tense

A : article
WO : word order
^ : something missing

Another way to deal with writing is as a cooperative activity. Writing in pairs or groups can be highly motivating for students and incorporates research, discussion and peer evaluation.

Students are further helped to develop their writing skills with the inclusion of useful advice given throughout the book in the form of tips.

Round-up

The Round-up sections consist of exercises revising the vocabulary, grammar and functions in the corresponding lessons. There are also speaking, writing and occasionally listening tasks as well as self-evaluation charts at the end of each Round-up section where students can check their progress. These charts give students the opportunity to take responsibility for their learning and see what they can do with the language they have learnt and evaluate their own strengths and weaknesses.

However, in order to evaluate students' performance, we must ask ourselves about the purpose of evaluation. What do we hope our students will learn? Since our purpose is to improve students' ability and not simply to judge it, we must try and provide them with feedback about their strengths and weaknesses. Here are some practical ideas on how we can go about doing this:

- Monitor and describe students' performance, on paper and verbally, so that they can overcome any difficulties. Try to get them to articulate what they can do.
- Determine whether students have understood the task.
- Judge a task not only for the end result but also reflect upon the stages and progress students went through.
- In the final stage, it is a good idea to help students determine what has been achieved.

Culture pages / Cross-curricular pages

After every module there is a culture page or a cross-curricular page, which is related to the topic of the preceding module. The culture pages consist of texts which further introduce students to the culture of the English-speaking world as more multicultural information is included within the modules. The cross-curricular pages consist of texts which help students see how English and cross-curricular subjects fit together.

Poems

After every two modules there is a poem accompanied by an activity. The poems can be found in a section at the back of the book.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned for homework, make sure that students fully understand the rubric and are sure about what they need to do.
- For most activities, it may be helpful to demonstrate what the task requires students to do by doing the first item as an example.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. When necessary, however, certain key words that block understanding should be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting writing, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to students orally or in written form on the board.
- When explaining new lexical items, a variety of techniques could be employed, such as example sentences, mimicry, definitions, antonyms, synonyms, enumeration and/or translation.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.
- It is advisable that teachers use the students' first language when necessary (e.g. to initiate a discussion on a topic in order to activate students' background knowledge, to explain grammar rules).

Abbreviations used in Teacher's Manual

adj	→ adjective	etc.	→ et cetera
adv	→ adverb	sb	→ somebody
prep	→ preposition	sth	→ something
n	→ noun	Ss	→ students
v	→ verb	SA	→ student A
p.	→ page	SB	→ student B
pp.	→ pages	TM	→ Teacher's Manual
e.g.	→ for example	L1	→ Ss' first language

1. WHAT'S YOUR NAME? CD 1 ►► 2

Functions

Greeting and introducing oneself

Vocabulary

Titles

Mr Mrs Miss Ms

Other words and phrases

Hello Hi student surname teacher
What's your name? I'm.../My name's

A. Aim: to present ways of introducing oneself

- Introduce yourself to the class. Say: *Hello, my name's...*
- Choose a student and say: *What's your name?*
- Encourage the student to answer: *Hi! My name's...*
- Ask Ss to look at the picture.
- Play the CD. Ss listen and follow in their books.
- Draw Ss' attention to the NOTE and explain it.

LANGUAGE PLUS

- Mr** /'mɪstə/ is used before a man's surname when you are speaking or referring to him. It is an abbreviation of the word "Mister".
 - Miss** /mɪs/ is used before the surname of a girl or a woman who is not married.
 - Mrs** /'mɪsɪz/ is used before the surname of a married woman.
 - Ms** /mɪz/ is used instead of *Miss/Mrs* when you do not wish to specify if the woman is married or not.
- Draw Ss' attention to the pictures and ask them what the names of the two people are (*Mr Ahmed, Saad*).
- Play the CD again. Pause after each utterance and have Ss repeat what they hear.

B. Aim: to give Ss practice in introducing themselves

- Ask Ss to read through the speech bubble.
- Divide Ss into pairs.
- Ss take turns to introduce themselves.
- Go round the class helping Ss when necessary.
- Choose some Ss to act out the exchange in class.

OPTIONAL ACTIVITY

- Tell Ss to stand up and pretend it is their first day at school and they don't know anybody.
- Encourage Ss to go round the class and introduce themselves, shaking hands with the person they are talking to if they wish.

2. GREETING AND SAYING GOODBYE ►► 3

Functions

Greeting and saying goodbye
Asking about one's health

Vocabulary

Greeting and saying goodbye

And you? Bye Good afternoon Good evening
Good morning Good night Goodbye Great!
Have a nice day Have a nice weekend
How are you? How's everything? How's it going?
I'm fine I'm OK I'm very well Not bad
Not much See you See you later
See you tomorrow So-so Take care Thank you
Thanks What's up?

A. Aim: to introduce greetings and different ways of saying goodbye and asking about one's health

- Draw Ss' attention to the words/phrases in the three boxes and explain to them that the words/phrases are greetings and ways of saying goodbye and asking about one's health.
- Play the CD. Ss listen and follow in their books.
- Draw Ss' attention to *See you later*. Explain to them that the addition of the word *later* does not necessarily mean that we will actually see the other person later.

LANGUAGE PLUS

- It is **morning** until 12pm, **afternoon** from 12pm until 6pm and **evening** from about 6pm until midnight.
- What's up?** and **How's it going?** are used as greetings and are more informal than *How are you?*, which can be used in both informal and formal situations.
- We tend to use **Good morning**, etc. in more formal situations.
- In colloquial speech we can also say **Morning!** instead of *Good morning!*
- In informal situations, we can use **Fine** or **Very well** instead of *I'm fine* or *I'm very well*.
- We usually say **Thanks** in informal situations and **Thank you** in formal situations.
- Good night** is used to say goodbye to someone late in the evening or when someone is going to bed. **Good evening** is used to greet someone when we meet them in the evening. In informal situations we sometimes tend to say *Night* and *Evening*.

B. Aim: to give Ss practice in greeting and saying goodbye and asking about one's health

- Ask Ss to read through the speech bubble.
- Demonstrate the dialogue with a student.
- Divide Ss into pairs.
- Ss take turns to greet each other, say goodbye and ask about their health.
- Go round the class helping Ss when necessary.
- Choose some Ss to act out the dialogue in class.

3. COUNTRIES AND NATIONALITIES

►14

Functions

Asking for and giving personal information (nationality)

Vocabulary

Countries-Nationalities

Australia – Australian Bahrain – Bahraini
 Brazil – Brazilian Canada – Canadian
 China – Chinese Egypt – Egyptian France – French
 Hungary – Hungarian Ireland – Irish
 Italy – Italian Jordan – Jordanian Mexico – Mexican
 Morocco – Moroccan New Zealand – New Zealander
 Saudi Arabia – Saudi
 South Africa – South African Spain – Spanish
 Turkey – Turkish UK – British USA – American
Other words and phrases
 but I live in... Where are you from? I'm from...

A. Aim: to present a number of countries and nationalities

- Draw Ss' attention to the countries and nationalities and explain to them that the words in the first column are countries and the words in the second column are nationalities.
- Ask Ss if they recognise any of them.
- Elicit answers and have Ss do the matching.
- Play the CD. Ss listen and check their answers.

Australia – Australian
 Bahrain – Bahraini
 Brazil – Brazilian
 Canada – Canadian
 China – Chinese
 Egypt – Egyptian
 France – French
 Hungary – Hungarian
 Ireland – Irish
 Italy – Italian
 Jordan – Jordanian
 Mexico – Mexican

Morocco – Moroccan
 New Zealand – New Zealander
 Saudi Arabia – Saudi
 South Africa – South African
 Spain – Spanish
 Turkey – Turkish
 UK – British
 USA – American

KEY

- Play the CD again for Ss to listen and repeat.
- Explain any unknown words.
- Ask Ss which of the countries mentioned in the activity are English-speaking countries (*Australia, Canada, Ireland, New Zealand, South Africa, UK, USA*).

LANGUAGE PLUS

We use the definite article **the** before **USA** and **UK** and while we say *I'm Canadian/American/Irish/British/South African/Australian*, we say **I'm a New Zealander**.

B. Aim: to give Ss practice in asking and answering about their nationality and where they live

- Point to yourself and say: *I'm from (country). I'm (nationality).*
- Point to a student and ask: *Where are you from?*
- Explain that this question can be answered both ways, as shown above.
- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to read through the speech bubble.
- Ss work in pairs to ask and answer about each other's nationality and where they live.
- Go round the class helping Ss when necessary.

4. NUMBERS ►15

Functions

Identifying numbers
 Asking for and giving personal information (phone number, age)

Vocabulary

Numbers 0-100

Other phrases
 How old are you? I'm... (years old).
 What's your number?

A. Aim: to present the numbers 0-100

- Read out the numbers 0-100 slowly and clearly once.
- Play the CD and tell Ss to repeat.
- Draw Ss' attention to the NOTE and explain it.
- Point out the difference in spelling: *four-fourteen-forty*.

B. Aim: to give Ss practice in asking for and giving their phone number

- Draw Ss' attention to the speech bubble and read it out loud. Explain to Ss that the numbers in a phone number are read out one by one.
- Draw Ss' attention to the NOTE and point out to them that the number 0 in a phone number is read *oh* and when a phone number includes the same number twice successively, it is read *double + the number* (e.g. 99 = *double nine*).
- Get Ss to do the activity in pairs.
- Go round the class, helping them when necessary.

C. Aim: to give Ss practice in asking and answering about their age

- Say: *I'm ... years old.* Then choose a student, make a guess about his/her age and ask: *How old are you? Are you + a number?* and write the questions on the board.
- Encourage him/her to answer.
- Point out to Ss that it is not necessary to say *years old* when answering the question *How old are you?*
- Get Ss to do the activity in pairs and go round the class, helping them when necessary.

5. OBJECTS IN A CLASSROOM ➤16

Functions

Identifying objects

Structures

this/that

Vocabulary

Classroom objects

backpack book chair desk dictionary
folder laptop notebook pen pencil

Other words

here there

A. Aim: to present classroom objects

- Point to your book and ask Ss: *What's this?*
- Elicit the answer: *It's a book.*
- Ask Ss to look at the words and identify the objects.
- Play the CD and have Ss listen and repeat.
- For further practice point to different objects in the activity and ask Ss the question *What's this?*

B. Aim: to present and give Ss practice in using *this/that*

- Ask Ss to look at the pictures and read through the examples.
- Point to an object that is near you and say: *What's this? It's a(n) + object.*
- Then point to an object that is not near you and say: *What's that? It's a(n) + object.*
- Go round the class asking Ss these questions.
- Divide Ss into pairs and have them take turns to ask and answer the questions while pointing to different objects on their desks and in the classroom.
- Refer Ss to the Grammar Reference (p. 128).

LANGUAGE PLUS

The word **notebook** also means **laptop**.

6. CLASSROOM LANGUAGE ➤17

Functions

Understanding and using classroom language

Structures

Imperative

Vocabulary

Classroom language

Any questions? Be quiet, please Can I go out?
Can you repeat that? Can you speak more slowly?
Close your books How do you say...in English?
I don't know I don't understand Listen to the CD
Look at the board Open your books
Read the text Speak in English That's right
Turn to page... What does this word mean?
What's the answer to question...? Write sentences

Aims: • to present classroom language
• to present the Imperative

- Ask Ss to read through the phrases.
- Play the CD and have Ss listen and repeat what they hear.
- Explain any sentences Ss may have difficulty with.
- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference (p. 128).
- Ask Ss the questions in the rubric.
- Check the answers with the class.
- Encourage Ss to use the phrases in class throughout the year.

KEY

Speak in English. Don't speak in... - Teachers

I don't know. - Both

What's the answer to question...? - Teachers

I don't understand. - Both

Can you speak more slowly? - Students

How do you say...in English? - Both

What does this word mean? - Both

Can I go out? - Students

Write sentences. - Teachers

Look at the board. - Teachers

Be quiet, please. - Teachers

Can you repeat that? - Both

Listen to the CD. - Teachers

Close your books. - Teachers

That's right. - Teachers

Read the text. - Teachers

Open your books. - Teachers

Any questions? - Teachers

Turn to page... - Teachers

WORKBOOK LISTENING ➤18

LISTENING TRANSCRIPT

- How's it going?
- Goodbye!
- How old are you?
- Where are you from?
- How are you?
- Good night!

1 Me, myself and I

Aims: • to introduce the topic of the module and activate Ss' background knowledge
• to present the learning objectives of the module

- Draw Ss' attention to the title of the module and ask them if they know any of the words.
- Elicit answers and ask Ss to look at the picture and tell you what they can see (*a young man smiling*).
- Elicit answers and ask Ss what they think the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

- a survey about men's and women's favourite things: pp. 10-11
- two men talking on the phone: p. 15
- 3 advertisements for part-time jobs: p. 13
- a photo album of people one knows: p. 16
- a high school form asking for personal information: p. 9

KEY

- Read out the objectives listed in the *In this module you will learn* section.
- Explain any unknown words.

Functions

Greeting

Introducing oneself and others

Asking for and giving personal information

StructuresThe verb *be***Vocabulary**

coach college first name love neighbour near
 need new player practice street surname
 team with

Phrases

How do you spell? I live at + address

Nice to meet you (too) Pleasure to meet you Really?

What's your address? Who...?

- Explain any unknown words and choose Ss to act out the dialogue.

WARM-UP

Aims: • to introduce the topic and one of the functions of the lesson
 • to activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson and ask them to tell you when we say *Pleasure to meet you (when we meet someone for the first time)*.
- Ask Ss to tell you what they think the lesson is about.
- Activate Ss' background knowledge by asking them to tell you if they know of any similar phrases we can use on the same occasion (*Nice to meet you*).

1. READ ►►19

A. Aims: • to present vocabulary, structures and functions in the context of a dialogue
 • to give Ss practice in identifying the main idea of the dialogue

- Ask Ss the question in the rubric.
- Elicit answers (*they are at college/school*) but do not correct Ss at this stage.
- Play the CD and ask Ss to read and listen at the same time and check their predictions.
- Ask Ss some questions:

Is Emad a teacher? No, he isn't. He is a student.

Where is Emad from? He is from Kuwait.

Who lives in Airport Street? Emad and John.

Does Emad like football? Yes, he does.

- Read the NOTE and explain it. Make sure that Ss understand that the preposition *at* is used only with the verb *live* when the number of the house follows. Go round the class asking Ss the question and elicit answers in both ways.

B. Aim: to give Ss practice in identifying specific information in the dialogue by answering open-ended questions

- Get Ss to do the activity and check their answers.

1. Emad and John.

2. Emad.

3. 87 Airport Street.

4. He is from Kuwait.

5. It's tomorrow.

KEY

2. GRAMMAR

Aim: to present the verb *be*

- Tell Ss to read through the examples and ask them the question in the rubric.
- Elicit the answer that the negative is formed by adding *not* after the verb *be* and the question is formed by inverting the subject and the verb.
- Draw Ss' attention to the short answers and explain that it is more natural to use short forms when speaking.
- Point out that *isn't = is not*, *aren't = are not* and *'m not = am not*.
- Refer Ss to the Grammar Reference (p. 128).

3. PRACTICE

Aim: to give Ss practice in using the verb *be* in the context of short dialogues

- Ask Ss to read through the dialogues and do the activity.
- Check the answers with the class.

1. She's, Are, they aren't
 2. I'm, it isn't
 3. are you, Is, it is
 4. Are they, they're, is, He's

4. PRONUNCIATION ►10

A. Aim: to present and give Ss practice in pronouncing the letters of the English alphabet

- Play the CD pausing after each letter.
- Ask Ss to repeat each letter as they hear it.

B. Aim: to give Ss practice in spelling names

- Write your name and surname on the board and spell them out to the class.
- Ask a student: *How do you spell your name?* and elicit an answer.
- Follow the same procedure with the rest of the Ss.
- For further practice, you can ask Ss to spell the names and surnames of some of their family members, their best friends, etc.

5. LISTEN ►11

Aim: to give Ss practice in listening for specific information by completing a form

- Draw Ss' attention to the form and ask them if they have ever completed a similar one and what it was for.
- Elicit answers.
- Tell Ss that they are going to listen to a dialogue between a man and a woman and they should complete the form with the man's personal data.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

FIRST NAME: Sam
 SURNAME: Philbert
 ADDRESS: 78 Ternville Road
 TEL NO.: 0789 456 2248

LISTENING TRANSCRIPT

- | | |
|-----|-----------------------------------------------------------|
| Man | Welcome to Pioneer High School. What's your name, please? |
| Sam | Sam Philbert. |
| Man | OK, Sam. Is that F-I-L? |
| Sam | No, it's P-H-I-L-B-E-R-T. |
| Man | I see. And what's your address? |
| Sam | It's 78 Ternville Road. |
| Man | Ternville? How do you spell that? |
| Sam | T-E-R-N-V-I-double L-E. |
| Man | OK, 78 Ternville Road. And your phone number? |
| Sam | It's 0789 456 2248. That's my mobile, is that OK? |
| Man | Yes, that's fine. Can you repeat it, please? |
| Sam | Sure. 0789 456 2248. |

6. SPEAK

Aim: to give Ss practice in asking for and giving personal information

- Draw Ss' attention to the speech bubble and the table.
- If necessary, demonstrate the dialogue with a student.
- Get Ss to work in pairs and ask each other questions to complete the table. Go round the class, helping them when necessary.
- Choose some Ss to act out the dialogue in class.

Functions

Identifying objects and colours
Reading a pie chart

Talking about men's and women's favourite things
Expressing possession

Structures

These / Those
Plurals
Possessive adjectives
Possessive Case

Vocabulary**Colours**

black blue brown gold green orange pink
purple red silver white yellow

Other words and phrases

a pair of about bag car child - children
dark expensive favourite gadget have
high heels light like man - men mobile phone
per cent (%) really shopping some sunglasses
thing up to date very watch (n)
woman - women

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to guess what it is about.
- Elicit answers.

1. VOCABULARY ►I12

Aims: • to present objects and colours

- to give Ss practice in describing the colours of different objects

- Play the CD and have Ss listen and repeat the colours.
- Draw Ss' attention to the NOTE and explain it.
- Practise the colours by asking Ss what colour different objects in the classroom are.
- Play the CD and have Ss listen and repeat the items.
- Point out to Ss that the word *sunglasses* has only a plural form.
- Ask Ss the first question in the rubric and elicit answers.
- Ask Ss the second question in the rubric and draw their attention to the speech bubble.
- For further practice, draw some more objects on the board and follow the same procedure.

OPTIONAL ACTIVITY

Ask Ss to tell you what their favourite things are and what colour they are.

2. READ ►I13

A. Aim: to help Ss make educated guesses by relying on their knowledge of the world

- Ask Ss to read through the objects in the box and put them in order according to what they prefer.
- Elicit answers and ask Ss the question in the rubric.
- Elicit answers and ask Ss which of the objects in the box they think a man/woman would put first, second, etc.

- Elicit answers but do not correct Ss at this stage.

BACKGROUND NOTE

A **gadget** is a small, usually electronic, device or machine with a particular purpose (e.g. mobile phones, etc.).

B. Aims: • to present vocabulary, structures and functions in the context of an article
• to give Ss practice in identifying the main idea of an article

- Play the CD. Ss read and listen at the same time and check their predictions.
- Ask Ss to look at the pie charts and explain that they are often used when reporting the results of a survey in order to show the percentages of the findings in a more realistic and comprehensible way.
- Ask Ss some questions:

How many people took part in the survey? 400 / 200 men and 200 women.

What do men like most? Cars and gadgets.

What do women like most? Shoes and bags.

How many pairs of shoes do women usually have? 19.

What does Mohammed like most? Gadgets.

What is the colour of his favourite mobile phone? Silver.

What does Hana like most? Shoes.

What kind of shoes are her favourite? High heels.

C. Aim: to give Ss practice in identifying specific information in the article

- Get Ss to do the activity and check the answers with the class.

1. cars	4. 61%
2. 10%	5. mobile phones
3. men	6. 10

- Explain any unknown words and choose Ss to read the article aloud.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the article

- Ask Ss some questions:

*Have you ever taken part in a (similar) survey?
Do you agree with the findings of the survey?
Why do you think men and women don't like the same things?
What are your favourite things?*

3. GRAMMAR

A. Aim: to present *these / those* and *plurals*

- Check Ss' background knowledge by asking them to tell you the difference between *this* and *that* (*this* is for objects that are near us, *that* is for objects that are far from us).
- Draw Ss' attention to the table and help them deduce that if *these* is the plural of *this*, then *those* is the plural of *that*.
- Have Ss complete the table and check answers (*is my watch, That is*).
- Ask Ss to tell you what they know about the formation of plural nouns (*most nouns take -s, e.g. car-cars, while nouns ending in -ch, take -es, e.g. watch-watches*).
- Point out to Ss that *my* doesn't change in the plural and *a* is used only with singular nouns.
- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference (p. 128).

B. Aim: to present *Possessive Adjectives*

- Ask Ss to read through the two columns and do the matching activity.
- Check the answers with the class.

I'm Diane. My best friend is from Egypt.
He's/She's Italian. His/Her surname is Alberti.
He's/She's my best friend. His/Her number is 020 8446 2035.
We're brothers. Our address is 33 Heraa Street.
They're football players. Their coach is Mexican.

- Make sure that Ss understand that *I, he, she, we* and *they* are personal pronouns while *their, our, my, his*, and *her* are possessive adjectives.
- Ask Ss the question in the rubric and elicit the answer that possessive adjectives are followed by nouns without articles.
- Point out to Ss that possessive adjectives are used to show possession and demonstrate this through the examples provided.
- Refer Ss to the Grammar Reference (p. 128).

C. Aim: to present the *Possessive Case*

- Ask Ss to match the phrases with the pictures.
- Check the answers with the class.

my brother's book	→ 1 boy + 1 book
my brother's books	→ 1 boy + 2 books
my brothers' books	→ 2 boys + 2 books

KEY

- Check Ss' background knowledge of when the *genitive apostrophe* is used (*after nouns to show possession*).
- Ask Ss to tell you why in the first two examples the apostrophe is placed *before* the *-s* while in the third it is placed *after* the *-s* (because in the first two examples the noun *brother* is in the singular while in the third example the noun *brothers* is in the plural).
- Ask Ss to tell you how irregular plural nouns form the Possessive Case (we add *'s* to the irregular plural, *e.g. men's gadgets, women's watches, children's bags*).
- Refer Ss to the Grammar Reference (p. 128).

OPTIONAL ACTIVITY

- Write sentences on the board with the apostrophe missing. It could be either the *genitive apostrophe* or the apostrophe used in the short forms of the verb *be*.
- Ask Ss to add apostrophes where needed.

KEY

4. PRACTICE

Aim: to give Ss practice in using the structures presented in the lesson in the context of short dialogues

- Have Ss do the activity and check answers.

1. those, These, Manal's	3. women's, those
2. brother's, his, your, parents'	4. Kareem's, His, man's

KEY

5. SPEAK

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pairwork activity

- Divide Ss into pairs and tell them to turn to the appropriate pages.
- Ask Ss to look at the respective pictures and the speech bubble.
- Ss take turns to ask and answer questions.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchange.

WORKBOOK LISTENING ►14

Carla - watch Kelly - bag Maria - mobile phone

KEY

LISTENING TRANSCRIPT

Sandy Wow Carla! What a day!
Carla Yeah, but look at this mess. Ah, here's my new watch.
Sandy That's a nice present. Don't lose it.
Carla I don't really like the colour.
Sandy Yeah, red isn't very nice for a watch.
Carla Is that a bag over there?
Sandy Where?
Carla Here, this brown bag. Is it Kelly's?
Sandy Yes, it is. What a mess.
Carla Hey, here's a mobile. Is it yours?
Sandy No! My mobile isn't green and purple. It's Maria's.
Carla Oh, I'll ring her at home and let her know.
Sandy Good idea.

Functions

Discussing jobs
Expressing ability

Structures

The verb *can*
The indefinite article *a/an*

Vocabulary**Jobs**

architect barber delivery person hairdresser
photographer salesperson secretary
shop assistant waiter

Other words and phrases

call (v) camera do drive full-time How many?
I see information Internet language learn
look for motorbike of course part-time photo
ride take pictures type use Welcome to...
What do you do? work

WARM-UP

Aim: to introduce the topic and one of the functions presented in the lesson

- Draw Ss' attention to the title of the lesson and the pictures and ask them to guess what it is about.
- Elicit answers.

1. VOCABULARY ►15

Aims: • to present vocabulary related to jobs
• to present *a/an*

- Draw Ss' attention to the question *What do they do?* and to the pictures.
- Ask Ss to tell you when we ask this question (*we ask it when we want to find out what someone's job is*).
- Ask Ss to read through the list of jobs and match them with the corresponding pictures.
- Play the CD. Ss listen and check their answers.
- Play the CD again and have Ss repeat the words they hear.

photographer 4
secretary 1
salesperson 5
architect 7

delivery person 3
waiter 6
shop assistant 2
barber/hairdresser 8

KEY

- Draw Ss' attention to the NOTE and say *a waiter* and *an architect*.
- Write the phrases on the board and underline the letter *w* in waiter and *a* in architect.
- Explain to Ss that both *a* and *an* are articles and ask them why they think the article is different in each case (*an* is used before vowel sounds, *a* before consonant sounds).
- Refer Ss to the Grammar Reference (p. 128).
- Ask Ss:

*What do you do?
What does your mother/father/husband/wife, etc. do?*

OPTIONAL ACTIVITY

- Point to the first picture in exercise 1 and say: *He's a secretary.*
- Encourage Ss to do the same with the rest of the pictures in the exercise.

PRE-READING

Aim: to use visual information to introduce the topic of the dialogues

- Draw Ss' attention to the two pictures and ask them some questions:

*Who is the man in the first picture? Musa
Where are the people in the second picture? They are in an office.
Do the people in the picture know each other? No, they don't.
What is happening? The man is interviewing the person who is sitting opposite him.*

2. READ ►16

A. Aims: • to help Ss create expectations and make hypotheses about the two dialogues
• to present vocabulary, functions and structures in the context of two dialogues
• to give Ss practice in identifying the main idea of the two dialogues

- Ask Ss the question in the rubric.
- Elicit answers but do not correct them at this stage.
- Play the CD and ask Ss to follow in their books and check their predictions.
- Ask Ss some questions:

1st dialogue:

*What is Musa's surname? Ahmad.
Can Musa look for information on the Internet? Yes, he can.
How old is Musa? He is eighteen.
When can Musa work? Every day in the afternoon.
Can he take pictures? Yes, he can.*

2nd dialogue:

*What does Mr Karim want to do? He wants to work as a salesperson.
What is the name of the company Mr Karim wants to work for? Carsales.
How many languages can Mr Karim speak? Two (English and Spanish).
What does the interviewer ask him to do? To leave his CV.*

BACKGROUND NOTE

The initials CV stand for **Curriculum Vitae** (a short written description of your education, qualifications, work experience and personal interests, which you send to an employer when you are trying to get a job).

B. Aim: to give Ss practice in identifying specific information in the dialogues

- Have Ss do the exercise and check the answers with the class.

Musa	Mr Karim	KEY
use a camera ✓	speak Spanish well ✓	
use a computer ✓	speak French well ✗	
work full-time ✗	drive a car ✗	
	ride a motorbike ✓	

- Explain any unknown words and choose Ss to act out the dialogues.

POST-READING

Aim: to give Ss the opportunity to use the new vocabulary to talk about themselves

- Ask Ss some questions about their job, qualifications, etc.

3. GRAMMAR

Aim: to present the verb *can*

- Ask Ss to read through the examples.
- Ask Ss the question in the rubric.
- Elicit the answer that the negative is formed by adding *not* (*can't*) and the question is formed with inversion (*can I*).
- Point out to Ss that *can't* is the contracted form of *cannot*.
- Refer Ss to the examples and help them deduce that we use *can* to talk/ask about ability/lack of ability.
- Refer Ss to the Grammar Reference (pp. 128-129).
- Ask Ss to find examples of *can* in the dialogues (*Can you use...? I can do... I can type... I can work... I can take... can you speak? I can speak... I can understand...I can't speak it... Can you drive? I can ride... can you drive...? I can learn*).

4. PRACTICE

Aim: to give Ss practice in using the verb *can* in the context of short dialogues

- Have Ss do the activity and check the answers with the class.

1. Can you speak, I can't, can speak,
Can you write, I can't
2. Can he ride, he can

5. SPEAK

Aims: • to give Ss the opportunity to practise the structures, functions and vocabulary presented in this lesson through a pairwork activity
• to give Ss practice in speculating and making a decision

- Tell Ss to read through the job advertisement and make sure that they don't have any unknown words.
- Divide Ss into pairs and tell them to turn to the appropriate pages.
- Ask Ss to look at the respective notes made about each applicant.
- Ask Ss to read through the speech bubbles.
- Allow Ss some time to discuss the applicants in pairs and decide which person is suitable for the job.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchange.

6. WRITE

Aim: to give Ss practice in writing about their abilities in the context of a job advertisement

- Ask Ss to read through the three job advertisements and make sure that they don't have any unknown words.
- Ask Ss to choose the advertisement they would like to apply for.
- Explain to Ss that if they don't have any of the qualifications needed for the jobs they can make up some information about themselves.
- Allow Ss some time to write their sentences.
- Get Ss to read out their sentences to the class.

Functions

Telling the time
Making suggestions

Vocabulary**Adjectives**

bored busy hungry thirsty tired

Words and phrases related to time

am at/past/to early half half an hour late
midnight minute noon now o'clock pm
quarter till tonight What's the time?

Other words and phrases

a bit Come on Excuse me go out I can't wait
Is... OK with you? Let's... lunch break Meet you there
OK, then Sounds good Stop talking What about..?

WARM-UP

Aim: to introduce the topic and one of the functions presented in the lesson

- Draw Ss' attention to the title of the lesson and ask them to guess what it is about (*asking about and telling the time*).
- Ask Ss when we can use the question *What time?*
- Elicit answers (*to ask about the time an event is scheduled to take place*) and give some examples:

A: There's a football match on TV tonight.

B: What time?

A: At nine.

1. VOCABULARY ► 17,18

A. Aim: to present and give Ss practice in telling the time

- Draw Ss' attention to the question *What's the time? and say: It's + the time.*
- Then ask Ss when this question is used (*when we want to know what time it is*).
- Point to the first clock and ask a student: *What's the time?*
- Elicit the answer: *It's two o'clock.*
- Follow the same procedure with the rest of the clocks.
- Draw Ss' attention to the phrases a-e and explain to them that there are two ways of telling the time.
- Get Ss to do the matching activity.
- Play the CD. Ss listen and check their answers.

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

- Point out the following:

- we use *o'clock* only for whole hours (e.g. *two o'clock*).
- the word *oh* (= 0) goes between the hour and the minutes 1 – 9.
- we mention the hour first, followed by the minutes expressed in the form of the sixty parts which an hour is divided into (e.g. *two fifteen/thirty/forty-five/fifty*).
or
- the minutes precede the hour (e.g. *five past two/a quarter past two/half past two/a quarter to three/ten to three*).

- For further practice, draw different clocks on the board and ask Ss to tell you the time.

B. Aim: to introduce adjectives

- Ask Ss to read through the adjectives and match them with the pictures.
- Play the CD. Ss listen and check their answers.

busy 3 hungry 5 thirsty 4 tired 2 bored 1

- If necessary, use mimicry to help Ss deduce the meaning of any unknown adjectives.

PRE-READING

Aim: to help Ss create expectations and make hypotheses about the dialogues by using visual information

- Ask Ss to look at the three pictures.
- Ask Ss some questions about each picture:

What can you see in the picture?

Where are the people in the first and third picture?

What are they doing?

- Elicit answers but do not correct Ss at this stage.

2. READ ► 19

A. Aims: • to present vocabulary and functions in the context of three short dialogues
• to give Ss practice in identifying the main idea of each dialogue

- Play the CD and have Ss read and listen to the first dialogue.
- Ask Ss to match the dialogue with one of the pictures a-c.
- Check the answer with the class.
- Follow the same procedure with the rest of the dialogues.
- Alternatively, you can play the CD and have Ss read and listen to the three dialogues.
- Allow Ss some time to match the dialogues with the corresponding pictures.
- Check the answers with the class and ask Ss which key words in the dialogues helped them do the matching.

1. b 2. a 3. c

- Ask Ss some questions:

1st dialogue:

Where does the woman want to go? She wants to go to a shop.

Is the shop open? No, it isn't.

2nd dialogue:

Who wants to go out? Ted.

Does Peter work in the morning? Yes, he does.

Why does Ted want to go out? Because he's bored.

Where do they decide to go? To a café.

Where is the café? On Blue Street.

3rd dialogue:

What does Saad want to do? He wants to eat.

Why is Sami telling Saad to stop talking? Because he's busy.

- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the dialogues and ask them to tell you whether the times mentioned in each dialogue are *am* or *pm*.
- Elicit answers (1st dialogue: 8:10am, 2nd dialogue: 8am, 9:30pm, 8:30pm, 3rd dialogue: 1pm).
- Draw Ss' attention to the sentence *Let's go to the new café on Blue Street* (2nd dialogue) and point out to Ss that we use *Let's + base form of the verb* to make suggestions.
- Say and demonstrate: *Let's close our books* and encourage Ss to make their own sentences with *Let's*.
- Draw Ss' attention to the question *What about half past eight?* (2nd dialogue).
- Point out to Ss that we use *What about + time?* to arrange a time to meet with someone.

B. Aim: to give Ss practice in identifying specific information in the dialogues through a multiple-choice activity

- Have Ss do the activity and check the answers with the class.

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

KEY

- Explain any unknown words and choose Ss to act out the dialogues.

POST-READING

Aim: to give Ss the opportunity to use the new functions to talk about themselves

- Ask Ss some questions:

When do shops open/close where you live?

What time do you start work/go to school?

What time do you go out/meet with your friends?

What time do you have lunch?

3. PRONUNCIATION ►120

Aim: to familiarise Ss with pronunciation and rhythm when asking and answering about the time

- Play the CD and pause after each exchange so that Ss can repeat it.
- Ask Ss to notice the pronunciation and rhythm.
- If necessary, play the CD again.

4. LISTEN ►121

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-3.
- Play the CD twice.
- Check the answers with the class.

1. b 2. b 3. a

KEY

LISTENING TRANSCRIPT

Greg Hey, Tony what's up?

Tony Not much.

Greg Tired from work, eh?

Tony Actually, I'm a bit bored. What can we do tonight?

Greg I don't know. Let's go for a pizza and then see.

Tony Where's Stanley? He's late again.

Greg He isn't late. We're here early. He still has ten minutes.

Tony Why? What's the time?

Greg It's ten to seven.

Tony Is it?

5. SPEAK

Aim: to give Ss practice in using the functions and vocabulary presented in this lesson through a pairwork activity

- Ask Ss to read through the phrases in the box.
- Ask Ss to read through the speech bubble and check comprehension.
- Draw Ss' attention to the TIP and explain it.
- In pairs, Ss discuss and make plans.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

Functions

Presenting oneself

Vocabulary**Personality adjectives**

active funny hard-working lazy outgoing
 polite rude serious shy

Other words and phrases

basketball be good at brilliant football
 interesting lifeguard professor single
 spend time sports centre sports freak
 swimming together unemployed university
 work (n) What is... like?

KEY

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them what they think it is about.
- Elicit answers.

1. VOCABULARY ►122**Aim:** to present vocabulary describing people's personality

- Ask Ss to look at the pictures and the words.
- Help Ss deduce the meaning of each adjective by relating it to the corresponding picture.
- Ask Ss to find opposite adjectives.
- Check the answers with the class.

active ≠ lazy
 funny ≠ serious
 shy ≠ outgoing
 polite ≠ rude

KEY

- Ask Ss to describe themselves using some of the adjectives in the activity.
- Elicit answers.
- Draw Ss' attention to the TIP and explain it.

PRE-READING**Aim:** to introduce the topic of the text and activate Ss' background knowledge

- Ask Ss to look at the layout on p.16 and ask them what it is.
- Elicit the answer that it is a *photo album*.
- Ask Ss if they have photo albums and which people they usually prefer to have in their albums.
- Elicit answers.

2. READ ►123

A. Aims: • to help Ss create expectations and make hypotheses about the text
 • to give Ss practice in identifying the main idea of the text

- Draw Ss' attention to the three pictures of the men.
- Ask Ss who they think these people are and what they do.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss listen and check their predictions.

1. b
 2. c
 3. a

- Ask Ss some questions:

How old is Gary? He's 23.

What does he do? He's a university student and he also works as a lifeguard.

Where does he work? At the sports centre.

Which sports does Gary love? Football, basketball, swimming.

Who is Dr Ahmed? A new professor at university.

Is he shy? No, he isn't. He's outgoing and funny.

What does Andy do? He's a photographer.

Is he a good photographer? Yes, his work is brilliant.

Does he work at the moment? No, he's unemployed.

B. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity and check the answers with the class.

1. Andy.
2. Gary.
3. He's outgoing and funny.
4. Gary and Ali.
5. Gary.

KEY

- Explain any unknown words and choose Ss to read the text aloud.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the text and talk about themselves

- Ask Ss:

*Do you like meeting new people?
What do you talk about when you first meet?
Do you have a lot of friends?*

3. SPEAK

Aim: to give Ss practice in presenting themselves

- Draw Ss' attention to the form.
- Point out to Ss that in the personality box they should write a few adjectives describing themselves.
- Ask Ss to read through the speech bubble and give an example: *I'm 30 and I'm a teacher. I like football/shopping. I'm a very active and outgoing person.*
- Allow Ss some time to fill in the form.
- In pairs, Ss take turns to present themselves.
- Go round the class helping Ss when necessary.
- Choose some Ss to present themselves to the class.

4. WRITE

Aim: to present Ss with the use of punctuation and capital letters

- Ask Ss when full stops, question marks and exclamation marks are used and refer them to the Punctuation box.
- Ask Ss when capital letters are used and write examples on the board.
- Tell Ss to read through the box with the cases of when capital letters are used. If necessary, provide further explanations and examples.

A. Aim: to give Ss practice in using punctuation and capital letters

- Get Ss to do the activity and check the answers with the class.

KEY

What's up? I'm very busy with my French. My new French teacher is great! His name is Henry Petit and he's from Paris. He can also speak a bit of Chinese. You see, Mr Petit is married to a woman from China. They're very polite and funny! They live near my house.

B. Aim: to give Ss practice in writing a paragraph about a classmate

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

1 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 1 through various activities

VOCABULARY

A.

- | | |
|-----------------|-----------------|
| 1. photographer | 5. use |
| 2. shoes | 6. tonight |
| 3. funny | 7. hard-working |
| 4. hungry | 8. ride |

KEY

B.

5:05	It's five past five. / It's five-oh-five.
8:00	It's eight o'clock.
11:50	It's ten to twelve. / It's eleven fifty.
9:15	It's a quarter past nine. / It's nine fifteen.
7:30	It's half past seven. / It's seven thirty.
3:45	It's a quarter to four. / It's three forty-five.

KEY

GRAMMAR

C.

- | |
|------|
| 1. c |
| 2. a |
| 3. a |
| 4. a |
| 5. a |
| 6. b |

KEY

D.

- | |
|------------------|
| 1. can you speak |
| 2. I can't |
| 3. can learn |
| 4. can you speak |
| 5. can speak |
| 6. can you use |
| 7. can type |

KEY

E.

- | |
|------------------------------------|
| 1. Are you, I'm not |
| 2. isn't, It's |
| 3. is, He's, Is he, he isn't, He's |
| 4. Are they, they are |

KEY

COMMUNICATION

F.

- | |
|------|
| 1. b |
| 2. a |
| 3. a |
| 4. b |
| 5. b |

KEY

1 Round-up

G.

1. d
2. a
3. c
4. b

KEY

H.

Open activity

LISTEN ► 24

- Ask Ss to read through the questions.
- Play the CD.
- Check the answers with the class.

1. a 2. b 3. b

LISTENING TRANSCRIPT

1.

Gavin Hey Louise, come here.

Louise What?

Gavin You're good with computers. What's this website about?

Louise I don't know! I can't speak French. Let's try to find it in English.

Gavin Oh, thanks.

2.

Tony There's Oliver. Let's go and talk to him.

Peter No thanks.

Tony What's wrong?

Peter Well, I don't really like Oliver.

Tony Really? I think he's nice. He's very outgoing.

Peter Yeah, but he's also rude.

Tony Well, OK, he's not very polite. You're right.

3.

Craig Hi, Steve.

Steve Hello, Craig. What's that?

Craig It's my new mobile phone.

Steve I can see that. What's up with the colour? Gold?

Craig Don't you like gold?

Steve Well, it's a bit...

Craig A bit what?

Steve I don't know.

Craig Well, I don't like silver phones like yours.

They're boring.

Steve OK then.

SPEAK

- Ask Ss to go through the jobs in the box and the prompts in the table.
- Explain to Ss that they have to interview their partner to see which job they are suitable for.
- Demonstrate the dialogue with a student, for example:

A: Can you drive a car?

B: No, I can't.

A: Can you ride a motorbike?

B: Yes, I can.

A: Are you outgoing?

B: Yes, I am.

A: Well, I think you can be a delivery person.

- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.
- Choose some Ss to act out the interview.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

► 25

Aim: to introduce Ss to the Saudi culture compared to various aspects of the different cultures of the English-speaking world

A.

- Tell Ss to read the title of the text and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and compare their answers.

Surnames tell us about the history of a family.

KEY

- Ask Ss some comprehension questions:

*What does Ameer mean in English? It means prince.
What do 'ibn' and 'bint' mean? They mean 'the son of' and 'the daughter of'.*

What do surnames with the ending 'son' mean? They mean 'the son of'.

What are two of the most common surnames with the ending 'son'? Davidson and Robertson.

*How do they say Davidson and Robertson in the USA?
Davis and Roberts.*

Which Irish and Scottish surnames mean 'the son of'? The ones beginning with 'Mac', 'Mc' or 'O'.

- Ask Ss to tell you if the same things apply to their own names, surnames, etc.

B.

- Have Ss do the activity.
- Check the answers with the class.

1. They tell us about the personality of people.
2. It means 'the daughter of'.
3. They mean 'the son of David and Robert'.
4. In Ireland and Scotland.

KEY

- Explain any unknown words.

2 Day by day

Aims: • to introduce the topic of the module and activate Ss' background knowledge
• to present the learning objectives of the module

- Draw Ss' attention to the title of the module and explain to them what *day by day* means (*taking place each day, all the time*).
- Ask Ss to look at the picture and tell you what they can see (*an underground station*).
- Elicit answers and ask Ss what they think the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

- a man on his first day at a new job: p. 24
► a university student helping an elderly man: p. 22
► an interview with a karate champion: p. 30
► a quiz about technology and gadgets: pp. 28-29
► a survey about free-time activities: p. 27

KEY

- Read out the objectives listed in the *In this module you will learn* section.
- Explain any unknown words.

Functions

Discussing habitual actions and routines

Structures

Present Simple (Affirmative – Negative)

Prepositions of time

Vocabulary**Everyday activities**

clean the windows cook do homework do housework
do the washing-up get up have breakfast/lunch/dinner
hoover mop the floor study

Days of the week

Sunday Monday Tuesday Wednesday Thursday
Friday Saturday

Other words and phrases

chat during every day finish from...to...
help (out) in the morning/afternoon/evening mind
or other people say start until walk
weekday weekend when

WARM-UP**Aim: to introduce the topic of the lesson**

- Draw Ss' attention to the title of the lesson and ask them to guess what it is about.
- Elicit answers.

1. VOCABULARY ► 26,27**A. Aim: to introduce vocabulary related to everyday activities and chores**

- Ask Ss to look at the pictures and read through the phrases/verbs.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Play the CD and pause so that Ss can repeat.
- Ask Ss the question in the rubric and elicit answers.

B. Aim: to present the days of the week

- Ask Ss to tell you if they know the days of the week in English.
- Refer Ss to the days of the week in the book.
- Point out that they are jumbled up and ask Ss to put them in order by numbering the boxes.
- Play the CD. Ss listen and check their answers.

Wednesday 4	Thursday 5
Friday 6	Sunday 1
Monday 2	Tuesday 3
Saturday 7	

KEY

- Point out to Ss that *Friday* and *Saturday* are known as the *weekend* while the days from *Sunday* to *Thursday* are known as *weekdays*.

BACKGROUND NOTE

In middle-eastern countries the beginning of the week is Sunday, and Friday and Saturday are considered the weekend. In most of Europe, parts of Africa, South America and Australia, Monday is the first day of the week, as it is the beginning of the working week. And according to ISO 8601 (the international standard for date and time) Monday is defined as the first day of the week. However, in the USA and Canada it is the second day of the week and its name in Arabic, Armenian, Georgian, Greek and Portuguese means "second day".

- Point out to Ss that the days of the week always begin with a capital letter.
- If necessary, play the CD again and have Ss repeat the days of the week.
- Alternatively, get Ss to say the days of the week without looking in their books.

OPTIONAL ACTIVITY

- Ask Ss to tell you which of the activities in 1A they do during the week and on which days.
- Elicit answers.

PRE-READING**Aim: to introduce the topic of the text by activating Ss' background knowledge**

- Ask Ss to look at the layout of the text and decide what type of text it is (*an article*) and where it may be found (*in a magazine*).
- Ask Ss what they can see in the picture (*a young man*).
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the title of the article. Relate it to the content of the pictures and help Ss deduce the meaning of the phrase *A helping hand* (*people who help others in need*).

2. READ ► 28**A. Aims:** • to give Ss practice in identifying the main idea of the text
• to present vocabulary, structures and functions in the context of a text

- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.
- Ask Ss some questions:

What time does Ahmed get up? At 7:30.

Where does he go after he gets up? He goes to Mr Al Saad's house.

How old is Mr Al Saad? He's 78.

What does Mr Al Saad need? He needs help around the house and company.

Does Ahmed get paid for helping out Mr Al Saad? No, he doesn't.

Can Mr Al Saad walk on his own? No, he can't.

What time does Ahmed go home? At about 8pm.

What does he do at home? He studies.

Does Ahmed like what he does? Yes, he does.

What does Ahmed think of Mr Al Saad? That he's like a grandfather to him.

B. Aim: to give Ss practice in identifying specific information in the text

- Get Ss to do the activity and check the answers with the class.

1. F 2. T 3. F 4. T 5. F

KEY

- Explain any unknown words and choose Ss to read the text aloud.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss:

*What do you think of what Ahmed does?
Why is it important to help out elderly people?
Have you ever done any volunteer work?
What kind of volunteer work would you be interested in?
Is it common for young people in your country to do volunteer work?
What are the benefits of volunteer work?*

3. GRAMMAR

Aim: to present the Present Simple (Affirmative-Negative) and prepositions of time

- Ask Ss to read through the examples in the two columns.
- Draw Ss' attention to the words in blue in the second column.
- Ask Ss the question in the rubric.
- Elicit the answer that the affirmative form of the third person singular (*he, she, it*) is formed by adding *-s* to the base form of the main verb and in the negative form we use *doesn't* followed by the base form of the main verb.
- Point out to Ss that *don't* and *doesn't* are the short forms of *do not* and *does not*. We mainly use the short forms when we talk or when we want to sound informal.
- Refer Ss to the Grammar Reference (p. 129).
- Draw Ss' attention to the words in red and explain to them that they have to use some of them to complete the blanks in the second part of the grammar.
- Check the answers with the class (*on, at, in*).
- Draw Ss' attention to the examples with the prepositions *from...to, during, until* and help them deduce their meaning.
- Elicit answers and ask Ss to come up with their own examples using prepositions of time.
- Refer Ss to the Grammar Reference (p. 129).

4. PRACTICE

Aim: to give Ss practice in using the Present Simple and prepositions of time

- Have Ss do the activity and check the answers with the class.

1. don't play, at, play
2. finishes, at, in
3. don't cook, on, go
4. studies, from, to
5. doesn't do, on

KEY

5. PRONUNCIATION ► 29,30

A. Aim: to have Ss differentiate between the /s/, /z/ and /ɪz/ sounds of the endings of the 3rd person singular of the Present Simple

- Play the CD and tell Ss to listen for the difference in pronunciation between *cooks, goes* and *uses*.
- Elicit the answer: *cooks* ends in a /s/ sound, *goes* ends in a /z/ sound, while *uses* ends in an /ɪz/ sound.
- Point out to Ss that when the verb ends in the sounds /s/, /z/, /ʃ/, /tʃ/, /ʒ/, or /dʒ/ it takes -es and it is pronounced /ɪz/. When the verb ends in a vowel sound after other voiced consonants /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /ð/ or /v/ the -s is pronounced /z/. When the verb ends in an unvoiced consonant /p/, /t/, /k/, /f/ or /θ/ the -s is pronounced /s/.

B. Aim: to give Ss practice in differentiating between the /s/, /z/ and /ɪz/ sounds of the endings of the 3rd person singular of the Present Simple

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- Check the answers with the class.

/s/: meets, mops
/z/: needs, cleans, drives
/ɪz/: finishes, closes

KEY

6. SPEAK

A. Aim: to give Ss the opportunity to practise the structures, functions and vocabulary presented in this lesson through a pairwork activity

- Ask Ss to complete the chart about themselves.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to ask and answer the questions and complete the chart about their friend.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchange.

B. Aim: to give Ss practice in using the structures and vocabulary presented in this lesson by reporting information

- Choose some Ss to report their friend's answers to the class.

7. WRITE

Aim: to give Ss practice in writing about their and other people's daily routines

- Ask Ss to read through the example.
- Allow Ss some time to write their sentences.
- Choose Ss to read out their sentences.

Functions

Talking about jobs, workplaces and working habits
Discussing habitual actions and routines

Structures

Present Simple (Questions)

Vocabulary**Jobs**

bellboy chef doctor editor graphic designer
nurse receptionist reporter

Phrases

I'm only joking Let me show you Over there
When...?

Other words

boss cafeteria different door find floor
hospital hotel just newspaper office so
upstairs

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to guess what it is about.
- Elicit answers.
- Ask Ss how they felt on their first day at work, at school, etc.
- Elicit answers.

1. VOCABULARY ►31

Aim: to introduce jobs and workplaces

- Ask Ss to tell you any jobs in English that they know of and write them on the board.
- Ask Ss to tell you where the people who do these jobs work.
- Write the workplaces next to the jobs.
- Ask Ss to look at the pictures and the words.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Have Ss match the jobs with the workplaces.
- Play the CD. Ss listen and check their answers.

hotel: receptionist, bellboy, chef

hospital: doctor, nurse, receptionist

newspaper office: editor, reporter, graphic designer, receptionist

KEY

- Ask Ss a few questions:

Who wears uniforms?

Do they all work in the same place all day?

Which of these jobs would you like to have? Why?

Which of these jobs are tiring, boring, etc.? Why?

PRE-READING

Aim: to help Ss create expectations and make hypotheses about the dialogue

- Tell Ss to look at the picture and ask them some questions:

What can you see in the picture?

What is the man wearing?

What is he doing?

Why is he smiling?

- Elicit answers but don't correct Ss at this stage.

2. READ ►32

A. Aims: • to give Ss practice in identifying the main idea of the dialogue
• to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss the question in the rubric.
- Elicit answers but don't correct Ss at this stage.
- Play the CD. Ss read and listen at the same time and check their predictions.

The man is a reporter.

KEY

- Ask Ss some comprehension questions:

What is the name of the newspaper? The Daily News.

Is it Omar's first day at work? Yes, it is.

*Do reporters and photographers work on the same floor?
No, they don't.*

Is Omar hungry? No, he isn't.

Do people who work at the Daily News have a lunch break? Yes, they do.

How long does it last? An hour.

What time does it finish? At 2:30.

Do the graphic designers and the editor work on the same floor? Yes, they do.

Does Omar know where his desk is? No, he doesn't.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity and check the answers with the class.

1. They are at the Daily News.

2. No, they don't.

3. At the cafeteria.

4. At 1:30.

5. No, he doesn't.

KEY

- Explain any unknown words and choose Ss to act out the dialogue.

3. GRAMMAR

Aim: to present the Present Simple (Questions)

- Ask Ss to read through the examples.
- Draw Ss' attention to the two categories of questions (*When do you start work? / When does Adam start work? – Do you work at a hotel? / Does Ellie work at a hospital?*).
- Ask Ss the question in the rubric (*we add the auxiliary verb do/does before the subject and the base form of the main verb*). Point out to Ss that questions can begin with a question word (*When...?*) or with the auxiliary verb *do/does*.
- Ask Ss to look back at the dialogue and find examples of questions in the Present Simple (e.g. *Do you know your way around?, Do the reporters work there, too?, When do we have a lunch break?*).
- Ask Ss to tell you how short answers are formed (*subject + do/don't/does/doesn't*).
- Ask Ss the question: *When do you start work/school?*
- Elicit answers and ask Ss to tell you what they notice about the answers to questions beginning with question words (*they require full answers* - e.g. *I start work/school at 8:00. / At 8:00.*).
- Refer Ss to the Grammar Reference (p. 129).

4. PRACTICE

Aim: to give Ss practice in using the Present Simple in the context of short dialogues

- Have Ss do the activity and check the answers with the class.

1. Does ... work, he does, works, does ... start, starts
 2. do ... clean, live, does, doesn't work, Does ... cook, cook

5. LISTEN ►|33,34

A. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the names 1-3 and the jobs a-c.
- Play the CD and have Ss match the names with the jobs.
- Check the answers with the class.

1. b 2. a 3. c

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-4.
- Play the CD and have Ss decide whether the sentences 1-4 are True or False.
- Check the answers with the class.

1. F 2. T 3. F 4. T

LISTENING TRANSCRIPT

- John Excuse me, is Mr Baxter here today?
 Tony Errm. What day is it? Tuesday. Yes, he is. He works late on Tuesdays. Are you new here?
 John Yeah. It's my first day. I'm John. I'm the new bellboy.
 Tony Welcome to The Palace Hotel. I'm Tony. I'm the receptionist. Can I help you, maybe?
 John I have this letter.
 Tony Is it for Mr Baxter?
 John Yes. Does he have an office?
 Tony No, he doesn't. He's a chef. He works in the kitchen.
 John Oh, I see.
 Tony Just give it to Sam. He can give it to him.
 John OK. Who's Sam?
 Tony He's the other bellboy. Actually, he's coming soon.
 John OK. Thanks for your help.
 Tony No problem. Hey! There's Mr Baxter with Sam.
 John Great! Excuse me, Mr Baxter, this is for you.
 Mr B. Oh, thanks. Are you the new bellboy?
 John That's right.
 Mr B. Well, welcome aboard!

6. SPEAK

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pairwork activity

- Ask Ss if they have ever taken part in a survey, what kind of survey it was, etc.
- Elicit answers.
- Point out to Ss that this is a survey on people's working habits (*information about their summer job and their workplace*).
- Ask Ss to look at the form.
- In pairs, Ss ask and answer questions about their working habits and a friend's working habits.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the interview.

Suggested questions

- What do you do? – What does Jim/Mary do?
 Where do you work? – Where does Jim/Mary work?
 Do you have a part-time or a full-time job? – Does Jim/Mary have a part-time or a full-time job?
 When do you start and finish work? – When does Jim/Mary start and finish work?
 What time do you have a lunch break? – What time does Jim/Mary have a lunch break?
 Do you like your job? – Does Jim/Mary like his/her job?

7. WRITE

Aim: to give Ss practice in writing about their and a friend's summer job

- Ask Ss to look at the example and begin their paragraph accordingly.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

Functions

Talking about free-time activities
Expressing likes, dislikes and preferences
Making plans

Structures

would like / want + to
like / love / enjoy / hate / can't stand + -ing

Vocabulary**Free-time activities**

go shopping at the mall hang out with friends
read a magazine / newspaper take up a sport
talk on the phone watch TV

Other words and phrases

actually again amazing can't stand check
fantastic full of for a while good idea I'd like to
I'd love to inside invite I'm out of breath In a bit
jog meet next nice paint (v) place Right?
run Sure stop tree try on (clothes)
What do you think of...?

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the phrase *At your leisure* by relating it to the pictures of the vocabulary activity (*in your free time/when you have free time*).
- Ask Ss to tell you what the lesson is about.

1. VOCABULARY ►135**A. Aim:** to introduce collocations related to free-time activities

- Ask Ss to read through the two columns.
- Have Ss do the activity.
- Play the CD. Ss listen and check their answers.

watch TV
talk on the phone
hang out with friends

go shopping at the mall
take up a sport
read a magazine / newspaper

KEY

- Explain any unknown words, if necessary, and ask Ss which of the above activities they do in their free time.

B. Aim: to give Ss the opportunity to identify collocations related to free-time activities which they have already been taught

- Ask Ss to match the six phrases with the pictures a-f and check answers.

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

KEY

KEY

PRE-READING**Aim:** to activate Ss' background knowledge

- Ask Ss:

*Do you like shopping?
What do you usually do in your free time?*

2. READ ►►36**A. Aim:** to present vocabulary, structures and functions in the context of three dialogues

1.

- Play the CD and have Ss read and listen to the 1st dialogue.
- Ask Ss the question in the rubric (*at the mall*).
- Ask Ss some questions:

Why doesn't Faten want to go shopping? Because she doesn't have money.

*What does Salma want to do? Try on a pair of shoes.
What colour does Salma hate? Pink.*

2.

- Play the CD and have Ss read and listen to the 2nd dialogue.
- Ask Ss the question in the rubric (*at the park*).
- Ask Ss some questions:

Is Tom tired? Yes, he is.

Does Harry like jogging? Yes, he does.

Does he like Tom's idea? Yes, he does.

Do the men want to go again tomorrow? Yes, they do.

3.

- Play the CD and have Ss read and listen to the 3rd dialogue.
- Ask Ss the question in the rubric (*at home/phone conversation*).
- Ask Ss some questions:

Who is Leena? A new student at Tonia's school.

What is Leena like? She's funny and outgoing. She's also active.

Does Jane want to meet Leena? Yes, she does.

B. Aim: to give Ss practice in identifying specific information in the dialogues

- Have Ss do the activity and check answers.

- | | | |
|----------|----------|----------|
| 1. Faten | 4. Salma | 7. Faten |
| 2. Harry | 5. Tonia | 8. Leena |
| 3. Leena | 6. Harry | |

- Explain any unknown words and choose Ss to act out the dialogues.

3. GRAMMAR

Aim: to present the structures **would like / want + to** and the structures **like / love / enjoy / hate / can't stand + -ing**

- Ask Ss to look at the first set of examples and draw their attention to the words in bold.
- Ask Ss the question in the rubric and elicit answers (the first sentence states *a general preference* while the second one states *a desire*).
- Ask Ss to read through the sentences 1-5 and the words in the box.
- Have Ss do the activity and check the answers with the class.

1. We **don't like** watching TV.
2. I **like** hanging out with friends.
3. Nasir and Faisal **like** sports.
4. I **would like** to go to the park.
5. My parents **don't like** rude people.

• Refer Ss to the Grammar Reference (p. 130).

KEY

4. PRACTICE

Aim: to give Ss practice in using the structures presented in the lesson in the context of short dialogues

- Have Ss do the activity and check the answers with the class.

1. Would you like, to spend, spending, Do you like, walking
2. to go, to stay, to cook, cooking

KEY

5. LISTEN ►37

Aim: to give Ss practice in listening for specific information in the context of a survey

- Have Ss read through the survey and ask them what it is about.
- Elicit answers and point out that male and female are the genders of a man and a woman respectively.
- Make sure that Ss don't have any unknown words.
- Play the CD twice.
- Check the answers with the class.

- The following should be ticked
- MALE**
1. Yes
 2. At the weekend
 3. play computer games
 4. a café
 5. yes
 6. sports (e.g. football)

KEY

LISTENING TRANSCRIPT

- | | |
|--------------------|---------------------------------------------------------------------|
| Interviewer | Excuse me, can I ask you a few questions for a survey? |
| Man | OK. Why not? What's it about? |
| Interviewer | Free time. First of all. Do you like hanging out with your friends? |
| Man | Of course. |
| Interviewer | OK. And when do you hang out? |
| Man | Erm... I don't have time on weekdays, so it's at the weekends. |
| Interviewer | How do you like spending time with your friends? |
| Man | We usually stay at home and play computer games. |
| Interviewer | Do you watch TV, too? |
| Man | No, I hate it. |
| Interviewer | Where do you go when you go out with your friends? |
| Man | Oh, we love going to a café near the mall. |
| Interviewer | Do you like talking on the phone? |
| Man | Of course I do. We talk about sports. |
| Interviewer | Great. Thanks a lot. You've been a great help... |

OPTIONAL ACTIVITY

- In pairs, Ss take turns to ask and answer the questions in the survey.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the interview.

6. SPEAK

Aim: to give Ss practice in planning a day out

- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to ask and answer about their plans.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchange.

Functions

Talking about habitual actions

Structures

Adverbs of frequency

Vocabulary**Adverbs of frequency**

always usually often sometimes rarely never

Words/phrases related to technology

check e-mails download information

play video games screen

send SMS messages surf the Net

Other words and phrases

a lot of café eyes get health

How often? Once/Twice/...times a day/week...

life more restaurant

TV programme visit (n) wake up way

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Point out to Ss that *techno* is short for *technology*.
- Ask Ss to tell you what they think the lesson is about and elicit answers.
- Ask Ss if they use modern technology, what their favourite technological gadgets are, etc.

1. VOCABULARY ►138**Aim:** to introduce collocations related to technology

- Ask Ss to read through the words on the screens of the mobile phones. Make sure that Ss don't have any unknown words.
- Have Ss do the activity.
- Play the CD. Ss listen and check their answers.

1. c 2. b 3. a 4. d

KEY

LANGUAGE PLUS

- When you **download** information, you copy or move it into a computer's memory from the Internet.
- **SMS** is an abbreviation for **Short Message Service**: a system for sending text messages from one mobile phone to another.
- **Net** stands for *Internet*.

2. GRAMMAR**Aim:** to present adverbs of frequency

- Ask Ss to read through the examples.
- Explain to Ss that the words in bold are called *adverbs of frequency* because they show the frequency at which an action happens.
- Ask Ss to put *always*, *often* and *never* next to the respective batteries.
- Help Ss deduce the meaning of each adverb of frequency by relating them to the batteries.
- Check the answers with the class.

Always

Usually

Often

Sometimes

Rarely

Never

KEY

- Ask Ss to look at the examples again and tell you what they notice about the position of adverbs of frequency.
- Elicit the answer that they are positioned *before* the main verb but *after* the verb *be*.
- Refer Ss to the Grammar Reference (p. 130).
- Ask Ss to make their own sentences practising the position of adverbs of frequency.

3. SPEAK**Aim:** to give Ss practice in using the vocabulary and the structures presented in this lesson through a pairwork activity

- Draw Ss' attention to the speech bubble.
- In pairs, Ss take turns to talk about how often they check their e-mails, send SMS messages, etc.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchange.

PRE-READING**Aim:** to activate Ss' background knowledge

- Ask Ss to look at the text and decide what it is (*a quiz*) and where it might be found (*in a magazine*).
- Ask Ss if they like doing quizzes and, if so, what about.

4. READ**Aim:** to present vocabulary, structures and functions in the context of a quiz

- Draw Ss' attention to the title of the quiz and ask them to tell you what they think the quiz is about (*how long they spend in front of a screen / how they use technology in their everyday life, etc.*).
- Ask Ss:

*What type of screens can you think of? TV/computer, etc.
Is it good to be in front of a screen for a long time?*

- Say and write on the board: *I check my e-mails twice a day. How often do you check your e-mails? a) once a day b) twice a day c) three times a day*
- Go round the class asking Ss how often they check their e-mails. Elicit answers and help Ss deduce the meaning of *How often...?* and *once, twice, three times, etc.*
- Ask Ss to do the quiz and encourage them to guess the meaning of any unknown words they may have.
- Point out to Ss that there are no correct or incorrect answers. The point of the quiz is to form a clearer picture of their habits.
- Alternatively, Ss can do the quiz in pairs and take turns to ask and answer the questions. Have Ss calculate their scores.
- Have Ss read what their scores say about their habits.
- Choose some Ss to read the results of the quiz aloud.
- Explain any new vocabulary.

POST-READING

Aim: to give Ss the opportunity to expand on the topic of the quiz by expressing their opinion

- Ask Ss to say if they agree or disagree with the results of the quiz and have them provide justification for their answers.

5. PRONUNCIATION ►|39,40

A. Aim: to have Ss distinguish between the rising and falling intonation of questions

- Play the CD and ask Ss to listen for the difference in intonation between the two questions.
- Elicit answers.

- a. rising intonation
b. falling intonation

KEY

- Explain to Ss that *Yes/No questions* have a rising intonation, while *Wh-questions* have a falling intonation.
- Play the CD again and ask Ss to repeat the questions while you make movements with your hand to show the rising or falling tone in each question.

B. Aim: to give Ss practice in distinguishing between the rising and falling intonation of questions

- Play the CD and pause after each question.
- Ask Ss to repeat the questions and write the appropriate symbol next to each one.
- Check the answers with the class.

1. falling intonation
2. rising intonation
3. rising intonation
4. falling intonation
5. falling intonation
6. rising intonation

KEY

6. SPEAK

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pairwork activity

- Ask Ss to look at the chart and complete it with information about themselves by ticking the days on which they do the activities mentioned.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to ask and answer questions about how often they do the activities mentioned in the chart.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchange.

WORKBOOK LISTENING ►|41

1. a 2. b

KEY

LISTENING TRANSCRIPT

1.

- Karen** Hi Nat. It's Karen. Where's Susan?
Nat No idea. Send her an SMS and find out.
Karen An SMS? Oh, I hate sending SMS messages!
Nat What do you mean? You never use your mobile phone to send an SMS?
Karen I sometimes send SMS messages but I usually call my friends when I need them.
Nat I see. Wait! Susan's mobile is here on her desk, so don't call her.
Karen Oh, OK.

2.

- Eric** Can you check something on the Internet for me, Peter?
Peter Give me just one minute. I want to check my e-mails first.
Eric Oh, come on Peter. You can do that at home.
Peter No, I can't. I don't have Internet at home. And I like checking my e-mails once a day.
Eric Oh, OK. But I don't understand. I check my e-mails once a week. Do you need to do it every day?
Peter Yes, I do!

Functions

Talking about free-time activities
Talking about habitual actions and routines

Structures

Word order

Vocabulary**Phrases related to the gym**

do kickboxing
lift weights
run on a treadmill
take karate lessons
use machines

Other words and phrases

adult anyway become champion dream (n)
eat famous food future hard healthy hope
interview (v) little my own neighbourhood
recognise teach train (v) year Well,...

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to look at the pictures in the vocabulary activity and tell you when people do the activities shown in the pictures.
- Elicit answers (*when they go to the gym*).
- Ask Ss to guess what the lesson is about and elicit answers.

1. VOCABULARY ►142

Aim: to introduce phrases related to the gym

- Ask Ss to read through the five phrases and match them with the pictures 1-5.
- Play the CD. Ss listen and check their answers.
- If necessary, play the CD again and have Ss repeat the phrases they hear.

take karate lessons 2
lift weights 4
run on a treadmill 1
use machines 5
do kickboxing 3

KEY

- Explain any unknown words.
- Draw Ss' attention to the TIP and explain it.

OPTIONAL ACTIVITY

- Ask Ss which of the activities in exercise 1 they do when they go to the gym, when or how often they do them, why they like doing them, etc.
- Elicit answers.

PRE-READING

Aim: to introduce the type and the topic of the text by activating Ss' background knowledge

- Ask Ss to look at the layout of the text and decide what it is (*an interview*) and where it may be found (*in a magazine*).
- Ask Ss:

*Do you like reading interviews?
Who would you like to interview?*

- Draw Ss' attention to the title and the picture accompanying the interview.
- Ask Ss to tell you who the interview is about (*Salman Malik*) and if they know anything about karate.
- Elicit answers.

2. READ ►143

A. Aims: • to give Ss practice in reading for gist through a multiple matching activity
• to present vocabulary and functions in the context of an interview

- Ask Ss to read through the questions a-d and explain any unknown words.
- Allow Ss some time to read through the interview and match the paragraphs 1-4 with the questions a-d. Point out to Ss that they do not need to know all the words in order to do the matching.
- Play the CD. Ss listen and check their answers.
- Ask Ss to provide justification for their answers, i.e. words that helped them decide on their answers.

1. d 2. c 3. a 4. b

KEY

BACKGROUND NOTE

A **Dojo** is a Japanese term which literally means “place of the way”. Initially, *Dojos* were temples and the term referred to a formal training place for any of the Japanese arts. Nowadays, it is considered the formal gathering place for students of martial arts. The concept of a *Dojo* as a martial arts training place is a Western one; in Japan, any physical training facility, including professional wrestling schools may be called *Dojos* as well depending on the context.

- Ask Ss some questions:

How often does Salman go to the gym? Four times a week.

What kind of food does he eat? He eats healthy food.

Does he have much free time? No, he doesn't.

Is he a full-time karate teacher? No, he isn't.

When does he teach children karate? On Mondays and Tuesdays.

How does he spend his free time? He hangs out with friends and reads in the evenings.

B. Aim: to give Ss practice in identifying specific information in the interview through a reading comprehension activity

- Ask Ss to read through the interview again and do the activity.
- Check the answers with the class.

- Every day.
- At a local school.
- Children and adults.
- People in the neighbourhood.
- They want to become champions.
- Next year.

KEY

- Explain any unknown words and choose Ss to act out the interview.

POST-READING

Aim: to give Ss the opportunity to expand on the topic of the interview and talk about themselves

- Ask Ss:

*Would you like to be famous in your field?
How would you feel if you were famous?*

3. LISTEN ►|44,45

A. Aim: to give Ss practice in listening for gist

- Play the CD.
- Ask Ss the question in the rubric.
- Elicit answers and ask Ss to provide justification for their answers.

- a. on the radio

KEY

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5.
- Play the CD. Ss listen and complete the sentences.
- Check the answers with the class.

- | | |
|----------------|------------------|
| 1. twenty-four | 4. (Sports) café |
| 2. tennis | 5. Green Park |
| 3. Thursdays | |

KEY

LISTENING TRANSCRIPT

Love sport? Well get down to Birchmoor Sports Centre! The home of exercise! We have the best gym in town, and it's open all day, every day. That's right, 24 hours a day! You can do lots of sports here, too. Tennis, basketball, football... you name it. You can also have karate lessons at our very own *Dojo*. Karate lessons are on Tuesdays and Wednesdays at six o'clock or on Thursdays at three. The Sports café on the second floor is also very popular. It's open every day until nine in the evening. Here, you can hang out with friends, have a coffee or relax with a newspaper. So, what are you waiting for? Birchmoor Sports Centre is on London Road near Green Park. It's very easy to get there by bus or underground. Also, we have a big car park. Want sport? There's lots more at Birchmoor!

4. SPEAK

A. Aim: to give Ss practice in talking about free-time activities

- Draw Ss' attention to the table.
- In groups of five, Ss take turns to ask and answer the questions and complete the table.
- Demonstrate the dialogue with a group of students, for example:

S1: Do you like playing sports?
S2: Yes, I do.
S3: No, I don't. But I like watching TV.
S4: I like playing sports.
S5: I like playing sports, too.
S1: What kind of sport do you like playing?
S2: I like playing football.
S4: I like playing basketball.
S5: And I like swimming.
S1: How often do you ...?
S2: ...
- Go round the class helping Ss when necessary.
- Choose some groups to act out the exchange.

B. Aim: to give Ss practice in reporting the results of a questionnaire

- Draw Ss' attention to the speech bubble.
- Ask a student from each group to report his/her group's answers to the class.

5. WRITE

Aim: to present word order

- Draw Ss' attention to the box and explain the order of the subject, verb and object in a sentence.

A. Aim: to give Ss practice in word order

- Get Ss to do the activity and check the answers with the class.

- | |
|---------------------------------------------|
| 1. Tony cooks lunch every day. |
| 2. I can't stand watching TV. |
| 3. My brother wants to become an editor. |
| 4. Susan sends SMS messages to her friends. |
| 5. We clean the windows once a week. |

KEY

B. Aim: to give Ss practice in writing about free-time activities

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their paragraphs using ideas from the speaking activity.
- Choose Ss to read out their paragraphs.

2 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 2 through various activities

VOCABULARY

A.

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

KEY

B.

1. Saturday
2. invite
3. receptionist
4. Thursdays
5. graphic designer
6. screen

KEY

GRAMMAR

C.

1. Do...like, I do, has, Do...have, I don't
2. does...go, usually goes, plays, doesn't like

KEY

D.

1. during, at
2. from, to
3. on
4. in
5. On
6. at

KEY

E.

1. Fatima never does housework on Fridays.
2. Jamal wants to go to the mall.
3. Hamid doesn't usually work on Saturdays.
4. I don't eat breakfast with my brother.
5. Does Andy always study in front of the TV?
6. Anna hates walking to work.
7. My sisters enjoy talking on the phone.
8. Would you like to take karate lessons?

KEY

2 Round-up

COMMUNICATION

E.

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

KEY

G.

Suggested answers

KEY

1. When does he have
2. When do you go
3. Does he read
4. Where does he go
5. When do you do
6. Do they take

SPEAK

- Ask Ss to read through the two tables and the speech bubble.
- In pairs Ss ask and answer questions about their likes and dislikes using the ideas from the tables.
- Go round the class helping Ss when necessary.
- Choose Ss to act out the dialogue.

WRITE

- Ask Ss to write a paragraph about their partner's likes and dislikes.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

SELF-ASSESSMENT

Aims:

- to give Ss the opportunity to check their progress
- to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Cross-curricular page

►146

Aim: to give Ss a sense of how English fits together with other subjects across the curriculum

WARM-UP

- Draw Ss' attention to the title *Information Technology* and explain it to them (*the science and activity of using computers and other electronic equipment to store and send information*).
- Ask Ss some questions:

*Do you use a computer?
Do you surf the Internet?
Do you send/receive e-mails?
Do you receive e-mails only from your friends?*

A.

- Draw Ss' attention to the title of the text and explain what it means (*fishing/searching for danger*).
- Ask Ss to look at the pictures and tell you what kind of danger the title refers to.
- Draw Ss' attention to the three pictures accompanying the text and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Ask Ss some comprehension questions:

*What does the Internet help us do? It helps us find information, send e-mails, buy things, etc.
What is spamming? Sending unwanted e-mails like advertising material over the Internet to a large number of people.
Is junk e-mail a type of spam? Yes, it is.
How do phishers work? They make a fake website that looks exactly like a real website and send it to people to get their personal information.*

B.

- Have Ss do the activity.
- Check the answers with the class.

1. Over the Internet, on your fax machine or on your mobile phone as SMS.
2. To buy things.
3. They try to get your personal information, like your bank or credit card numbers.
4. Social networking websites.

- Explain any unknown words.
- Ask Ss if they find spam annoying, if they have heard about any incidents of phishing taking place in their country, etc.
- Elicit answers and initiate a short discussion.

POEM ►147

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a poem

- Ask Ss to read the poem on p. 126 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the poem carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss follow in their books.

Sunday
karate
gym
nights
weekend
late

KEY

3 Changes

Aims: • to introduce the topic of the module and activate Ss' background knowledge
• to present the learning objectives of the module

- Draw Ss' attention to the title of the module and the picture and ask them what they think the module will be about.
- Elicit answers and ask Ss to look at the picture and tell you what they can see (*somebody painting the wall green with a paint roller*).
- Elicit answers and ask Ss what change in someone's life painting a wall might represent (*moving to a new house/flat, redecorating, etc.*).
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

- a man designing a 3D plan of his house on a computer: p. 39
► a weather forecaster showing a funny picture: p. 42
► a bus you can live in: p. 44
► two friends talking about wedding plans: pp. 36-37
► a city with a difference: p. 40

KEY

- Read out the objectives listed in the *In this module you will learn* section.
- Explain any unknown words.

Functions

Talking about one's family members
 Talking about current activities
 Talking about temporary states
 Talking about future arrangements
 Giving news
 Responding to sb's news

Structures

Present Progressive

Vocabulary**Family**

aunt cousin daughter grandchildren
 granddaughter grandparents grandson husband
 kids mother-in-law nephew niece sister-in-law
 son uncle wife

Other words and phrases

at the moment Congratulations! dress get
 married Guess what! have a day off
 Long time no see lovely month news wedding

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson will be about and elicit answers.
- Ask Ss to tell you what things or events have brought about changes in their lives.

1. VOCABULARY ►148

Aim: to present vocabulary related to family

- Draw Ss' attention to the family tree. Make sure that Ss understand what a *family tree* is (*a diagram showing the relationships between the different members of a family*).
- Help Ss see the relationships between the different members of the family. Ask them what they think the horizontal lines indicate (*married to*) and what the vertical lines indicate (*their children*).
- Ask Ss to read through the words in the box.
- Ask Ss to look at the relationships examined in the activity. Ask Ss what they think the symbol ↔ indicates (*how the two people are related to each other*).
- Have Ss do the activity.
- Play the CD. Ss listen and check their answers.

1. sister
 2. (grandparents), grandson
 3. daughter
 4. aunt
 5. cousin
 6. mother
 7. wife, husband

KEY

- Play the CD again and pause after each word so that Ss can repeat what they hear.
- Explain any unknown words.

BACKGROUND NOTE

- There are formal and more informal ways of addressing members of the family. For example, **mum/mummy, dad/daddy, grandma/nan** and **grandpa/granddad** are the informal equivalents for **mother, father, grandmother** and **grandfather** respectively.
- The word **cousin** is used for both male and female.

OPTIONAL ACTIVITY

- Ask Ss to draw their own family tree.
- After they have finished, ask Ss to present it to the rest of the class.

PRE-READING

Aim: to help Ss create expectations and make hypotheses about the dialogue by using visual information

- Tell Ss to look at the picture and ask them some questions:

What can you see in the picture?

On which occasions do they use flowers?

What do you think the dialogue is about?

2. READ ►149

A. **Aims:** • to present vocabulary, structures and functions in the context of a dialogue
 • to give Ss practice in identifying the main idea of the dialogue

- Play the CD. Ss read and listen at the same time and check their predictions from the pre-reading.
- Ask Ss the question in the rubric (*Salma is getting married*).
- Ask Ss some comprehension questions:

Who is Salma shopping with? She's shopping with her cousin.

Is her cousin with her while she's talking to Lana? No, she isn't.

Where is Salma's cousin? She's in a shop.

Why isn't Salma at work? Because she has the week off.

Where are they having the wedding? In Swindon.

Are Salma's friends from work going to the wedding?

Yes, they are.

Is Lana going to Salma's wedding? Yes, she is.

- Draw Ss' attention to *Long time no see* and *Congratulations* and help them deduce their meaning from the context of the dialogue.
- Elicit the answer that *Long time no see* is said when you meet someone who you haven't seen for a long time and *Congratulations* is said when we want to congratulate someone for graduating, getting married, etc.
- Ask Ss to tell you the equivalent expressions in their L1.

3a

B. Aim: to give Ss practice in identifying specific information in the dialogue through a comprehension activity

- Ask Ss to do the activity and check the answers with the class.

- She's looking for a dress.
- (She's looking for) white shoes.
- A (lovely) pair of pink shoes.
- In two months.
- Salma's aunt and uncle.

KEY

3. GRAMMAR

Aim: to present the Present Progressive

- Ask Ss to read through the examples.
- Draw Ss' attention to the first two examples and ask them what they notice about the formation of the Present Progressive affirmative form (we form it with the present tense of the verb *be* and the main verb with the ending *-ing*).
- Draw Ss' attention to the other two examples and ask them what they notice about the formation of the Present Progressive question form (we form it by putting the present tense of the verb *be* before the subject followed by the main verb with the ending *-ing*).
- Ask Ss to underline all the examples of the Present Progressive in the dialogue (*What are you doing here? I'm shopping... She's looking for... I'm spending... Are you looking for...? I'm looking for... I'm getting... We're having... So, who's coming? My friends from work are coming and you're coming, right?*).
- Ask Ss to read through the examples 1-3 and the sentences a-c. If necessary, explain any unknown words.
- Have Ss do the matching and check the answers with the class.

1. b
2. c
3. a

KEY

- Ask Ss to tell you what the difference is between the first two examples and the third (*the first two examples refer to the present while the third one refers to the future*).
- Ask Ss to look back at the underlined examples in the dialogue and tell you how the Present Progressive is used in each one of them (*What are you doing here? b, I'm shopping... b, She's looking for... b, ...I'm spending... c, Are you looking for...? b, I'm looking for... b, I'm getting... a, We're having... a, So, who's coming? a, My friends from work are coming and you're coming, right? a*).
- Refer Ss to the Grammar Reference (p. 130).

4. PRACTICE

Aim: to give Ss practice in using the Present Progressive in the context of short dialogues

- Have Ss do the activity and check the answers with the class.

- are ... doing, 'm cleaning, is coming
- 're getting, are ... going
- isn't working, 's looking for

KEY

5. SPEAK

Aim: to give Ss practice in using the structures and functions presented in this lesson through a pairwork activity

- Ask Ss to go to page 119.
- Draw Ss' attention to the picture and the speech bubble.
- In pairs, Ss play the guessing game.
- Go round the class helping Ss when necessary.

6. WRITE

Aim: to give Ss practice in writing a paragraph giving their news

- Draw Ss' attention to the e-mail and the ideas in the box. Make sure that Ss don't have any unknown words.
- Point out to Ss that they can use the ideas in the box as well as their own ideas.
- Allow Ss some time to write their paragraph as instructed.
- Choose some Ss to read their paragraphs aloud.

Functions

Asking about and identifying the location of objects
Making suggestions and expressing opinion
Expressing possession

Structures

Whose...?
Possessive Pronouns

Vocabulary**Furniture**

armchair bed bedside table bookcase clock
coffee table lamp mirror painting rug sofa
wardrobe

Prepositions of place

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

Phrases

How's that? It looks... So what?
We need a change Whose...?

Other words

after all bedroom curtains decide drawer
fireplace living room move problem
put rearrange special study (n) wall

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss when they would say *Let's move it (when moving the furniture around/when we want to begin something)*.
- Ask Ss to tell you what they think the lesson is about.

1. VOCABULARY ► 50,51**A. Aim:** to introduce furniture and rooms

- Draw Ss' attention to the three pictures and ask them what they can see (*three rooms - a bedroom, a living room and a study - with furniture in them*).
- Ask Ss what other rooms they know in English (e.g. *kitchen, bathroom, dining room*).
- Play the CD. Ss listen and repeat the words they hear.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Ask Ss the question in the rubric.
- Ask Ss if they have any other furniture in their home which is not shown in the pictures.
- Draw Ss' attention to the TIP and explain it.

B. Aim: to introduce and give Ss practice in using prepositions of place

- Ask Ss to look at the pictures and the prepositions of place accompanying them.
- Help Ss deduce the meaning of the prepositions by relating them to the corresponding picture.
- Ask Ss to read through the prepositions of place in the box.
- Have Ss do the activity.
- Play the CD. Ss listen and check their answers.

next to under in on

KEY

- Play the CD again and pause so that Ss can repeat what they hear.

OPTIONAL ACTIVITY

- Ask Ss to make sentences combining the furniture from activity 1A with the prepositions of place from activity 1B.
- Elicit answers (e.g. *The clock is on the wall*).
- For further practice, you can give Ss a list of objects they know, e.g. *magazines, a TV set, a laptop, etc.*, and ask them to make suggestions as to where to place them in the rooms in activity 1A.

PRE-READING

Aim: to help Ss create expectations and make hypotheses about the dialogue by using visual information

- Tell Ss to look at the picture and ask them the following question:

What can you see in the picture?

2. READ ► 52

- A. Aims:**
- to present vocabulary, structures and functions in the context of a dialogue
 - to give Ss practice in identifying the main idea of the dialogue

- Play the CD. Ss read and listen at the same time and check their predictions from the pre-reading.
- Ask Ss the question in the rubric (*they are talking about the living room and the study*).
- Ask Ss some comprehension questions:

What are Faisal and Hala looking at? They are looking at a 3D plan of their house.

What kind of program is this? It's a special computer program.

Where is Hala's computer? It's on the desk in the study.

Does Hala like where her computer is? Yes, she does.

What are they going to do first? They're going to rearrange the furniture in the study on the 3D plan.

What are they going to do next? They're going to move the furniture around in the study.

BACKGROUND NOTE

In a 3D (= three-dimensional) picture or plan, the objects look real and solid because they appear to have three dimensions (= length, width and height).

- Draw Ss' attention to *Whose...?* and ask them when we use it (*to ask who something belongs to*).
- If necessary, provide Ss with further examples, e.g. Pick up a book and say: *Whose book is this?*
- Go round the class, point to different objects (e.g. *a pen, a pencil, a pencil case, a rubber, a notebook, etc.*) and have Ss ask: *Whose ... is this?*
- Draw Ss' attention to the responses *Looks fantastic!* and *Great!* and ask Ss to tell you when we use them (*when we want to show our enthusiastic agreement with someone's suggestion*).

LANGUAGE PLUS

Sometimes, especially when we talk, we can omit personal pronouns (*Looks great!* instead of **It looks great!**).

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Ask Ss to do the activity and check answers.

- It helps you rearrange the furniture in different rooms.
- Hala and Faisal.
- It's next to the sofa.
- They decide to put it opposite the fireplace.
- Hala.

- Explain any unknown words and choose Ss to act out the dialogue.

POST-READING

Aim: to give Ss the opportunity to use the new functions and vocabulary to talk about their furniture

- Ask Ss some questions:

What changes would you make to the furniture in your home/your room, etc.?

Would you buy any new furniture?

Where would you put it?

3. GRAMMAR

Aim: to present possessive pronouns

- Ask Ss to read through the short dialogue.
- Draw Ss' attention to the words *your* and *yours* and ask them the question in the rubric (*your* is followed by a noun while *yours* is not).
- Refer Ss to the Grammar Reference (p. 131).
- Ask Ss to read through the two columns in the table and the words in the box.
- Help Ss see the relation between *possessive adjectives* and *possessive pronouns* and have them complete the table.
- Check the answers with the class (**possessive adjectives:** *my, her, their*, **possessive pronouns:** *his, ours, yours*).

4. PRACTICE

Aim: to give Ss practice in using *Whose...?, possessive adjectives and possessive pronouns*

- Have Ss do the activity and check answers.

1. Whose, mine
2. his

3. Who's, her
4. theirs, Their

5. LISTEN ►153

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions and the options.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers.
- Play the CD a second time. Ss check their answers.
- Check the answers with the class.

1. a 2. a 3. c

KEY

LISTENING TRANSCRIPT

1.

Woman So, what exactly do you want to buy for the wall above the fireplace?

Man I'm not sure. Any suggestions?

Woman Well, what about a nice, modern painting? It'll look great there.

Man Another painting? We have one above the sofa.

Woman So what? Anyway, what about a mirror?

Man No, no. I wouldn't like to have a mirror there.

Woman Look at this painting! It's the same colour as our wall.

Man It's not bad. Not bad at all. I think you're right. Let's buy it. It's not very expensive.

Woman OK.

2.

Woman I know, let's put the rug under the bed.

Man No! We can't put it under the bed. Look! You can't even see it.

Woman Exactly, it's horrible.

Man Don't be silly. Let's put it in front of the bed or next to the bookcase. But what about the door? Can it open? Help me a bit, please...

Woman There! Do you like it in front of the bed or not?

Man No, the door doesn't open.

Woman Let's try next to the bookcase... It's OK. And we don't have a problem with the door.

Man OK, then.

3.

Lenny Karen! I'm looking for my camera but I can't find it. Can I use yours?

Karen Sure. It's in the drawer.

Lenny Errmm... Are you sure?

Karen What do you mean?

Lenny Well, there's a camera here, but it's not yours.

Karen You're right, mine is in my bag. Whose is that, then?

Lenny Hey, it's Dad's new camera.

Karen It looks really good. Use his.

Lenny No way, he'd go nuts!

6. SPEAK

Aim: to give Ss practice in using the vocabulary and some of the functions and structures presented in this lesson through a pairwork activity

- Ask Ss to go to page 119.
- Ask Ss to look at the picture and read through the speech bubble.
- In pairs, Ss take turns to make suggestions and express their opinion.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

Functions

Talking about buildings/places in a city/town/your neighbourhood

Structures

There is / There are
a(n) vs the

Vocabulary**Places in a city**

bank bookshop car park library museum
post office shopping centre/mall
stadium underground station

Other words and phrases

any more area around bus city centre
convenient especially ground in fact many
popular tourist town visit world

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and the pictures and ask them what they think the lesson is about.
- Elicit answers and ask Ss to tell you what visitors can see if they walk around their city/town.

1. VOCABULARY ►154

Aim: to present vocabulary related to buildings and places in a city

- Ask Ss to look at the photos 1-9 and read through the list of buildings and places.
- Allow Ss some time to do the activity.
- Play the CD. Ss listen and check their answers.

stadium 2	museum 3
bank 9	post office 8
shopping centre/mall 6	library 1
bookshop 7	car park 4
underground station 5	

KEY

- Play the CD again and have Ss repeat the words they hear.
- Ask Ss some questions:

*Which of these buildings are there in your city/town?
Have you ever been to a stadium/museum? If so, did you like it?
Do you like shopping in shopping centres? Why/Why not?
Do you use the underground? Why/Why not?*

BACKGROUND NOTE

A **shopping centre** is a group of shops with a common area for cars to park, which usually provides goods and services (e.g. restaurants, cafés) for shoppers. (**Shopping mall** is the American word for **shopping centre**. However, nowadays, **shopping centres** and **malls** are both common in the UK.)

2. READ ►155

- A. Aims:**
- to help Ss create expectations and make hypotheses about the text by using visual information
 - to give Ss practice in identifying the main idea of the text
 - to present vocabulary, structures and functions in the context of a text about Montreal's underground city

- Draw Ss' attention to the layout of the text and ask them to tell you what kind of text it is (*an article*) and where it can be found (*in a magazine*).
- Ask Ss to look at the pictures accompanying the text.
- Ask Ss what they can see (*skyscrapers and buildings/a city by a river, an underground station*).
- Draw Ss' attention to the title of the text and ask them what they think the text is about (*Montreal's underground city, La ville souterraine*).
- Point out to Ss that the name of the city is in French because it is the official language of Quebec.
- Ask Ss where Montreal is.

BACKGROUND NOTE

• Montreal is the largest city in the Canadian province of Quebec and the second-largest city in Canada.

- Ask Ss the question in the rubric.
- Elicit answers but do not correct them at this stage.
- Play the CD. Ss listen and check their predictions.
- Ask Ss some comprehension questions:

*How long are the tunnels of Montreal's underground city?
They're 32km long.*

How many bus stations/offices/restaurants/banks/hotels does it have? 2/1200/200/40/9

How many shopping malls does it have? It has 5.

Are there many shops above the ground in the area? No, there aren't many.

What time do most parts of the underground city open? At 5:30am.

How many people use the underground city every day? 500,000.

Why? Because they find it convenient.

B. Aim: to give Ss practice in identifying specific information in the text through a gap-filling activity

- Have Ss do the activity and check the answers with the class.

1. 12km²

2. 10

3. 2600

4. 200

5. 1:00am

6. winter

KEY

- Explain unknown vocabulary and choose Ss to read the text aloud.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss:

*What do you think of Montreal's underground city?
Would you like to visit it?*

*What do you think of living under the ground?
Have you heard of another underground city?*

3. GRAMMAR

A. Aim: to present *There is / There are*

- Ask Ss to read through the sentences and have them complete the blanks.
- Check the answers with the class (*There are*, *Is there*, *there aren't*).
- Say: *There's a pen on my desk. There are two books on my desk*, etc.
- Choose a student and ask: *Is there a book on your desk? Are there three pens on your desk?*
- Elicit answers (*Yes, there is.* / *No, there isn't.* / *Yes, there are.* / *No, there aren't.*).
- Ask Ss when we use *There is* / *There are* (we use *There is* before singular nouns and *There are* before plural nouns).
- Refer Ss to the Grammar Reference (p. 131).

B. Aim: to present the indefinite article *a/an* and the definite article *the*

- Have Ss read through the sentences again and ask them the question in the rubric (*a/an* doesn't refer to a specific item whereas *the* refers to a specific item).
- Refer Ss to the Grammar Reference (p. 131).

4. PRACTICE

Aim: to give Ss practice in using *There is / There are* and the *indefinite / definite article* in the context of short dialogues

- Have Ss do the activity and check the answers with the class.

1. Is there, a, are, There's, a, the, -
2. -, -, -, a, is, a, the, Is, an, the, isn't

5. LISTEN ►|56,57

A. Aim: to give Ss practice in listening for gist

- Tell Ss that they will hear a man talking and that they should try to figure out where he is.
- Point out to Ss that they should look for words which will help them decide where he is.
- Play the CD. Have Ss listen carefully.
- Check Ss' answers with the class.

The man is on a tour bus.

B. Aim: to give Ss practice in listening for specific information through a True/False activity

- Ask Ss to read through the sentences 1-5. Make sure that Ss don't have any unknown words.
- Play the CD. Ss listen carefully and decide whether the sentences are True or False.
- Check the answers with the class. Ask Ss to provide justification for their answers. If necessary, play the CD again in order to clarify any questions Ss may have.

1. F 2. F 3. F 4. T 5. F

KEY

LISTENING TRANSCRIPT

Good morning everyone, and welcome to Seattle Bus Tours! Right now we're passing through the shopping area in the city centre. There are lots of shops here for all those shoppers with us! Don't worry, we're coming back for shopping a little later! Right now, we're going to Seattle Centre, to visit the famous Space Needle! No trip to Seattle is complete without it! Next stop is the Seattle waterfront and from there, we're going to Tillicum Village for a great lunch! After that we are going to Pioneer Square. Our tour finishes at Pike Place. There are fish, fruit and vegetables, flowers, and arts and crafts there. Pike Place is a very old and famous Seattle attraction. In fact, the first *Starbucks* café opened here! Qwest Field, the football stadium where the Seattle Seahawks play, is nearby, but we don't have time to visit it today. OK, there's the Space Needle on your left...

6. SPEAK

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pairwork activity

- Draw Ss' attention to the speech bubble.
- In pairs, Ss take turns to ask and answer questions.
- Encourage Ss to use prepositions of place to indicate where the buildings are in their neighbourhood/town/city.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

Functions

Talking about the weather
Distinguishing between current events and habitual actions

Structures

Present Simple vs Present Progressive

Vocabulary**Seasons**

spring summer autumn winter

Words related to the weather

chilly cloudy cold degrees foggy heatwave
hot rain snow sunny temperature warm
windy

Phrases

Any good? Don't worry I mean... I'm a bit down
No problem That's all That's kind of you
That's true What's wrong (with you)? Why...?

Other words and phrases

at this time of year beautiful because depressed
documentary exactly give sb a lift lake outside
quite the news today umbrella

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to guess what the lesson is about.
- Point out to Ss that the words *rain* and *shine* do not only refer to the respective weather conditions.
- Explain to Ss that they are used in the expression (*come*) *rain or shine* which means whatever happens (= *no matter what the weather conditions are*), e.g. (*Come*) *rain or shine, I'll see you on Thursday*.
- Ask Ss to give you the equivalent expression in their L1.

1. VOCABULARY ►158**Aim:** to introduce phrases describing the weather

- Draw Ss' attention to the question *What's the weather like?* and the pictures and ask them when we ask this question (*when we want to find out about the weather*).
- Ask Ss to match the pictures 1-7 with the phrases a-g.
- Play the CD. Ss listen and check their answers.

1. e 2. c 3. f 4. d 5. a 6. b 7. g

KEY

- Help Ss deduce the meaning of any unknown words by relating them to the corresponding picture.
- Point out to Ss that we use the impersonal *It* (e.g. *It's windy, It's snowing, etc.*) to introduce phrases describing the weather.
- Ask Ss what their favourite kind of weather is and why.
- Ask Ss: *What's the weather like today?* and elicit answers.

2. READ ►159**A. Aims:** • to introduce the topic of the texts

- to give Ss practice in identifying the main idea of the texts
- to present vocabulary, structures and functions

- Ask Ss to look at the weather symbols and tell you what each one of them means.
- Play the CD and have Ss read and listen to the first dialogue and decide which weather symbol best describes its content.
- Follow the same procedure with the other two dialogues.
- Check the answers with the class.

a. 3 b. 1 c. 2

KEY

- Ask Ss some comprehension questions:

1.

*Why is the boy eating ice cream? Because it's hot.
What is the temperature in Qassim today? It's 46°C.*

2.

What's wrong with Steven? He's a bit down.

What's the weather like? It's raining.

Does Steven have an umbrella today? No, he doesn't.

3.

What is the documentary Yusef is watching about? It's about climate change.

*What does Yusef think of the documentary he is watching?
He thinks it's interesting.*

What is the weather usually like at this time of the year? It usually rains.

- Draw Ss' attention to the second dialogue and help them deduce the meaning of *Why*, *because* and *give you a lift*.
- Draw Ss' attention to the second dialogue and explain to them that °C stands for degrees Celsius (*a scale of temperature*).

B. Aim: to give Ss practice in identifying specific information

- Have Ss do the activity and check the answers with the class.

- ...a documentary about climate change.
- I'm always depressed when the weather's like this.
- ...but it isn't raining today. It's a beautiful sunny day.
- Well, temperatures in Qassim are about 46°C and the usual temperature for this time of year is about 38°C.
- ...I can give you a lift home.

KEY

- Explain unknown words and choose Ss to act out the dialogues and the short weather forecast.

POST-READING

Aim: to give Ss the opportunity to have a discussion about climate change

- Ask Ss:

*Do you think that the climate is changing?
What kind of climate change have you noticed?
What can we do to slow down or even reverse climate change?
Does the weather affect you?*

3. GRAMMAR

Aim: to have Ss differentiate between the Present Simple and the Present Progressive

- Have Ss read through the examples and ask them the question in the rubric (*we use the Present Simple for everyday activities or routines and the Present Progressive for actions happening now, at the moment of speaking*).
- Refer Ss to the Grammar Reference (p. 131).

4. PRACTICE

Aim: to give Ss practice in using the Present Simple and the Present Progressive in the context of two short dialogues

- Have Ss do the activity and check the answers with the class.

- are you doing, never go, 'm not working, always go
- 's snowing, always snows, rarely go out

KEY

5. PRONUNCIATION ►160,61

A. Aim: to have Ss identify the stressed syllable in a word

- Play the CD and tell Ss to listen for the stressed syllable in the words *heatwave* and *because*.
- Elicit the answer that *heatwave* is stressed on the first syllable while *because* is stressed on the second syllable.

B. Aim: to give Ss practice in identifying stressed syllables

- Ask Ss to read each word in the box and underline the stressed syllables.
- Play the CD.

- Check the answers with the class. Write the words on the board and underline the stressed syllables.

temperature documentary around interesting
outside problem rarely beautiful

KEY

6. LISTEN ►162

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions 1-6. Make sure that Ss don't have any unknown words.
- Play the CD twice.
- Check the answers with the class.

- It's usually warm and sunny.
- It's raining.
- It's about 22°C.
- T-shirts.
- His sister.
- Toby's mum./Daniel's aunt.

KEY

LISTENING TRANSCRIPT

Daniel Hello?
Toby Hi, it's Toby. Are you ready for your trip?
Daniel Just about. What's the weather like there in Milan?
Toby Not good.
Daniel What? But it's usually warm and sunny at this time of year.
Toby Yeah, well, I'm looking out of the window and it's raining at the moment.
Daniel Oh no. Is it cold?
Toby Not really. It's about 22°C today, I think.
Daniel Do I need to bring warm clothes then? Because I only have T-shirts in my bag.
Toby Yes, take some warm clothes.
Daniel What about an umbrella? My sister has mine.
Toby Don't worry, I can give you an umbrella.
Daniel Thanks. By the way, are you coming to the airport?
Toby No, I can't. But I'll meet you at home later.
Daniel So, who's coming? Uncle Charlie?
Toby No, my dad's busy. My mum's meeting you at the airport, OK?
Daniel No problem. See you later!
Toby Bye!

7. SPEAK

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pairwork activity

- Draw Ss' attention to the picture to revise the four seasons of the year.
- Point out to Ss that we use the preposition *in* with the seasons of the year.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to ask and answer questions about the weather in each season and today.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

Functions

Describing your neighbourhood
Describing your house/flat
Writing an e-mail

Vocabulary**Appliances**

air conditioner dishwasher fridge microwave
washing machine

Phrases for letters/e-mails

Best wishes Bye for now Dear... How's life?
Say hello to everyone Write back soon Yours

Other words

answer (v) ask balcony bath bathroom
both building bus driver ceiling cupboard
downstairs even garage garden happy
kitchen large leather shower stairs suburbs
tell view

WARM-UP**Aim: to introduce the topic of the lesson**

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce that the expression *home sweet home* is used to say how pleasant your home is. In particular, it can be said after returning home from a trip to show how much you have missed it or how much you like being back.
- Ask Ss to tell you the equivalent expression in their L1.
- Ask Ss to guess what the lesson is about.

LANGUAGE PLUS

- A **house** is a building where you live and which you own or rent.
- A **home** is a more general term used to refer to the place – house, city, town, village – where you live and feel that you belong to.

1. VOCABULARY ►163**Aim: to introduce vocabulary related to household appliances/furniture and parts of a house/flat**

- Ask Ss to match the pictures with the words.
- Play the CD. Ss listen and check their answers.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding picture.
- Play the CD and have Ss repeat the words they hear.

- fridge 5
washing machine 3
cupboard 1
dishwasher 4
microwave 2

stairs 10
garden 9
balcony 7
garage 8
air conditioner 6

shower 12
bath 13
ceiling 11

PRE-READING

- Aims:** • to introduce the topic of the text
• to help Ss create expectations and make hypotheses about the text

- Draw Ss' attention to the picture accompanying the text and ask them to tell you what they can see (*A double-decker bus turned into a house*).
- Ask Ss to tell you what they think the text will be about.
- Elicit answers but do not correct Ss at this stage.

2. READ ►164

- A. Aims:** • to give Ss practice in identifying the main idea of the text
• to present vocabulary and functions in context

- Ask Ss to read through the titles a-c and explain any unknown words.
- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification for their answers.

The best title is **b. A house on wheels** because it best conveys the basic idea of the text.

KEY

B. Aim: to present vocabulary and functions in context

- Play the CD. Ss listen and read at the same time.
- Ask Ss some comprehension questions:

*What is Derek's house? It's a double-decker bus.
What colour is the bus? It's red.*

Is it new? No, it isn't.

What is there downstairs? The bathroom, the kitchen and the living room.

What is there in the living room? A leather sofa and a large TV.

Does the bus have stairs to the upper deck? Yes, it does.

Are there two small bedrooms on the upper deck? No, there aren't. There is one small bedroom and one large bedroom.

What is there in the small bedroom? A single bed.

What is there in the large bedroom? A double bed.

What does Derek do if he doesn't like the view? He moves the bus somewhere else.

C. Aim: to give Ss practice in identifying specific information in the text through a True/False activity

- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity.
- Check the answers with the class.

1. T 2. F 3. T 4. F 5. T

KEY

- Explain unknown words and choose Ss to read the text aloud.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss:

*What do you think of Derek's house?
Would you like to live in it?
What unusual house would you choose to live in?
Have you heard of any other unusual houses?*

3. PRONUNCIATION ►165,66

A. Aim: to have Ss differentiate between /b/, /v/ and /w/ sounds

- Play the CD and have Ss listen and repeat each word they hear.
- Help Ss understand the difference between the three sounds.

B. Aims: • to give Ss practice in differentiating between /b/, /v/ and /w/ sounds
• to give Ss practice in spelling words with /b/, /v/ and /w/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat the word, tick the sound they hear and write the full word in the last column.
- Check the answers with the class.

1. lovely /v/ 2. wife /w/ 3. bank /b/ 4. balcony /b/
5. dishwasher /w/ 6. video /v/ 7. problem /b/

KEY

4. SPEAK

Aim: to give Ss practice in talking about their neighbourhood and their house/flat through a pairwork activity

- Draw Ss' attention to the prompts and make sure they don't have any unknown words.
- Ask Ss to read through the speech bubble.
- Point out to Ss that they should use the prompts to make full questions.
- In pairs, Ss take turns to ask and answer questions about their neighbourhood, their house/flat, etc.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

5. WRITE

Aim: to present set phrases for letters or e-mails to family and friends

- Draw Ss' attention to the box containing set phrases for letters and e-mails to family and friends.
- Make sure that Ss understand the set phrases and how they are used.

A. Aim: to provide practice in using set phrases for letters or e-mails to family and friends

- Ask Ss to read through the parts of the letters 1-4 and the words in the box.
- Have Ss do the activity and check the answers with the class.

1. what
2. Dear, life, fine

3. all, back
4. going, tell

KEY

B. Aim: to give Ss practice in writing an e-mail to a friend or a family member about their neighbourhood and their house/flat

- Draw Ss' attention to the TIP and explain it.
- Point out to Ss that they can use the ideas they talked about in activity 4.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.

WORKBOOK LISTENING ►167

1. a 2. b

LISTENING TRANSCRIPT

KEY

1.

Estate agent So, what do you think of the house, Mr Brooks? Do you like it?

Mr Brooks Actually, I love it. It's exactly what I wanted.

Estate agent That's great! A big kitchen and living room...

Mr Brooks And three bedrooms... but my favourite part is the garden.

Estate agent I understand. I have a big garden at the back of my house, too and I spend most of my free time there.

Mr Brooks Exactly. I don't like houses that have front gardens only.

Estate agent Congratulations Mr Brooks! The house is yours then.

Mr Brooks Thank you!

2.

Charlie And this is the living room.

Adam This is a great place you have, mate.

Charlie Thanks, Adam.

Adam There's only one problem. This place is quite big and I'm a bit lost, ha, ha. Erm... I need to use the bathroom.

Charlie Ha, ha. I know it's big. Everybody has the same problem.

Adam Well? The bathroom?

Charlie Oh, yeah. Well, there's a small bathroom here next to the kitchen and a big bathroom upstairs, between my bedroom and Ken's bedroom.

Adam Great! I'm going to the one next to the kitchen. See you in a bit.

3 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 3 through various activities

VOCABULARY

A.

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

KEY

B.

- 1. nephew
- 2. uncle
- 3. stadium
- 4. drawer
- 5. cloudy

KEY

C.

- 1. convenient
- 2. chilly
- 3. building
- 4. especially
- 5. daughter
- 6. bring

KEY

D.

- 1. in
- 2. under
- 3. between
- 4. opposite
- 5. on, above
- 6. next to

KEY

GRAMMAR

E.

- 1. are... doing, 'm getting, are... going, 'm visiting,
are... going, are going
- 2. Is... working, Is... visiting, isn't visiting, 's looking for,
Is... buying

KEY

F.

- 1. a
- 2. b
- 3. c
- 4. b
- 5. b
- 6. b
- 7. a

KEY

3 Round-up

G.

1. Are you watching, I'm not, are playing, don't watch
2. 'm rearranging, are spending, 're going, never go, rarely helps, just cooks

KEY

COMMUNICATION

H.

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

KEY

SPEAK

- Ask Ss what they can see in the picture (*a house*).
- Draw Ss' attention to the speech bubble.
- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.
- Choose some Ss to act out the dialogue in class.

WRITE

- Tell Ss to write their e-mail using the ideas in the speaking activity.

SELF-ASSESSMENT

Aims: •to give Ss the opportunity to check their progress
•to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

► 68

Aim: to introduce Ss to various aspects of the different cultures of the English-speaking world

A.

- Ask Ss to read the title of the text and look at the picture accompanying it.
- Ask Ss to tell you what they think the text is about.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Ask Ss some comprehension questions:

*When is the 'tornado season'? It is (usually) in spring.
What do the people of 'Tornado Alley' do when the sirens go off? They use their disaster plans.*

Why do they have frequent drills at schools? In order not to panic when there's a tornado.

Is it safe to sit near the windows when there's a tornado?

No, it isn't.

What do people check once they are out of the house after the tornado? They check the buildings and the area for damages.

Is there usually a lot of damage after a tornado? Yes, there is.

B.

- Have Ss do the activity.
- Check the answers with the class.

KEY

- About 500.
- It's in the US.
- To the basement, or to a room with no windows, like the bathroom.
- No, it isn't.

- Explain any unknown words.
- Ask Ss if they have heard about any other natural disasters abroad or in their country.

4 Feeling good

Aims: • to introduce the topic of the module and activate Ss' background knowledge
• to present the learning objectives of the module

- Draw Ss' attention to the title of the module and the picture and ask them what they think the module will be about.
- Ask Ss what makes them feel good.
- Ask Ss to look at the picture again and tell you what they can see (*a man at the beach jogging*).
- Elicit answers and ask Ss:

*Do you go jogging?
Why do people exercise?*

- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

- a man visiting a doctor: pp. 56-57
► two different ways to stay fit: p. 58
► a flyer about an organisation that helps children in need: p. 54
► a menu from a restaurant: p. 50
► an article about fruit and vegetables: pp. 52-53

KEY

- Read out the objectives listed in the *In this module you will learn* section.
- Explain any unknown words.

Functions

Ordering food
Taking an order
Reading a menu
Making offers
Accepting and refusing offers

Structures

Countable and uncountable nouns
some/any/no

Vocabulary**Containers**

a bottle of... a bowl of... a can of... a cup of...
a glass of...

Food and drink

apple pie cheese chicken chips club sandwich
coke fish lasagne meat milk mushroom
onion orange juice pasta pepper rice salad
salt soup steak tea tomato water

Food courses

starters main course dessert

Phrases

Anything else? Are you ready to order?
Here you are I think so I'm afraid... Is that all?
Maybe later One more thing There you go
What does that come with? Would you like...?

Other words and phrases

add dish drink medium menu slice take
vegetarian

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them where they are likely to hear this question (*at a restaurant*) and who may say it (*a customer to a waiter*).
- Ask Ss what they think the lesson is about.

1. VOCABULARY CD 2 ► 2,3

A. Aim: to introduce vocabulary related to food and drink in the context of a restaurant menu

- Draw Ss' attention to the menu and ask them to tell you the name of the restaurant (*Tom's restaurant*).
- Ask Ss to read through the menu and try to guess the meaning of any unknown words by looking at the pictures.
- Draw Ss' attention to the blanks 1-5 and explain to them that the words missing are categories they would find on a restaurant menu.
- Ask Ss to guess what each category is and tell you what they are called in their L1.
- Draw Ss' attention to the words in the box and explain to them that they should use them to complete the blanks 1-5.
- Play the CD and have Ss check their answers. Explain any unknown vocabulary.

1. starters
2. salads
3. main courses
4. desserts
5. drinks

- Point out to Ss that a meal in a restaurant usually consists of three different parts which are served separately (*starters, main courses, desserts*).

B. Aim: to introduce phrases related to food and drink and express quantity

- Ask Ss to read through the words in the box.
- Draw Ss' attention to the expressions of quantity and ask them to guess their meaning by looking at the pictures.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.

KEY
a bottle of water/milk/coke
a glass of water/coke/milk
a cup of coffee
a can of coke/soup
a slice of pizza
a bowl of soup

PRE-READING

Aims: • to help Ss create expectations and make hypotheses about the dialogue by using visual information
• to introduce the topic of the dialogue

- Tell Ss to look at the pictures and ask them:

Where are the people in the pictures? At a restaurant.
Who are the people sitting at the tables? They're the customers.
What are they doing? They are ordering.

2. READ ► 14

A. Aims: • to present vocabulary, structures and functions in the context of a dialogue
• to give Ss practice in identifying the main idea of the dialogue

- Play the CD and have Ss follow in their books.
- Ask Ss the question in the rubric.
- Check the answer with the class and ask Ss to provide justification (*The people are eating at an Italian/vegetarian restaurant because they are ordering pizza and lasagne and the waiter says that there's no meat in their dishes*).
- Ask Ss some comprehension questions:

What is Steve ordering for a starter? (Tomato) soup.
What is Steve having for his main course? (A medium Classic) Pizza.
Why is there no meat in the dishes? Because it's a vegetarian restaurant.
What is Hamza having for his main course? Lasagne (and a garden salad).
What is Hamza asking the waiter to bring to their table? Salt and pepper.

B. Aim: to give Ss practice in identifying specific information in the dialogue through a T/F activity

- Have Ss do the activity.
- Check the answers with the class.

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

- Explain any unknown vocabulary and choose Ss to act out the dialogue.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the dialogue

- Ask Ss:

*Do you like eating out?
What kind of restaurants do you usually eat at?
Do you go to Italian/vegetarian restaurants?
What makes a good restaurant?
Do you like pizza?
How do you eat it?*

3. GRAMMAR

Aim: to present countable and uncountable nouns and *some/any/no*

- Ask Ss to read through the examples.
- Check Ss' previous knowledge of *countable* and *uncountable nouns*.
- Ask Ss to tell you which of the nouns in the examples are *countable* and which are *uncountable* (**countable**: tomatoes, mushrooms, onions, salad, sandwich – **uncountable**: chicken, pizza, water, coke, cheese).

LANGUAGE PLUS

The nouns *chicken*, *pizza* and *cheese* can be both countable and uncountable. e.g. *I always have some cheese with my lunch. - I like all kinds of cheeses.*

- Ask Ss to read through the rules a-c and make sure they don't have any unknown words.
- Have Ss complete the rules with *some*, *any*, *no*.
- Check the answers with the class.

- a. some
b. any
c. no

KEY

- Point out to Ss that in sentences including *no* the verb is in the affirmative form.
- Ask Ss to find examples of *some*, *any*, *no* in the dialogue (*some mushroom soup*, *any mushroom soup*, *some of that*, *any onions*, *some onions*, *any meat*, *no meat*, *no salt and pepper*).
- Refer Ss to the Grammar Reference (p. 131).

4. PRACTICE

Aim: to give Ss practice in using *some/any/no* in the context of short dialogues

- Have Ss do the activity.
- Check the answers with the class.

1. any, some
2. some, any, no
3. no
4. any, no, some

KEY

5. SPEAK

Aim: to give Ss practice in ordering food and taking an order at a restaurant

- Ask Ss to read through the boxes and the speech bubble.
- Refer Ss to the menu of Tom's Restaurant in activity 1.
- In groups of three, two Ss act as customers ordering food and the other acts as a waiter taking the pair's order.
- Demonstrate the dialogue with a group of students, for example:
SA: Are you ready to order?
SB: Yes, I'd like a chicken soup, please.
SA: And for you?
SC: I'd like a mushroom soup, please.
SA: Anything else?
SB: Is there any apple pie?
SA: I'm afraid we don't have any apple pie. Would you like some ice cream?
SB: Yes, please.
SC: No, thank you.
SA: Is that all?
SB: Yes, thank you.
SC: Thank you.
- Go round the class helping Ss when necessary. Tell Ss to swap roles.
- Choose a group to act out the dialogue in class.

Functions

Talking about food preferences and eating habits
Asking and answering about quantity

Structures

How much...? / How many...?
much / many / a lot of / lots of / a few / a little

Vocabulary**Fruit**

apple apricot banana blueberries cherry dates
grapes lemon orange peach plums
strawberry watermelon

Vegetables

aubergine carrot lettuce peas peppers
potato spinach

Other words and phrases

cancer colourful each easy heart
important include keep meal memory
plate protect (against) try type of vitamin

WARM-UP

Aim: to introduce the topic of the lesson and activate Ss' background knowledge

- Draw Ss' attention to the title of the lesson and ask Ss to tell you what they think the lesson is about (*eating the right kind of food/healthy food*).
- Ask Ss some questions about their eating habits.

What do you like eating?

*Do you think you eat healthy food?
Do you eat junk food? How often?*

1. VOCABULARY ►15

Aim: to introduce vocabulary related to vegetables and fruit

- Ask Ss to tell you if they know any vegetables in English.
- Ask Ss to look at the pictures of the vegetables and read through the words.
- Help Ss deduce the meaning of any unknown vegetables by relating them to the content of the corresponding pictures.
- Follow the same procedure with the fruit.
- Play the CD and pause after each word so that Ss can repeat what they hear.
- Ask Ss the question in the rubric.

2. READ ►16

A. Aims:

- to help Ss create expectations and make hypotheses about the article
- to give Ss practice in identifying the main idea of the article
- to present vocabulary, structures and functions in the context of an article about fruit and vegetables

- Ask Ss to name the vegetables and fruit they can see in the pictures (*tomatoes, watermelon, green apples, grapes, lemons, carrots*).
- Have Ss look at the layout of the text and ask them what type of text it is (*a magazine article*).

- Ask Ss to look at the title of the article and draw their attention to the different colours of the letters that make up the word *rainbow*.
- Help Ss deduce the meaning of the word *rainbow* (= *an arch of different colours that appears in the sky when rain is falling and the sun is shining*).
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss read and listen at the same time and check their predictions.
- Ask Ss some comprehension questions:

How many meals a day should we eat? Five.

Why are tomatoes and watermelon good for us? Because they protect us against some types of cancer.

Are carrots rich in vitamin C? No, they aren't. They are rich in vitamin A.

Why are carrots good for us? Because they help us have healthy eyes.

Why are oranges good for us? Because they help keep our heart healthy.

*Which green vegetables are mentioned in the text?
Spinach and green peppers.*

*How do they help us? They help keep both our eyes and heart healthy, and protect us against some types of cancer.
What do grapes and aubergines protect us against? They protect us against some types of cancer and heart disease.
What do blueberries help us have? A good memory.*

B. Aim: to give Ss practice in identifying specific information in the article

- Have Ss do the activity.
- Check the answers with the class.

protect against cancer

dark blue grapes, blueberries, green peppers, tomatoes, carrots

protect against heart disease

dark blue grapes, blueberries, green peppers, oranges, carrots

help you have healthy eyes

green peppers, carrots

help you have a good memory

blueberries

- Explain any unknown vocabulary and choose Ss to read the article aloud.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the article

- Ask Ss:

How many meals a day do you have?

Do you eat lots of vegetables and fruit?

Do you agree with what the article says?

What else should we eat in order to protect our health?

KEY

3. GRAMMAR

Aim: to present *How much...? / How many...?* and *much / many / a lot of / lots of / a few / a little*

- Ask Ss to read through the dialogues (1-3) and draw their attention to the words in bold.
- Have Ss do the activity.
- Check the answers with the class.

countable: How many, many, a few

KEY

uncountable: How much, much, a little

both: a lot of, lots of

- Refer Ss to the Grammar Reference (p. 132).

4. PRACTICE

Aim: to give Ss practice in using *How much...? / How many...?* and *much / many / a lot of / lots of / a few / a little*

- Have Ss do the activity.
- Check the answers with the class.

1. a lot of
2. many
3. much
4. much
5. many, a few
6. a little

KEY

OPTIONAL ACTIVITY

- In pairs, Ss ask and answer questions about the items of food/drink they have at home using *How much...? / How many...?*
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

5. LISTEN ►17

Aim: to give Ss practice in listening for the main ideas

- Ask Ss to read through the sentences 1-3 and the options given.
- Make sure that Ss don't have any unknown words.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers.
- Play the CD a second time and have Ss check their answers.
- Check the answers with the class.

1. b
2. a
3. a

KEY

LISTENING TRANSCRIPT

1.

Presenter Back from the commercial break. We are here again with Dr Joyce, the famous nutritionist. We're talking about fruit and vegetables in our diet.

Dr Joyce And about colours on our plate.

Presenter Well, Doctor, I really love eating mushrooms. Are they good for you?

Dr Joyce Mushrooms? They sure are. They help protect against cancer you know and...

Presenter Are they good for the eyes?

Dr Joyce Well, not exactly, but they're good for the heart.

Presenter I see. Are they in the white group?

Dr Joyce Yes. The white group also includes bananas, potatoes, onions...

Presenter And what about ...

2.

John OK. Let me check the shopping list. Tomatoes, peppers, onions, ummm... What about fruit?

Sylvia Turn the page. There it is. Peaches, cherries...

John Cherries? But I think we have some at home.

Sylvia We do?

John Yes, there are some in the fridge.

Sylvia No, they're strawberries.

John Oh, you're right. Let's buy some cherries, then.

3.

Waiter Good evening, sir. What would you like to order?

Man I'd like a garden salad and steak and chips for the main course.

Waiter Splendid. Would you like something for dessert?

Man Yes, why not?

Waiter We have delicious chocolate ice cream, chocolate cake and a fruit salad with six different kinds of fruit in it.

Man I don't really like chocolate.

Waiter So, the fruit salad it is then?

Man Yes please.

Waiter Would you like something to drink?

Man Just some water. Thanks.

Waiter Thank you.

6. SPEAK

Aim: to give Ss practice in talking about quantities of food

- Ask Ss to turn to the appropriate pages.
- Ask Ss to look at the pictures and read through the speech bubbles.
- In pairs, Ss discuss the topic as in the example.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

7. WRITE

Aim: to give Ss practice in writing about their eating habits

- Ask Ss to read through the questions.
- Point out to Ss that these are questions to help them write about their eating habits.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

Functions

Discussing volunteer work and fund-raising events
Expressing opinion

Structures

Object Personal Pronouns

Vocabulary

activity another Any ideas? believe
build change (v) culture event excited
about experience (v) get involved member
organisation organise orphan poor raise
money sell volunteer (n) Wish me luck

KEY

B. Aim: to give Ss practice in reading for gist

- Play the CD and have Ss read and listen at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class.

Ron is writing to Mark to tell him that he has become a member of the 'Get involved' organisation, to inform him about the work of the organisation and ask for ideas about interesting activities for children.

- Ask Ss some questions:

Who does 'Get involved' help? Orphans around the world.

What do volunteers visit? They visit different orphanages.

What do volunteers help build? They help build new schools in poor countries.

Is Ron excited about going to Nepal? Yes, he is.

What kind of workshop is Ron doing? He's doing the art workshop.

What is Peter organising? A painting exhibition.

WARM-UP**Aim: to introduce the topic of the lesson**

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers and ask Ss:

*Do you help people who are in need?
How do you help them?*

1. READ ►►18,9**A. Aims:**

- to introduce the topic of the reading activity
- to help Ss become familiar with a volunteer organisation

- Ask Ss to look at the *flyer* (= a leaflet containing information about an event, organisation, etc.).
- Ask Ss what they can see in the pictures (*Asian children, a painting, etc.*).
- Draw Ss' attention to the title of the flyer (*Get involved: NEPAL*).
- Ask Ss where Nepal is (*in Asia*), what they know about the country, etc.

BACKGROUND NOTE

Nepal is a country in South Asia bordered by China to the north and by India to the south, east and west. The Himalaya mountain range runs across Nepal's northern and western parts, and eight of the world's ten highest mountains, including the highest, Mount Everest, are within its territory.

- Ask Ss to read through the first three lines of the flyer and ask them what it is about (*a volunteer organisation for helping children in Nepal*).
- Play the CD and have Ss listen and follow in their books.
- Draw Ss' attention to the three coloured bullets in the flyer and explain to them that the colours in the bullets correspond to the pictures.
- Help Ss deduce the meaning of any unknown words by relating them to the corresponding pictures.
- Ask Ss the question in the rubric.
- Elicit answers and ask Ss to provide justification for their answers.

C. Aim: to give Ss practice in identifying specific information in the e-mail

- Have Ss do the activity.
- Check the answers with the class.

1. Ron.
2. They organise events.
3. He's going to Nepal with other volunteers.
4. Some interesting activities for children.
5. He knows Peter.

KEY

D. Aim: to give Ss practice in identifying elements of cohesion in the text

- Ask Ss to read through the e-mail again and look at the words in bold.
- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity.
- Check the answers with the class.

1. volunteers (of the “Get involved” organisation)
2. volunteers (going to Nepal)
3. Nepal
4. Peter

KEY

E. Aim: to give Ss the opportunity to have a further discussion on the topic of the reading activity

- Ask Ss to read through the Prophet's quote and make sure they don't have any unknown words.
- Initiate a short discussion.
- Draw Ss' attention to the picture of the logo and ask them what they know about this organisation.
- Elicit answers.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the reading activity

- Ask Ss some questions:

*Have you heard of any other volunteer organisations?
What do you think of volunteer work?*

2. GRAMMAR

Aim: to present object personal pronouns

- Ask Ss to read through the examples and look at the words in bold.
- Explain to Ss that they are *object personal pronouns*.
- Check Ss' previous knowledge of *subject personal pronouns* and explain the relation between *subject* and *object personal pronouns* (e.g. *I – me, You – you, He – him*, etc.).
- Ask Ss the questions in the rubric (*they refer to the subjects of the first sentences and we use them after verbs as objects or after prepositions*).
- Refer Ss to the Grammar Reference (p. 132).

3. PRACTICE

Aim: to give Ss practice in using subject and object personal pronouns in context

- Have Ss do the activity.
- Check the answers with the class.

1. her, She
2. it, it
3. he, him
4. them, they
5. I, me/us
6. we, us

KEY

4. PRONUNCIATION ► 10,11

A. Aim: to help Ss differentiate between /ɪ/, /i:/ and /aɪ/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation between *wish*, *need* and *time*.
- Elicit the answer that *wish* has a short /ɪ/ sound, *need* has a long /i:/ sound and *time* has an /aɪ/ sound.

B. Aim: to give Ss practice in differentiating between /ɪ/, /i:/ and /aɪ/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- Check the answers with the class.

/ɪ/: build, winter
/i/: meal, screen, niece
/aɪ/: try, organise, twice

KEY

5. LISTEN ► 12

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences and explain any unknown words.
- Point out to Ss that the dialogue they are about to hear is a continuation of activity 1B.
- Draw Ss' attention to the TIP and explain it.
- Play the CD twice.
- Check the answers with the class.

1. painting at the moment
2. Wednesday
3. people
4. camera

LISTENING TRANSCRIPT

Mark	Hello?
Ron	Mark, it's me, Ron.
Mark	What a surprise! Wait a minute, where are you?
Ron	I'm calling from Nepal.
Mark	Really? Wow! How's it going out there?
Ron	It's an amazing experience.
Mark	Are you at one of the orphanages?
Ron	Yeah. By the way, thanks for your idea. The children are painting at the moment and they love it.
Mark	So, when is the exhibition?
Ron	Well, we want to finish the paintings on Tuesday because the show is on Wednesday.
Mark	Exciting. What else?
Ron	Well, tomorrow we're painting one of the walls of the orphanage.
Mark	That sounds like fun. What colour?
Ron	Well actually, we're painting a big picture on it. We're painting people from all over the world.
Mark	Nice idea.
Ron	Yes, I'm looking forward to it. The children want to paint the whole building, but that's a lot of work.
Mark	I can imagine. Listen, I want to see lots of photos from your trip, when you get back.
Ron	Well, I'm not taking any pictures because my camera's at home, but my friends are taking lots. Don't worry.
Mark	Great.
Ron	Listen, I can't really talk for much longer...

Functions

Talking about ailments
Asking for and giving advice

Structures

The verb *should*

Vocabulary**Parts of the body**

arm back head stomach tooth

Ailments

allergy backache dizzy headache ill rash
sore throat stomach ache temperature the flu
toothache

Other words and phrases

allergic as well cream do tests exercise feel
give harmful hurt medicine painkiller relax
sleep stress What seems to be the problem?

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss what they think the lesson is about.
- Elicit answers and initiate a short discussion on the connection between a healthy body and a healthy mind.

1. VOCABULARY ►13**Aim:** to present vocabulary related to ailments

- Ask Ss to read through the words in the box.
- Ask Ss to read through the speech bubbles.
- Help Ss deduce the meaning of any unknown words by looking at the corresponding pictures.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.

- KEY**
1. headache
 2. temperature
 3. backache
 4. sore throat
 5. ill
 6. toothache
 7. stomach ache

- Draw Ss' attention to the fact that we say *I have a headache/temperature/stomach ache* but *I have backache/toothache*.

PRE-READING**Aim:** to help Ss create expectations and make hypotheses about the dialogue

- Draw Ss' attention to the picture accompanying the dialogue and ask them some questions:

*Who are the people?
Where are they?
What are they talking about?
What advice is the doctor giving to the man?*

- Elicit answers but do not correct Ss at this stage.

2. READ ►14

A. Aims: • to give Ss practice in identifying the main idea of the dialogue
• to present vocabulary, structures and functions in the context of a dialogue between a doctor and a patient

- Play the CD and have Ss follow in their books and check their predictions.
- Ask Ss the question in the rubric.
- Check the answers with the class.

The doctor advises Mr Hill to do some tests and to find ways to relax.

- Ask Ss some comprehension questions:

Why is Mr Hill taking painkillers? Because he has a stomach ache and backache.

Does Mr Hill ever feel dizzy? Yes, he does.

Does Mr Hill work long hours? Yes, he does.

Does Mr Hill sleep much? No, he doesn't.

What does the doctor think about stress? That it can be very harmful.

Why is the doctor telling Mr Hill to do some tests? Because he wants to check that he's OK.

KEY

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity.
- Check the answers with the class.

1. Because he has a rash on his arm.
2. Because he's allergic to them.
3. He has a stomach ache and backache and he feels dizzy.
4. He thinks that it's stress.
5. A cream.

- Explain any unknown vocabulary and choose Ss to act out the dialogue.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the dialogue

- Ask Ss some questions:

*Do you suffer from stress?
What stresses you out?
What do you do when you feel stressed out?
Do you think that stress can be harmful?*

3. GRAMMAR

Aim: to present the verb **should**

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss the question in the rubric and elicit answers (we use **should** and **shouldn't** to ask for and give advice).
- Refer Ss to the dialogue and ask them to underline any examples of **should/shouldn't** (*You shouldn't say that. / What should I do? / But you should try to find ways to relax. / Should I take any medicine?*).
- Refer Ss to the Grammar Reference (p. 132).

4. PRACTICE

Aim: to give Ss practice in using the verb **should**

- Ask Ss to read through the sentences 1-4 and write sentences using **should** or **shouldn't**.
- Check the answers with the class.

1. He should get up (now).
2. He shouldn't play tennis.
3. He should buy a new one.
4. She shouldn't go shopping.

5. PRONUNCIATION ►15,16

A. Aim: to present the difference in pronunciation between **should** and **shouldn't**

- Play the CD and have Ss notice the difference in pronunciation between **should** and **shouldn't**.
- Play the CD again and pause after each sentence so that Ss can repeat what they hear.

B. Aim: to give Ss practice in differentiating between the pronunciation of **should** and **shouldn't**

- Play the CD. Pause after each sentence and have Ss repeat it and circle the word they hear.
- Check the answers with the class.

1. shouldn't
2. should
3. shouldn't
4. should

KEY

6. SPEAK

Aim: to give Ss the opportunity to practise the structures, functions and vocabulary presented in this lesson through a pairwork activity

- Ask Ss to read through the speech bubble and the ideas in the box.
- In pairs, Ss take turns to ask for and give advice using some of the ideas in the box.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

WORKBOOK LISTENING ►17

1. top right picture
2. bottom right picture
3. top left picture
4. bottom left picture

KEY

LISTENING TRANSCRIPT

- Doctor** So, what seems to be the problem?
Patient I have a temperature and a bit of a stomach ache.
Doctor Anything else?
Patient Yes, my throat hurts a bit too. It stops me from sleeping.
Doctor OK, let me take a look.
- Dentist** OK, let me see. Hmm... do you drink a lot of coffee?
Patient Yes, I do actually. My teeth are a bit yellow, eh?
Dentist Yes, they are.
Patient Is that why I have a toothache?
Dentist No, I think it's something else. Let me have another look.
- Doctor** So, how are you feeling today?
Patient I feel good. I don't have a temperature and my head feels fine.
Doctor That's good.
Patient When can I go home?
Doctor Oh, I think you can leave tomorrow.
Patient That's great.
Doctor I just need you to read this and sign it.
Patient OK.
- Father** Come on Davie.
Son No, way. It's horrible!
Father But you have a temperature and you need to take your medicine.
Son OK, can I have some chocolate afterwards, though?
Father Yes, you can. Now, come on.
Son Yurrrghhh!

Functions

Talking about a problem
Asking for and giving advice

Vocabulary**Words related to fitness**

be/keep fit do aerobics go jogging
join the gym work out

Other words and phrases

after a while at all be/get bored of before
boring common interested letter make sure
nowadays receive sit stand strong trendy

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Explain to Ss that the phrase *get in shape* means exercising and eating healthy food in order to become physically fit.
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1. VOCABULARY ►18**Aim:** to introduce vocabulary related to sports and fitness

- Ask Ss to read through a-d and explain any unknown words.
- Have Ss do the matching.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

1. c 2. d 3. a 4. b



- Make sure that Ss have understood what the phrases in bold mean.
- For further practice, ask Ss to make their own sentences using the phrases in bold.

PRE-READING**Aim:** to introduce the topic of the text

- Ask Ss to look at the layout of the reading activity and point out to them that this is a problem page in a magazine.
- Ask Ss if they know what a problem page in a magazine is and if they have ever read one or written to one.
- Ask Ss to look at the heading and the small picture of the man next to it.
- Ask Ss what they think the heading means (*to get in a good physical condition and remain so by working out regularly*).
- Ask Ss who Kenny Adams is (*a fitness specialist*).

2. READ ►19**A. Aims:**

- to help Ss create expectations and make hypotheses
- to present vocabulary and functions in the context of a problem page

- Ask Ss to read the letter that a reader, Sam Willis, wrote to Kenny Adams.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books in order to check their predictions.

Sam can try the Power Plate® or Tae bo.



- Ask Ss some comprehension questions:

*Does Sam like going to the gym? No, he doesn't.
Why doesn't Sam play sports? Because he doesn't like them.*

How do you work out on the Power Plate®? You just sit or stand on it in different positions.

Do you have to spend a lot of time on the Power Plate®? No, you don't.

How many minutes of working out on the Power Plate® is the same as working out for 60 minutes at the gym? Ten minutes.

*Do famous people use the Power Plate®? Yes, they do.
What may happen to people who do aerobics? They may get bored of it after a while.*

What does Kenny suggest? Doing aerobics and learning martial arts moves at the same time. / Tae bo

What will you gain if you choose Tae bo? You can stay fit and release stress by punching and kicking at the same time.

B. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity.
- Check the answers with the class and ask Ss to provide justification for their answers.

1. F 2. T 3. NM 4. NM 5. T



- Explain any unknown words and choose Ss to read the text aloud.

POST-READING**Aim:** to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss some questions:

What do you do to keep fit?

Do you go to the gym?

Have you tried Power Plate®?

Why do you think Power Plate® is so popular nowadays?

Do you think that it is as good as a traditional workout?

Have you ever done aerobics?

What do you think of tae bo?

3. LISTEN ►►20,21**A. Aim:** to give Ss practice in listening for gist

- Ask Ss to read through the names and the options.
- Play the CD and have Ss match the names with the sentences.
- Alternatively, play the first monologue and pause so that Ss can choose their answer.
- Do the same with the rest of the monologues.
- Check the answers with the class.

Drake wants to buy some exercise machines.

KEY

Tony wants to take up a sport.

Keith wants to work out at the gym.

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-6.
- Play the CD and have Ss complete the sentences.
- Alternatively, play the first monologue and pause so that Ss can complete the first two sentences.
- Do the same with the rest of the monologues.
- Check the answers with the class.

- (newspaper) editor
- nine (in the evening)
- do aerobics
- a tennis game/tennis
- (the) summer
- swim

LISTENING TRANSCRIPT**Drake**

I'm a newspaper editor and I work long hours. I sit at a desk for most of the day and I really need to do some exercise. I finish work at nine in the evening and when I get home I'm really tired. I have no time for sports. My doctor told me to join a gym because it gives you energy. There isn't a gym near my house, so I want to get a few machines and put them in my spare bedroom. Bring the gym to my house. Maybe that'll help me.

Tony

A lot of my friends do aerobics at the local gym. I know it's good exercise, but I just don't like it. I can spend time on the machines at a gym, but even that gets boring after a while. My best friend plays basketball once a week and he's fit and healthy. I'd like to try a sport, but which one? I play a tennis game on my computer and that's good fun. Maybe I can get a real racket and get out there on the court.

Keith

I play football for a local Sunday Morning football team and it's very good exercise. But, in the summer, when there's no football, what do I do? I want to stay fit, but how? I don't like other sports because I get bored of them quickly. So, my only answer is the gym. There is a new sports centre in my neighbourhood and it looks quite good. It's got a swimming pool and everything. I can go there and work out or swim, until the football season starts, that is.

4. SPEAK**Aim:** to give Ss practice in giving advice

- Ask Ss to read through Andy's problem.
- Ask Ss to read through the prompts in the box and the speech bubble.
- In pairs, Ss take turns to talk about what Andy should and shouldn't do using some of the prompts given.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

OPTIONAL ACTIVITY

- Tell Ss to think of a problem they have.
- In pairs, one of the students tells his/her problem and asks for advice and the other student tells him/her what he/she should/shouldn't do.
- Go round the class helping Ss and telling them to swap roles.
- Choose some pairs to act out the dialogue.

5. WRITE**Aim:** to present linking words

- Draw Ss' attention to the linking words in the box.
- Explain to Ss how linking words are used.
- If necessary, provide Ss with further examples and/or clarification.
- Ask Ss to come up with their own examples using linking words.

A. Aim: to give Ss practice in using linking words

- Ask Ss to read through the text.
- Have Ss do the activity.
- Check the answers with the class.

- but
- and
- but
- because
- so
- because

B. Aim: to give Ss practice in writing a paragraph giving advice

- Draw Ss' attention to the TIP and explain it.
- Refer Ss to activity 4.
- Allow Ss some time to write their paragraphs.
- Choose some students to read out their paragraphs.

4 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 4 through various activities

VOCABULARY

A.

Suggested answers

carrots, lettuce, spinach
apricot, banana, cherry
backache, headache, toothache
coke, milk, tea

KEY

B.

1. build
2. raise
3. allergic
4. rash
5. trendy
6. harmful
7. bowl

KEY

GRAMMAR

C.

1. some, any, no
2. some, some, any, some

KEY

D.

1. b
2. b
3. c
4. a
5. b
6. a

KEY

E.

1. They, it
2. I, them, her
3. us
4. he, him

KEY

F.

1. but
2. and
3. because
4. and
5. so

KEY

4 Round-up

COMMUNICATION

G.

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

KEY

SPEAK

- Ask Ss to look at the people in the pictures.
- Ask Ss to read through the situations.
- Demonstrate the dialogue with a student, for example:
SA: *So, what would you like to order?*
SB: *I'd like a garden salad and a vegetarian pizza. What about you?*
SA: *I'd like a tomato soup and a club sandwich.*
OR
SB: *What's wrong?*
SA: *I don't feel very well. I have a sore throat.*
SB: *Do you have a temperature, too?*
SA: *Yes, I do. I think I have the flu.*
SB: *You should have some rest and eat fruit and vegetables.*
- Get Ss to do the activity in pairs.
- Go round the class helping Ss when necessary.

WRITE

- Tell Ss to write an e-mail to a friend asking for advice.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Cross-curricular page

►122

Aim: to give Ss a sense of how English fits together with other subjects across the curriculum

WARM-UP

- Draw Ss' attention to the title *Home Economics* and explain it to them (*a school subject which is about cooking and other skills needed at home*).
- Ask Ss if they do/did home economics at school, if they like/liked it, if they find/found it useful, etc.
- Ask Ss if they can cook, what their speciality is, etc.

A.

- Ask Ss to look at the pictures and the title of the text.
- Make sure that Ss understand what a *recipe* is.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Ask Ss some comprehension questions:

What do you need to make a blueberry smoothie? You need 1 cup of blueberries, ½ cup of yoghurt and 1 cup of full-fat milk.

How long do you need to make it? About five minutes.

What should you use if you want a tasty smoothie full of proteins? Bananas.

What do you need to make a banana smoothie? You need 1 banana, ½ cup of yoghurt and 1 cup of non-fat milk.

How long do you need to blend the banana and milk for? For 30 seconds at high speed.

Once you've added the yoghurt, how long do you need to blend the mixture for? For one more minute at high speed. Are blueberry and banana smoothies healthy? Yes, they are.

- Explain any unknown words.

B.

- Ask Ss if they have ever tried smoothies, if they liked them, what flavour they would like to taste, etc.
- Ask Ss to create their own recipes for smoothies based on their favourite fruit flavours and following the recipes they have already read.
- Allow Ss some time to write their recipes.
- Choose some Ss to read out their recipes.
- Discuss the recipes with Ss and provide them with any further suggestions.

POEM ►123

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a poem

- Ask Ss to read through the poem on p. 126 once without worrying about the missing words.
- Ask Ss to read through the words in the box.
- Ask Ss to try and complete the poem with the words in the box before listening to it.
- Play the CD and ask Ss to listen to the poem carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss follow in their books.

KEY

people
gym
good
should
healthy
fruit
know
fit
Eating

5 Thinking back

Aims: • to introduce the topic of the module and activate Ss' background knowledge
• to present the learning objectives of the module

- Draw Ss' attention to the title of the module and help them deduce its meaning by asking them to look at the picture.
- Ask Ss what they think the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss to think of the best moments in their life so far.
- Read out the points listed in the *Flick through the module and find* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

- two people on a ski lift: p. 68
- an extract from a book: p. 72
- a magazine article about famous people: p. 70
- someone who is allergic to mushrooms: p. 64
- two people talking while shopping: pp. 66-67

KEY

- Read out the objectives listed in the *In this module you will learn* section.
- Explain any unknown words.

Functions

Talking about past events
Talking about embarrassing moments

Structures

Past Simple (affirmative – negative)

Vocabulary

a couple of ago all over explain face fly
get scared get tired go out (lights)
How embarrassing!
last week, etc. laugh leave lift (n) luckily
side suddenly teenager terrible unfortunately
yesterday

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and help them elicit the meaning of the word *embarrassing* (= *making someone feel uncomfortable or ashamed*), e.g. describe an embarrassing situation and then say *How embarrassing!*
- Ask Ss to tell you what the lesson is about.

1. READ ►|24

A. Aims: • to help Ss create expectations and make hypotheses about the texts by using visual information
• to introduce the topic of the texts

- Draw Ss' attention to the title of the magazine page (*Red in the face?*) and the pictures accompanying it.
- Help Ss deduce that someone goes *red in the face* when they experience something embarrassing.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books in order to check their predictions.

The text is about two people's embarrassing moments.

KEY

- Ask Ss some comprehension questions:

When did Mahmud eat a sandwich? Just before a job interview.

Did he go to the job interview? Yes, he did.

What did he explain to the interviewer? His problem.

How did the interviewer react? He saw the funny side of it.

Where did Carl have an embarrassing moment? At the gym.

Why did Carl start running on the treadmill? Because he saw some fit teenagers and didn't want to look bad.

What happened to Carl when the treadmill stopped? He went flying into the window.

- Help Ss deduce the meaning of the word *rash* by drawing their attention to the picture of the man.

B. Aim: to give Ss practice in identifying specific information in the texts through a gap-filling activity

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. mushrooms, rash
2. the mirror in the lift
3. the job
4. the treadmill, fit teenagers
5. the lights
6. started laughing

- Explain any unknown vocabulary and choose Ss to read the texts aloud.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the magazine page

- Ask Ss some questions:

*Have you ever had an embarrassing moment?
What happened?
How did you react?*

2. GRAMMAR

Aim: to present the Past Simple (affirmative-negative)

- Get Ss to read the dialogue and ask them the first question in the rubric (*the Past Simple of regular verbs is formed by adding -ed at the end of the verb, while irregular verbs form the Past Simple in a different way*).
- Ask Ss the second question in the rubric (*we use the auxiliary verb did*).
- Draw Ss' attention to the table with the regular verbs.
- Point out to Ss that verbs ending in -e take -d (*decide – decided*), one-syllable verbs ending in one vowel + one consonant, double the consonant before the -ed (*stop – stopped*) and verbs ending in one consonant + -y, drop the -y and take -ied (*study – studied*).
- Refer Ss to the text and ask them to complete the Past Simple of the irregular verbs in the table.
- Check the answers with the class.

have	had
get	got
go	went
see	saw
come	came
eat	ate

KEY

- Refer Ss to the list of irregular verbs (p. 137).
- Draw Ss' attention to the *Time Expressions*. Point out to them that we use these time expressions with the Past Simple.
- Refer Ss to the Grammar Reference (p. 132).

3. PRACTICE

Aim: to give Ss practice in using the affirmative and negative form of the Past Simple of regular and irregular verbs in context

- Have Ss do the activity.
- Check the answers with the class.

1. left, didn't go, went
2. had, ate
3. didn't have
4. surfed
5. painted, didn't like, changed

KEY

4. PRONUNCIATION ► 25, 26

A. Aim: to have Ss differentiate between /t/, /d/ and /id/ sounds of the -ed ending of regular verbs in the Past Simple

- Play the CD and tell Ss to listen for the difference in pronunciation of the -ed endings between *looked*, *loved* and *started*.
- Elicit the answer that *looked* ends in a /t/ sound, *loved* ends in a /d/ sound and *started* ends in an /id/ sound.
- Point out to Ss that when the verb ends in a /p/, /k/, /f/, /s/, /ʃ/, /tʃ/, /x/ sound, -ed is pronounced /t/. When the verb ends in a /d/ or /t/ sound, -ed is pronounced /d/. When the verb ends in any other sound, -ed is pronounced /d/.

B. Aim: to give Ss practice in differentiating between /t/, /d/ and /id/ sounds of the -ed ending of regular verbs in the Past Simple

- Play the CD and pause after each verb.
- Ask Ss to repeat each verb and tick the sound they hear.
- Check the answers with the class.

/t/: stopped, talked, finished
/d/: tried, enjoyed, cleaned
/id/: decided, needed, painted

KEY

5. LISTEN ► 27

Aims: • to give Ss practice in listening for specific information
• to give Ss practice in transferring from verbal to visual information

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to look at the two sets of pictures and notice differences.
- Play the CD twice.
- Alternatively, play the first monologue twice and have Ss decide on the picture which best describes the situation.
- Do the same with the second monologue.
- Check the answers with the class.

1. b 2. a

LISTENING TRANSCRIPT

1.

Man Last Saturday, I went out with one of my workmates. We went to a restaurant near our work. Anyway, I started talking about our boss and, to be honest, I said a few bad things about him. Well, my workmate started laughing a lot, but I didn't know why. Then, I looked round and saw our boss was sitting behind me. I laughed, too. But he didn't...

2.

Woman I went to Maria's graduation last week. I had a really nice time. Just before we left, I saw a girl by the door. She looked like a girl I know from university. I went to talk to her but she didn't recognise me. She said "I'm sorry, but I don't know you." And just walked out. My friends laughed at me all the way home.

6. SPEAK

Aim: to give Ss practice in using the structures and the functions presented in this lesson through a pairwork activity

- Draw Ss' attention to the speech bubble.
- In pairs, Ss take turns to talk about a day out.
- Go round the class helping Ss when necessary.
- Choose Ss to act out the dialogue.

Functions

Asking and answering about past events
Talking about school days

Structures

Past Simple (Questions)

Vocabulary**School/Academic subjects**

Arabic Biology Business and Management
Chemistry Geography History Information
Technology (IT) Islamic Studies Maths Modern
Languages Physical Education (PE) Physics

Other words and phrases

capital (city) completely exactly fail an exam/a test
find something difficult forget get a degree
have a great time pass an exam/a test remember
reunion take a course You missed out

WARM-UP**Aim:** to present the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to tell you what they think the lesson is about.
- Ask Ss to tell you what they can remember from their school days.

1. VOCABULARY ►128,29**A. Aim:** to present collocations related to school/college/university

- Ask Ss to look at the pictures 1-4.
- Ask Ss to read through the collocations (= words that are used together) a-d.
- Have Ss do the activity.
- Play the CD. Ss listen and check their answers.
- Help Ss deduce the meaning of any collocations they do not know by relating them to the content of the corresponding picture.
- Play the CD again and get Ss to listen and repeat the collocations.

- a. 3
b. 2
c. 4
d. 1

B. Aim: to introduce school/academic subjects

- Draw Ss' attention to the pictures.
- Ask Ss to read through the subjects in the box.
- Have Ss do the activity.
- Play the CD. Ss listen and check their answers.
- Help Ss deduce the meaning of any subjects they do not know in English by relating them to the content of the corresponding pictures.
- Play the CD again and get Ss to repeat the subjects.
- Ask Ss to tell you which subjects they are/were good at.

- KEY**
1. Arabic
 2. Islamic Studies
 3. Geography
 4. Physical Education (PE)
 5. Physics
 6. History
 7. Biology
 8. Chemistry
 9. Maths
 10. Information Technology (IT)
 11. Modern Languages
 12. Business and Management

PRE-READING**Aim:** to help Ss create expectations and make hypotheses about the dialogue

- Ask Ss to look at the picture. Introduce the people in it (*Kyle and Jim*).
- Ask Ss some questions:

*Where are Kyle and Jim?
What are they doing?*

2. READ ►130**A. Aim:** to present vocabulary, structures and functions in the context of a dialogue

- Play the CD. Have Ss follow in their books and check their predictions from the pre-reading.
- Ask Ss the question in the rubric.
- Check the answer with the class.
- Ask Ss some comprehension questions:

*When did Kyle and Jim finish school? In 1996.
Why didn't Kyle go to the school reunion? Because he forgot about it.
Did Jim have a good time at the school reunion? Yes, he did.
Did lots of people go to the school reunion? Yes, they did.
What does Victor do? He's a PE teacher.
What did Mr Armstrong teach? Biology.
Did Jim speak to Mr Adams? Yes, he did.
Has Mr Adams changed? No, he hasn't.
What was Mr Adams' message for Kyle? "Suva".
What is "Suva"? The capital of Fiji.
Was Kyle good at Geography? No, he wasn't.*

- Draw Ss' attention to the NOTE and explain to Ss that years up to 1999 are read as two-digit numbers, years from 2000 to 2009 are read as thousands while years from 2010 and onwards are read both ways.
- Point out to Ss that years are preceded by the preposition *in*.
- Say: *I finished school in ...*
- Go round the class asking Ss: *When did you/your mother/father finish school?*
- If necessary, continue in the same way with other questions to make sure that Ss have understood how to read years.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity.
- Check the answers with the class.

1. To the school reunion of the class of 1996.
2. With some of his old friends.
3. He took a course in Sports Science.
4. In 2001.
5. The Geography teacher.
6. Yes, he did.
7. In Fiji.

KEY

C. Aim: to give Ss practice in identifying the Past Simple of regular and irregular verbs in the dialogue

- Draw Ss' attention to the verbs in the boxes.
- Refer Ss to the dialogue and have them do the activity.
- Check the answers with the class.

- took, failed, forgot, found, told, taught, spoke, met

KEY

3. GRAMMAR

Aim: to present the Past Simple (Questions)

- Ask Ss to read through the examples and complete the blanks.

- did, Did, did, didn't

KEY

- Ask Ss what they notice about the two questions (*the first question begins with a question word and is followed by a full answer, while the second question is followed by short answers without the base form of the main verb*).
- Refer Ss to the dialogue and ask them to find examples of questions in the Past Simple (*Why didn't you come yesterday? Did lots of people go? Did you see Mr Armstrong? How did he remember that?*).
- Refer Ss to the Grammar Reference (p. 132).
- Ask Ss questions practising the Past Simple, e.g. *Did you go out on Thursday? Did you watch TV last night? Where did you go on holiday last year?*

4. PRACTICE

Aim: to give Ss practice in using the Past Simple in the context of short dialogues

- Have Ss do the activity.
- Check the answers with the class.

1. Did ... pass, I didn't, failed, Did ... study, I did, found
2. Did ... get, he didn't, went
3. did ... take, took, Did ... like, I did

KEY

5. PRONUNCIATION ► 31, 32

A. Aim: to familiarise Ss with the reduced form of *did you*

- Play the CD and ask Ss the question in the rubric.
- Elicit the answer that *did you* is pronounced as /dɪdʒə/.
- Play the CD again so that Ss can repeat what they hear.

B. Aim: to give Ss practice in pronouncing the reduced form of *did you*

- Ask Ss to say the questions.
- Play the CD and have Ss check if they've pronounced the questions correctly.
- Play the CD again and pause after each question for Ss to repeat what they hear.

6. LISTEN ► 33

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions.
- Play the CD twice.
- Check the answers with the class.

1. Lina.
2. Chemistry.
3. Physics.
4. At Cardiff University (in Wales).
5. A doctor.

KEY

LISTENING TRANSCRIPT

- Noor Hi, Lina.
 Lina Hello, Noor. So, how did you do?
 Noor What do you mean?
 Lina Did you get your exam results?
 Noor Not yet. Are they out?
 Lina Yes, and I did quite well.
 Noor Really? Oh, I want my results, too. Anyway, did you pass Chemistry?
 Lina Of course. I found the exam really easy, actually. What about you?
 Noor What do you mean? I didn't take Chemistry, remember?
 Lina That's right, you took Physics.
 Noor I think I passed that.
 Lina I hope so.
 Noor So, what's next for you, then? University?
 Lina Yeah, I want to study Business and Management.
 Noor That sounds interesting. At which university?
 Lina Cardiff University, probably.
 Noor That's a long way from London. It's in Wales, right?
 Lina Yeah, but I heard it's nice there. What about you? Do you still want to be a reporter?
 Noor No, I want to study medicine, now.
 Lina Hmm... Doctor Noor, eh? I can see that.
 Noor You reckon? We'll see.

7. SPEAK

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pairwork activity

- Draw Ss' attention to the prompts in the box.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to ask and answer questions about their school years.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

Functions

Narrating events
Asking and answering about past holidays

Structures

Past Simple of the verb *be*

Vocabulary**Holiday activities**

do water sports go camping go fishing
go hiking go horse riding go mountain biking
go scuba-diving go sightseeing go skiing
go windsurfing

Other words and phrases

adventure be afraid of heights be stuck
Calm down dangerous experience (n) happen
imagine island I suppose so jump loud noise
panic (v) ski lift terrified tropical
What's the matter?

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.
- Go round the class asking Ss the question in the title.

1. VOCABULARY ►134

Aim: to introduce holiday activities

- Ask Ss to look at the pictures and then read through the list of holiday activities.
- Have Ss do the activity.
- Play the CD and have Ss follow in their books in order to check their answers.
- Help Ss deduce the meaning of any holiday activities they do not know by relating them to the content of the corresponding picture.
- Ask Ss the question in the rubric.
- Elicit answers.

KEY
go hiking 7
go sightseeing 9
go scuba-diving 2
go skiing 5
go camping 6
go mountain biking 4
go horse riding 8
go windsurfing 1
go fishing 3

PRE-READING

Aim: to introduce the topic of the dialogue

- Draw Ss' attention to the picture accompanying the dialogue.
- Ask Ss some questions:

Where are the people in the picture?

What are they doing?

Have you ever been on a ski lift?

How did you feel?

2. READ ►135

A. Aims: • to give Ss practice in identifying the main idea of the dialogue
• to present vocabulary, structures and functions in the context of a dialogue

- Play the CD and have Ss follow in their books.
- Ask Ss the question in the rubric.
- Check the answer with the class and ask Ss to provide justification for their answers.

No, he didn't because he and his friend Tony were stuck on the ski lift for three hours.

- Ask Ss some comprehension questions:

*Is this Ikram's first time on a ski lift? No, it isn't.
What did Ikram and Tony hear before the ski lift stopped?
A loud noise.
How did they feel? They were terrified.
How many metres above the ground were they? 50.
Where does Ikram want to go next year? To a tropical island.*

KEY

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity.
- Check the answers with the class.

1. L
2. T
3. I and T (in any order)
4. I
5. I and L (in any order)

KEY

C. Aim: to give Ss practice in using the Past Simple of regular and irregular verbs

- Draw Ss' attention to the verbs in the boxes.
- Refer Ss to the dialogue and have them do the activity.
- Check the answers with the class.

- thought, waited, happened, sat, spent, stopped

KEY

- Explain unknown words and choose Ss to act out the dialogue.

POST-READING

Aim: to give Ss the opportunity to expand on the topic of the dialogue

- Ask Ss some questions:

- Are you afraid of heights?
What would you have done if you were stuck on a ski lift?
What kind of winter holiday do you prefer?*

3. GRAMMAR

Aim: to present the Past Simple of the verb *be*

- Ask Ss to read through the short dialogue.
- Have Ss do the activity.
- Check the answers with the class.

	Affirmative	Negative
I/he/she/it	<i>was</i>	<i>wasn't</i>
we/you/they	<i>were</i>	<i>weren't</i>
there	<i>was/were</i>	<i>wasn't/weren't</i>

KEY

- Refer Ss to the Grammar Reference (p. 133).

4. PRACTICE

Aim: to give Ss practice in using the Past Simple of the verb *be* in the context of short dialogues

- Have Ss do the activity.
- Check the answers with the class.

1. were, was, was, Were, was, were
2. was, wasn't, were
3. was, weren't, was, wasn't

KEY

5. SPEAK

Aim: to give Ss the opportunity to practise the vocabulary, functions and structures presented in this lesson through a pairwork activity

- Draw Ss' attention to the prompts in the box.
- Ask Ss to read through the speech bubble.
- In pairs, Ss take turns to ask and answer about last year's holiday.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

Where were you last summer?

Who were you with?

Where did you stay?

How many days did you stay?

What did you do there?

What was the weather like?

Were there lots of people there?

Did you have a good time?

KEY

6. WRITE

Aim: to give Ss practice in writing a paragraph about last year's holiday

- Allow Ss some time to write their paragraphs using ideas from activity 5.
- Choose Ss to read out their paragraphs.

WORKBOOK LISTENING ► 36

1. a 2. b

LISTENING TRANSCRIPT

1.

- Man 1** So, what did you think?
Man 2 I had a great time.
Man 1 Me too. The sea was lovely, but the weather was a bit windy.
Man 2 So what? We were under the water all the time.
Man 1 Yeah, but when we got out it was a bit cold.
Man 2 I didn't mind.

2.

- Man 1** At last, we're back.
Man 2 I'm so tired, but it was great.
Man 1 Yeah. We saw lots of things today.
Man 2 How many pictures did you take?
Man 1 A lot. There's so much to see here.
Man 2 And tomorrow we're going home.
Man 1 Yeah, back to work. How boring!

Talking about famous people
Expressing ability in the past
Talking about talents and abilities

Structures

The verb *could*
Adjectives - Adverbs of manner

Vocabulary

at the age of attend award be born blind
century connection continent develop due to
entire fast fever get over grammar invent
lecture map natural nature part poetry
shape smallpox still style suffer from travel
young

Professions

artist philosopher poet scientist writer

WARM-UP

Aim: to introduce the topic of the lesson

- Ask Ss to look at the title of the lesson.
- If necessary, help Ss deduce the meaning of the word *fame* by drawing their attention to the pictures of the famous people in the reading text.
- Ask Ss to tell you what they think the lesson is about.

Functions

1. VOCABULARY ►137

Aim: to present vocabulary related to professions

- Ask Ss to read through the list of professions. Explain to Ss that *a profession requires special training or a particular skill*.
- Ask Ss to read through the sentences a-d.
- Ask Ss if they have heard of the famous people mentioned in the sentences.
- Have Ss do the activity.
- Point out to Ss that they should look out for key words which will help them decide on the famous people's professions (e.g. *poet – poetry*).
- Play the CD and have Ss follow in their books in order to check their answers.

a. 3 b. 4 c. 1 d. 2

KEY

2. READ ►138

A. Aim: to introduce the topic of the text and activate Ss' background knowledge

- Ask Ss to look at the pictures and the names of the people on the books.
- Ask Ss the question in the rubric (*Gaudí was an architect, Muhammad Al-Idrisi was a geographer, Al Ma'arri was a poet and a writer, Albert Einstein was a scientist*).
- Elicit answers but do not correct Ss at this stage.

B. Aim: to give Ss practice in identifying the main ideas of the text through a matching activity

- Draw Ss' attention to the title *They made it!* (= *they managed to succeed*). Point out to Ss that some of these people became famous and achieved significant things despite their physical disabilities or various difficulties they faced during their lives.

- Ask Ss to read through the texts and match them with the pictures.
- Point out to Ss that they should look out for key words which will help them match the people with the paragraphs 1-4.
- Play the CD and have Ss follow in their books in order to check their answers.

1. d 2. a 3. c 4. b

KEY

- Ask Ss some comprehension questions:

When was Albert Einstein born? In 1879.

What was the problem with him until the age of four? He couldn't talk.

What was the problem with him until the age of nine? He couldn't read.

What did he become? A very important 20th century scientist.

Where was Gaudí born? In Catalonia, Spain.

Why did he spend a lot of time close to nature when he was a child? Because of rheumatic fevers.

Which is one of his famous works? Casa Batló.

When did Al Ma'arri become blind? At the age of four.

Where did he travel to? Baghdad.

What is the "The Tabula Rogeriana"? One of Muhammad Al-Idrisi's works. / A map.

What does it show? The northern part of the African continent.

Which places did he visit when he was young? North Africa and Spain.

C. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity.
- Check the answers with the class. If necessary, ask Ss to provide justification for their answers.

1. NM 2. F 3. F 4. NM 5. T

KEY

POST-READING

Aim: to give Ss the opportunity to elaborate on the topic of the text

- Ask Ss some questions:

Would you be interested in reading any of the books presented here?

Do you know of any other autobiographies/biographies that you would be interested in reading?

Have you heard of any other people who became famous and successful despite their physical disabilities?

What do the actions of these people teach us?

3. GRAMMAR

Aims: • to present the verb **could**

- to help Ss differentiate between the verbs **can** and **could**

- Ask Ss to read through the two short dialogues and draw their attention to the words in bold.
- Ask Ss the question in the rubric (*The first dialogue refers to ability in the past while the second dialogue refers to ability in the present*).
- Refer Ss to the Grammar Reference (p. 133).

4. PRACTICE

Aim: to give Ss practice in differentiating between the verbs **can** and **could** in the context of short dialogues

- Have Ss do the activity.
- Check the answers with the class.

1. could run, can't go

2. Can you speak, I can, couldn't speak,
Can you write, I can't

KEY

5. GRAMMAR

Aim: to present adjectives and adverbs of manner

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss to tell you which of the words in bold are adjectives and which are adverbs and have them complete the rules.
- Check the answers with the class (*easy* and *bad* are adjectives and define nouns, *easily* and *badly* are adverbs and describe how something happens).
- Point out to Ss that adjectives are the same in the singular and the plural.
- Ask Ss what they notice about the formation of the adverbs of manner.

- Elicit the answer that we form adverbs of manner by adding *-ly* to the adjective (*bad – badly*). However, adjectives which end in *-y*, drop the *-y* and take *-ily* (*easy – easily*).
- Refer Ss to the Grammar Reference (p. 133) for further spelling irregularities concerning the formation of adverbs.
- Draw Ss' attention to the table.
- Explain to Ss that the adjective *good* forms its respective adverb irregularly (*well*), while the adjectives *fast*, *late* and *early* form their respective adverbs by keeping the same form.
- Provide Ss with examples of the adjectives and adverbs included in the table (e.g. *He's a good driver. – He drives well. He's a fast runner. – He runs fast. He's late for work again. – He arrived late again. The bus was five minutes early. – They arrived early.*).
- Point out to Ss that we can use adjectives without nouns after the verbs *be*, *look*, *feel*, etc. (e.g. *She's nice, He's late/early, etc.*).

6. PRACTICE

Aim: to give Ss practice in using adjectives and adverbs of manner in the context of short dialogues

- Have Ss do the activity.
- Check the answers with the class.

1. beautifully, good, well, 2. badly, dangerous, easily

KEY

7. SPEAK

Aim: to give Ss practice in talking about a famous person through an information-gap activity

- Ask SA to turn to page 121 and SB to turn to page 124.
- Ask Ss to look at the table containing information about Alexander Graham Bell.
- Ask Ss to read through the prompts.
- Demonstrate the dialogue with a student, for example:
SA: *When was Alexander Graham Bell born?*
SB: *In 1847.*
SA: *What was he famous for?*
SB: *Inventing the telephone.*
SA: *When did he get an award?*
SB: *In 1880.*
SA: *Where did he die?*
SB: *In Canada.*
- In pairs, Ss take turns to ask and answer questions about Alexander Graham Bell in order to complete the missing information in their tables.
- Go round the class helping Ss when necessary.
- Choose Ss to act out the dialogue.

8. WRITE

Aim: to give Ss practice in writing a short biography about a famous person by elaborating on the speaking activity

- Allow Ss some time to write a short biography about Alexander Graham Bell using the information from activity 7.
- Choose Ss to read out their biographies.

Functions

Narrating a story
Describing feelings

Vocabulary**Words related to crime**

burglar burglary catch get away grab gun
hide hit kill police steal

Other words and phrases

All I could say was... bump dressed in enter
fall (down) hear huge in no time Look out!
lose my memory mate pick up the phone point
ring (v) safe security guard shocked shout trap
voice wave (v) wonder (v)

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to tell you what they think the lesson is about.
- Ask Ss if they prefer telling a story or listening to/reading one.

1. VOCABULARY ►►139**Aim:** to present the vocabulary of the lesson

- Draw Ss' attention to the TIP and explain it.
- Play the CD and have Ss look at the pictures and read through the story at the same time.
- Help Ss deduce the meaning of the words in bold from the content of the corresponding pictures.
- Draw Ss' attention to the verbs in the Past Simple and ask them to tell you the Present Simple of these verbs.
- Check the answers with the class.

Suggested answers

burglary = the act of entering a building by force and stealing things
steal – stole = to take sth without the permission of its owner
security guard = sb whose job involves preventing people from entering a place without prior permission or protecting goods from being stolen
shout – shouted = to say sth in a very loud voice
get away – got away = to escape
fall – fell = to drop oneself to the ground
hit – hit = to touch with great force
catch – caught = to arrest

PRE-READING

Aims:

- to introduce the topic of the story
- to help Ss make hypotheses and create expectations about the story

- Draw Ss' attention to the picture of the man and ask them some questions:

What is the man doing? He's looking at himself in the mirror.

How do you think he feels? Why?

2. READ ►►40

A. Aim: to give Ss practice in identifying the main idea of the story

- Ask Ss to look at the layout of the text and tell you what kind of text it is (*an extract from a mystery novel*).
- Point out to Ss that this is the first chapter of the story.
- Play the CD and have Ss read and listen at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class.

Mr Minter can't remember where he is, his name/ who he is and has a huge bump on his head. /He's lost his memory.

- Ask Ss some questions:

Where was Mr Minter when he woke up? In a bedroom. How did he feel when he looked in the mirror? He was shocked.

What is Mr Minter's first name? It's Oscar.

What did the man who called Mr Minter ask him? If he was ready.

Did Mr Minter reply to the man? No, he didn't.

What did Mr Minter see when he looked outside? A man in the driveway next to a sports car.

Who ran out from behind the trees? Four men dressed in black.

What did they do? They grabbed the man and pointed a gun at him.

What did one of the four men do? He ran into the house where Mr Minter was.

What did Mr Minter try to do? He tried to find a place to hide.

Why did he try to find a place to hide? Because he panicked.

What did the man tell Mr Minter when he entered the room? That the man in the driveway wanted to kill him./ That he was safe.

OPTIONAL ACTIVITY

- Ask Ss to read through the story again and find all the examples of verbs in the Past Simple.
- Check the answers with the class.

KEY

B. Aim: to give Ss practice in understanding text cohesion

- Have Ss do the activity.
- Check the answers with the class.

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

KEY

- Explain unknown vocabulary and choose Ss to read the story aloud.

POST-READING

Aim: to give Ss the opportunity to expand on the topic of the text

- Ask Ss some questions:

*What would you do if you lost your memory?
Do you know anyone who has lost their memory?*

3. LISTEN ► 41,42

A. Aim: to give Ss practice in listening for gist

- Before playing the CD, point out to Ss that they should pay attention to key words which will help them decide who Mr Minter is talking to.
- Play the CD once.
- Check the answer with the class.

Mr Minter is talking to a police officer.

KEY

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences. Make sure that Ss don't have any unknown words.
- Play the CD again.
- Check the answers with the class.

1. F 2. T 3. T 4. T 5. T 6. F 7. F

KEY

LISTENING TRANSCRIPT

Mr Minter	What's happened to me? Why can't I remember? I need to find out more...
Officer	Mr Minter!
Mr Minter	Here's my chance... Come in!
Officer	There you are. You can come downstairs, you know. It's safe now.
Mr Minter	Erm... Why don't we stay here and talk?
Officer	OK.
Mr Minter	Can I ask you something?
Officer	Of course.
Mr Minter	This is going to sound strange but...
	Who am I?
Officer	You still don't remember, eh? Don't worry, you should remember everything, in time.
Mr Minter	Is this my house?
Officer	No, this is a police safe house.
Mr Minter	I see, so you're a police officer. Am I in trouble? What did I do?

Officer	Don't worry. You didn't do anything wrong. You just saw something, that's all.
Mr Minter	What do you mean?
Officer	Well, there was a burglary at Stars Hotel. A man took something very important, and you saw him.
Mr Minter	Really? What happened next?
Officer	He tried to kill you. He hit you on the head with his gun and you fell. Luckily for you, the police came at that moment, but unfortunately the burglar got away.
Mr Minter	That's why I can't remember.
Officer	Exactly. You've lost your memory.
Mr Minter	But why was I at the hotel?
Officer	You work there.
Mr Minter	Now I remember! I'm the receptionist there, right?
Officer	Yes, so you're starting to remember... That's good.
Mr Minter	Yes. Now, what did the man take from the hotel?
Officer	A Matisse.
Mr Minter	A what?
Officer	I have a picture of it... here.
Mr Minter	Oh, a painting. Is it expensive?
Officer	Well, it's worth about 5 million euros.
Mr Minter	Hmmm. That is expensive. And how did he manage to...

4. SPEAK

Aim: to give Ss practice in creating and narrating a story

- In pairs, Ss take turns to ask and answer questions about one of the pictures using the prompts in the box.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Suggested questions

When did it happen?	What did you do?
Where were you?	How did you feel?
Who was with you?	What did you do in the end?
What happened?	

5. WRITE

Aim: to give Ss tips for writing a story

- Draw Ss' attention to the box containing tips for writing a story.
- Make sure that Ss understand how adverbs and Direct Speech should be used.

A. Aim: to give Ss practice in using adverbs

- Have Ss do the activity.
- Check the answers with the class.

1. luckily 2. Unfortunately 3. Suddenly
4. suddenly 5. unfortunately

KEY

B. Aim: to give Ss practice in writing a story by elaborating on the speaking activity

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their stories.
- Choose Ss to read out their stories.

5 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 5 through various activities

VOCABULARY

A.

- 1. e
- 2. g
- 3. a
- 4. d
- 5. b
- 6. f
- 7. c

KEY

B.

- 1. take
- 2. Hide
- 3. ringing
- 4. stole
- 5. age
- 6. entire

KEY

C.

- 1. a
- 2. a
- 3. a
- 4. b
- 5. b
- 6. c

KEY

GRAMMAR

D.

- | | |
|------------|-----------------|
| 1. saw | 7. didn't sleep |
| 2. was | 8. Did you have |
| 3. thought | 9. heard |
| 4. taught | 10. woke up |
| 5. wasn't | 11. couldn't |
| 6. failed | 12. was |

KEY

E.

- 1. well
- 2. dangerous
- 3. clearly
- 4. safe
- 5. loudly
- 6. easily

KEY

5 Round-up

F.

1. b
2. c
3. b
4. c
5. a
6. b

KEY

COMMUNICATION

G.

1. a
2. b
3. b
4. a
5. a

KEY

H.

Suggested answers

KEY

1. When did you get your degree?
2. Did you go fishing yesterday?
3. Could you read when you were four years old?
4. When were you born?
5. Where did the police catch the burglar?

SPEAK

- Ss talk in pairs about a day out.
- Demonstrate the dialogue with a student, for example:
SA: *Where did you go yesterday?*
SB: *I went to the mall with my cousins.*
SA: *What did you do there?*
SB: *We had a coffee.*
SA: *Who else was with you?*
SB: *My brother.*
SA: *Did anything interesting happen?*
SB: *Not really.*
- Go round the class helping Ss when necessary.

WRITE

- Tell Ss to write an e-mail to a friend giving him/her their news about the day out they discussed in the speaking activity.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

► 43

Aim: to introduce Ss to the Saudi culture compared to various aspects of the different cultures of the English-speaking world

A.

- Ask Ss to read the title of the text and the pictures accompanying it.
- Ask Ss to tell you what they think the text is about.
- Elicit answers and ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.

BACKGROUND NOTE

- GCSE (General Certificate of Secondary Education) is a set of British exams, taken by secondary students at the age of 14-16 in England, Wales and Northern Ireland.
- The A-level (Advanced level) is a non-compulsory exam taken by students in the two years of further education after GCSEs in England, Wales and Northern Ireland. Universities in the UK usually require applicants to achieve a minimum set of grades in the A-level exams before accepting them.
- Scotland is part of the UK, but the education system there is quite different.

- Ask Ss some comprehension questions:

How are different levels of education organised in Saudi Arabia? Into basic, secondary and higher education.

At what age does basic education start? At the age of six.

How long does secondary education last in Saudi Arabia? Three years.

How many universities and colleges are there in Saudi Arabia? There are thirty-two.

Which two Saudi universities are among the best in the world? King Saud University and KAUST.

How are different levels of education organised in the UK? Into primary, secondary and higher education.

At what age does primary education start? At the age of five.

At what age does secondary education start for most students? At the age of eleven.

How long does their preparation for their GCSE exams last? Two years.

Do students have to continue their studies after they take their GCSE exams? No, they don't.

What can they do after that? They can leave school and look for a job or continue studying.

How long do they have to study for before they take their A-levels? For two years.

What are A-levels? They are common entrance exams for university.

At what age do young people go to higher education? At the age of 18.

Are most UK universities and colleges public or private institutions? They are public.

Do UK universities and colleges have a good reputation worldwide? Yes, they do.

B.

- Have Ss do the activity.
- Check the answers with the class.

1. The pre-school level, the elementary level and the intermediate level.
2. At the age of 18.
3. In Saudi Arabia you need about 4 to 6 years, whereas in the UK you need three.
4. 1/3 of young people go on to higher education.
5. Oxford University and Cambridge University.

KEY

- Explain any unknown words.
- Ask Ss other similarities or differences there are between the Saudi and the British Education System.
- Elicit answers and initiate a short discussion.

6 Events

Aims: • to introduce the topic of the module and activate Ss' background knowledge
• to present the learning objectives of the module

- Draw Ss' attention to the picture and ask them:

*Where are the people?
Do you like going to crowded places?*

- Elicit answers and ask Ss to look at the title of the module and tell you what they think the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

- students at a school library: p. 82
- people talking on the phone: p. 80
- an e-mail inviting someone to an event: p. 86
- a festival: p. 84
- a poster advertising Teacher's Day: p. 78

KEY

- Read out the objectives listed in the *In this module you will learn* section.
- Explain any unknown words.

Functions

Talking about festivals/events
Making future plans
Reading a poster
Talking about dates

Structures

Future *going to*

Vocabulary**Months**

January February March April May June
July August September October November
December

Ordinals

first, second, third, etc.

Phrases

Are you kidding? I'm in... Me too.

Other words

ceremony contest definitely effort honour (v)
indoor miss outdoor poster present prize
speech take part in take place vs win winner

fourth, tenth, twenty-fifth, thirty-first
April, July, September, November

- Draw Ss' attention to the NOTE and explain it.
- For further practice, ask a student *What's the date today?* and elicit the answer *It's the (+ the date)*.
- Go round the class asking Ss the above questions and elicit answers.

PRE-READING

Aim: to introduce the topic of the reading activity by activating Ss' background knowledge

- Draw Ss' attention to the title of the poster and ask them to tell you what it is about (*Teacher's Day*).
- Ask Ss some questions:

*Have you ever organised an event on Teacher's Day?
What did you do?
Do you like organising events?
What kind of events do you like attending?*

2. READ ►145

- A. Aims:**
- to present vocabulary, structures and functions in the context of a dialogue and a poster
 - to give Ss practice in identifying the main idea of the dialogue
- Tell Ss to read through the poster and ask them some questions:

When is the event taking place? On Tuesday 28th February.

What kind of games are going to take place? Indoor and outdoor games like a scrabble® contest or football.

*How can students thank their teachers on that day?
They are going to give speeches presenting their favourite teachers.*

When is the awards ceremony? From 11am - 12:30pm.

- Play the CD and have Ss read and listen to the dialogue.
- Ask Ss the question in the rubric.
- Check the answers with the class.

Saud is going to take part in the scrabble® contest and Salah and Murad are going to take part in the football match.

LANGUAGE PLUS

Ordinal numbers (*first, second, third, etc.*) are used to show the position of something in a list of items (e.g. *the order of the days in a month*) as opposed to **cardinal numbers** (1, 2, 3, etc.) which are used to show quantity.

- Ask Ss what they notice about the formation of ordinal numbers (they are formed with the ending *-th*, except *first, second, third*) and point out the exceptions and spelling irregularities (*fifth, eighth, ninth, twelfth, twentieth, thirtieth*).
- Draw Ss' attention to the list of the months.
- Ask Ss to read through the words in the box.
- Have Ss do the activity.
- Play the CD and have Ss follow in their books and check their answers.

6a

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity.
- Check the answers with the class.

- KEY
1. On Tuesday 28th February.
 2. Indoor and outdoor games like a scrabble® contest and football.
 3. Saud.
 4. Salah and Murad.
 5. Last year.

- Explain unknown words and choose Ss to act out the dialogue.

OPTIONAL ACTIVITY

Get Ss to make their own posters advertising an event and the cause for which it is being organised.

3. GRAMMAR

Aim: to present the Future *going to*

- Ask Ss to read through the dialogues and draw their attention to the words in bold.
- Have Ss complete the rule and check the answer with the class (*going to*).
- Point out to Ss that the Future *going to* remains the same in all persons.
- Ask Ss when the Future *going to* is used (we use the Future *going to* for something we intend to do in the future).
- Refer Ss to the Grammar Reference (p. 133).
- Point out to Ss that it isn't necessary to say or write *to go* with the Future *going to*.
- Draw Ss' attention to the sentence *You're definitely taking part in that*, and explain to them that the tense used is the Present Progressive with future meaning.

4. PRACTICE

Aim: to give Ss practice in using the Future *going to* in context

- Have Ss do the activity.
- Check the answers with the class.

- KEY
1. are ... going to have
 2. are going to build
 3. isn't going (to go)
 4. aren't going to buy
 5. am going to be
 6. Is ... going to come

5. SPEAK

Aim: to give Ss practice in using the functions, structures and vocabulary presented in this lesson through a pairwork activity

- Refer Ss to the poster in activity 2.
- Ask Ss to read through the prompts and the speech bubble.
- In pairs, Ss take turns to ask and answer questions about which events they are going to attend next week.
- Go round the class helping Ss when necessary.
- Tell Ss to swap roles.
- Choose some pairs to act out the dialogue.

KEY

What are you going to do next Tuesday?
Which activities are you going to take part in?
What time are you going (to go)?
Who are you going (to go) with?

6. WRITE

Aim: to give Ss practice in writing an e-mail to a friend giving information about an event

- Point out to Ss that they should use the ideas they discussed in the speaking activity and information from the poster in activity 2.
- Allow Ss some time to write their e-mails.
- Choose Ss to read out their e-mails.

WORKBOOK LISTENING ► 46

KEY

Paris contest: 18-21
visit cousin: 24
camping: 30-31

LISTENING TRANSCRIPT

- Ken Peter, you look really tired. I think you need to relax.
Peter Oh, I know, Ken. But I'm so busy at the moment.
Ken Are you going to have a painting exhibition? That's great! When is it?
Peter It's on 15th May.
Ken OK, after that, I'm going to organise a nice trip for you.
Peter That's really nice of you, Ken. But after the 15th I'm going to go to France.
Ken Another exhibition?
Peter An art contest is taking place in Paris from the 18th till the 21st of May.
Ken So, are you going to come home after that?
Peter Actually, I'm going to stay there for a while. I'm going to visit my cousin on the 24th.
Ken Of course, your cousin lives near Paris. Hey, when you get back, maybe we can visit Paul. You know, he bought a cool house right by the beach.
Peter I know, I know. And it sounds like a great idea but...
Ken But what?
Peter It's my brother. I told him I'm going to spend that last weekend of May with him.
Ken That's OK. We can visit Paul some other time. At least you're going to relax.
Peter Not really! We're going camping and you know how much I hate it.
Ken Oh dear!

Functions

Making requests and responding to them
Asking for and offering help
Expressing obligation

Structures

can, could, may, will, would for requests
The verb *have to* (affirmative)

Vocabulary

almost appointment arrange arrive
book (v) borrow cancel certainly company
dentist dirty do someone a favour dry-cleaner's
far fully booked give someone a call
How may I help you? lend make a phone call
meeting own (v) pick up someone from a place
suit without

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the word *favour* by thinking of a situation and asking for their help, e.g. Tell a student: *I want you to do me a favour. My mobile phone isn't working. Will you let me use yours?*
- Ask Ss what they think the lesson is about.

1. VOCABULARY ►147**Aims:** • to present the vocabulary of the lesson

- to give Ss practice in guessing the meaning of unknown words

- Play the CD and have Ss read and listen to the first pair of sentences.
- Help Ss differentiate between *take my dress to the dry-cleaner's* and *pick up my dress from the dry-cleaner's* by pointing out to them that in the first sentence the dress is dirty whereas in the second sentence the dress has been cleaned.
- Play the CD and follow the same procedure with the rest of the sentences.
- Draw Ss' attention to the TIP and explain it.

PRE-READING**Aim:** to help Ss create expectations and make hypotheses about the dialogues by using visual information

- Ask Ss to look at the pictures of the three people.
- Ask Ss some questions:

*What are the people in the pictures doing?
Can you guess who is talking to whom?
How are the people related to each other?
What do you think they are talking about?*

- Elicit answers but do not correct Ss at this stage.

2. READ ►148

A. Aims: • to present vocabulary, structures and functions in the context of two dialogues
• to give Ss practice in identifying the main idea of the dialogues

- Play the CD and have Ss follow in their books to check their predictions from the pre-reading.

LANGUAGE PLUS

- **PA** is an abbreviation for **Personal Assistant**, a person whose job is to help someone in a higher position with their correspondence, phone calls, meetings, etc.
- **Limo** is short for **limousine**

- Ask Ss some comprehension questions:

What does Salman need to do before the ceremony? He needs to make a couple of phone calls, pick up Hamid's suit from the dry-cleaner's, arrange an appointment and book a limo.

Does Hamid accept his offer? No, he doesn't.

What does Omar do? He owns/has a limo company.

What does Omar's friend do? He owns/has a limo company.

Who is going to provide Hamid with a limo? Omar's friend.

B. Aim: to give Ss practice in identifying specific information in the dialogues

- Have Ss do the activity and check answers.

1. The awards ceremony.
2. A football player.
3. His doctor.
4. In a limo.
5. To book a limo.
6. He's going to call a friend who owns a limo company.

KEY

- Explain unknown vocabulary and choose Ss to act out the dialogues.

3. GRAMMAR

A. Aim: to present *can*, *could*, *may*, *will*, *would* for requests

- Ask Ss to read through the short dialogues in the speech bubbles and draw their attention to the phrases in the box.
- Point out to Ss that all the phrases in the box are used to introduce requests.
- Have Ss do the activity and check the answers with the class.

- Can I/May I/Could I use the phone?
Can you/Will you/Would you/Could you give me a lift to work?

KEY

- Point out to Ss that we don't say *May you*, *Will I*, *Would I*.
- Point out to Ss that *Could* and *Would* are more polite than *Can* and *Will*.
- Draw Ss' attention to the answers to the requests.
- Point out to Ss that *Sure*. is used to respond positively to a request while *I'm sorry, I can't.* is used to respond negatively.
- Explain to Ss that we use *can* or *can't* in the answer regardless of the modal verb used in the question.
- Ask Ss the question in the rubric (**Positive:** Yes, you can. / Of course. / Certainly. **Negative:** No, I can't. / I'm afraid not. / I'm afraid I can't.).
- Refer Ss to the Grammar Reference (p. 134).

B. Aim: to present the verb *have to* (affirmative)

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss the question in the rubric (we use *have to* to express obligation).
- Refer Ss to the Grammar Reference (p. 134).
- Ask Ss to provide their own examples using *have to*.

4. PRACTICE

Aim: to give Ss practice in using *can*, *could*, *may*, *will*, *would* to make requests and *have to* to give excuses

- Draw Ss' attention to the example given.
- Have Ss do the activity and check answers.

Suggested answers

2. Can I borrow your camera?
I'm afraid not. I have to give it to my brother.
3. Will you come to the dentist with me?
I'm sorry, I can't. I have to study.
4. Could you lend me your car?
I'm afraid, I can't. I have to pick up my parents from the station.

KEY

5. PRONUNCIATION ►149

Aim: to give Ss practice in identifying the intonation of requests

- Play the CD and pause so that Ss can repeat each request as they hear it.
- Ask Ss the question in the rubric and elicit the answer that requests have a rising intonation.

6. LISTEN ►150, 51

A. Aim: to give Ss practice in listening for gist

- Play the CD.
- Ask Ss the question in the rubric (*Troy is Mr Atkinson's PA secretary*).

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the list of things that Mr Atkinson has to do today.
- Play the CD.
- Check the answers with the class.

The following should be ticked

meet Mr Hunter, go to dentist's, phone Dad

KEY

LISTENING TRANSCRIPT

- | | |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Mr Atkinson | Troy! Could you come in here for a moment, please? |
| Troy | Yes, Mr Atkinson. |
| Mr Atkinson | Right, I have lots of work today, so what's my schedule like? |
| Troy | Well, I arranged an appointment with John Black at 10 o'clock. |
| Mr Atkinson | No, cancel that. I'm going to speak to him next week. |
| Troy | OK. |
| Mr Atkinson | But I want to see Mr Hunter some time today. |
| Troy | OK. I can arrange a meeting for this afternoon. |
| Mr Atkinson | Anything else? |
| Troy | Well, you have a dentist's appointment at 1 o'clock today. |
| Mr Atkinson | I know. I'm not looking forward to that. |
| Troy | Also, you need to call your father today. |
| Mr Atkinson | Oh, I forgot about that. I'm going to call him now. Is that it? Now, what's my father's new mobile number? Could you find it for me? |
| Troy | Sure. |

7. SPEAK

Aim: to give Ss practice in using the vocabulary, structures and functions presented in this lesson through a pairwork activity

- Draw Ss' attention to the speech bubble.
- In pairs, Ss take turns to make requests and then respond to them. Point out to them that they should give an excuse if they refuse.
- Go round the class helping Ss when necessary.
- Tell Ss to swap roles.
- Choose some pairs to act out the dialogue in class.

Functions

Talking about animals
Making suggestions
Discussing a problem

Structures

Let's..., How about...?, Why don't we/you...?

Vocabulary**Animals**

bear camel chicken cow duck elephant goat
monkey rabbit shark sheep tiger

Other words and phrases

agree Are you free? be against be into
farm jacket leaflet Not really die
round the corner save science
That's a shame wear What's going on?

KEY

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and the pictures of the animals and ask Ss what they think the lesson is about.
- Elicit answers

1. VOCABULARY ►152**Aim:** to present animals

- Ask Ss to look at the pictures and the words underneath each picture.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric.
- Check the answers with the class.
- Draw Ss' attention to the word *sheep* and explain that it remains the same in the plural (*sheep*).

OPTIONAL ACTIVITY

- Ask Ss to tell you which of these animals they can find in their country.
- Ask Ss to tell you which countries each animal lives in.

2. READ ►153

- A. Aims:** • to give Ss practice in identifying the main idea of the dialogue
• to present vocabulary, structures and functions in the context of a dialogue

- Play the CD and have Ss follow in their books.
- Ask Ss the question in the rubric and elicit answers.

They are in the school library.

- Ask Ss some comprehension questions:

*Does Peter go to the library very often? No, he doesn't.
What did Peter's teacher give to his students? Leaflets about stopping animal cruelty.
Who is going to help Peter on his project? Clive.
What is there just around the corner? A new vegetarian restaurant.
When are the boys going to have lunch there? Tomorrow. / The following day.*

PRE-READING**Aim:** to help Ss predict the content of the dialogue based on visual prompts

- Ask Ss to look at the picture accompanying the dialogue and tell you what they can see.
- Ask Ss some questions:

*Where are the people? In a library.
What are they doing? They are taking books off a shelf.*

- Elicit answers but don't correct Ss at this stage.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Ask Ss to read through the sentences 1-6. Make sure that Ss do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

1. P
2. B
3. B

4. P
5. C
6. C

KEY

- Explain unknown words and choose Ss to act out the dialogue.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the dialogue

- Ask Ss:

*What do you believe about animal testing?
Are you a vegetarian?
How can we help protect animals?*

3. GRAMMAR

Aim: to present ways of making suggestions (*Let's..., How about...?, Why don't we/you...?*)

- Ask Ss to refer to the dialogue and underline all the examples they can find of making suggestions (*Why don't you join me?, How about having lunch there tomorrow?, Let's do that!*).
- Ask Ss to read through the examples and complete them with *find* or *finding*.
- Check the answers with the class.

Let's **find** information about animal cruelty.
How about **finding** information about animal cruelty?
Why don't we **find** information about animal cruelty?

- Refer Ss to the Grammar Reference (p. 134).

4. PRACTICE

Aim: to give Ss practice in using *Let's..., How about...?, Why don't we/you...?* in the context of a dialogue

- Have Ss do the activity.
- Check the answers with the class.

1. How about
2. Why don't
3. how about
4. Let's
5. Why don't
6. Let's

KEY

5. PRONUNCIATION ►154, 55

A. Aim: to have Ss differentiate between /æ/, /ʌ/ and /ɑ:/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation between *cat*, *duck* and *farm*.
- Elicit the answer that *cat* has an /æ/ sound, *duck* has an /ʌ/ sound and *farm* has an /ɑ:/ sound.

B. Aim: to give Ss practice in differentiating between /æ/, /ʌ/ and /ɑ:/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- Check the answers with the class.

/æ/: rabbit, jacket, thanks
/ʌ/: lunch, monkey
/ɑ:/: heart

KEY

6. SPEAK

Aim: to give Ss practice in making suggestions about an environmental issue

- Ask Ss to look at the picture of the polluted river.
- Ask Ss to read through the prompts and the speech bubble.
- Demonstrate the dialogue with a student, for example:
A: *Let's do something to save the river.*
B: *OK. How about making posters?*
A: *Great idea. Why don't we also organise a river clean up day?*
B: *That's fantastic. Let's write an article in a newspaper, too.*
A: *Sure.*
- In pairs, Ss take turns to make suggestions about how to help save the river and the fish.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Functions

Describing celebrations and events

Structures

Compounds of *some, any, no, every*

Vocabulary

annual celebrate celebration championship
 charity depend on distribute distribution
 divide exchange excitement expression festival
 generosity joy last (v) loser mosque occasion
 prayer race relative runner sacrifice (v / n)
 swim swimmer symbolise visitor worldwide

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss what they think the lesson is about.
- Ask Ss to tell you what their idea of fun is.

1. READ ►156

A. Aims: • to give Ss practice in predicting the content of the text by using visual information
 • to give Ss practice in identifying the main idea of the text
 • to present vocabulary, structures and functions in the context of a text about an event

- Draw Ss' attention to the title of the text and the picture accompanying it.
- Ask Ss to tell you what they can see in the picture.
- Ask Ss the questions in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books to check their predictions.
- Check the answers with the class.
- Ask Ss some comprehension questions:

*What is the name of the event? Eid al-Adha.
 Which phrase do people use during Eid? "Eid Mubarak."
 What do Muslims do on the first day of Eid al-Adha?
 They attend Eid prayers and a speech at mosques.
 What does each family do? Each family sacrifices a domestic animal if they can.
 What does Eid al-Adha symbolise? Obedience to Allah.*

B. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity.
- Check the answers with the class.

1. The “Festival of Sacrifice”.
2. exchange greetings on this happy occasion.
3. and a speech at mosques.
4. Hajj
5. in three equal parts.

- Explain unknown vocabulary and choose Ss to read the text aloud.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss:

Have you heard of any other festivals/celebrations in your country or abroad?

Why do you think people enjoy taking part in festivals/celebrations?

2. VOCABULARY ►157

Aim: to give Ss practice in word building

- Draw Ss' attention to the suffixes *-or* and *-er*.
- Explain to Ss that these are suffixes which we add to verbs in order to form nouns that refer to people.
- Do the first example in class. Point out to Ss that one-syllable verbs (*swim*) ending in one vowel (-i) and one consonant (-m), double the consonant before the *-er* (*swimmer*).
- Have Ss do the activity.
- Play the CD and have Ss check their answers.
- If necessary, provide Ss with further clarification concerning the formation of nouns that refer to people and/or provide them with further examples (e.g. *build - builder, collect - collector, compete - competitor*).

- | | |
|-------------|-----------|
| 1. swimmer | 4. winner |
| 2. runner | 5. loser |
| 3. visitors | |

3. GRAMMAR

Aim: to present the compounds of *some, any, no, every*

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss the first question in the rubric and elicit answers (*anything* and *nothing* refer to *things*, *everyone* refers to *people* and *somewhere* refers to *places*).
- Ask Ss the second question in the rubric and elicit answers (*anything* is used in a *negative* sentence while *nothing* is used in an *affirmative* sentence to give a negative meaning).
- Have Ss complete the table and check the answers with the class (**PEOPLE:** anybody, nobody, everyone, everybody, **THINGS:** something, anything, nothing, **PLACES:** anywhere, everywhere).
- Refer Ss to the Grammar Reference (p. 134).

4. PRACTICE

Aim: to give Ss practice in using the compounds of *some, any, no, every* in context

- Have Ss do the activity.
- Check the answers with the class.

1. anything, Everything
2. something, somewhere, anywhere
3. no one, nowhere
4. everybody, everything

5. LISTEN ►158

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the flyer and ask them to predict the type of information needed to complete the blanks.
- Play the CD twice.
- Check the answers with the class.

- | | |
|-----------|------------|
| 1. Hawaii | 4. Run |
| 2. Swim | 5. October |
| 3. 180 | |

LISTENING TRANSCRIPT

- Brad** OK, now we're going over to Peter. He's in Hawaii and he's waiting for the World Ironman Championship to start.
- Peter** That's right, Brad. Every year locals and visitors from all over the world come to Kailua-Kona to watch and take part in this extremely difficult race. Let me talk to one of the competitors. Hello there, what's your name?
- Sam** I'm Sam.
- Peter** Great. Tell me, how does this race work?
- Sam** Well, first the competitors swim 3.8km across Kailua-Kona Bay.
- Peter** Is it safe for the swimmers? I mean, are there any sharks?
- Sam** Not really, it's pretty safe out there.
- Peter** OK, what happens next?
- Sam** Next is the bike ride.
- Peter** How long is that?
- Sam** It's 180km, and it's my favourite part of the race. I'm quite a good rider.
- Peter** I see. What about the next part, the marathon? Do you like that?
- Sam** I don't think anyone likes the running part. It's 42km and it is very difficult, mainly because of the heat.
- Peter** Yes, it's very hot here today. I suppose that's why the race is in October.
- Sam** It's still pretty hot but not that bad.
- Peter** OK, well, good luck.
- Sam** Thanks.
- Peter** Now, let's have a look at...

6. SPEAK

Aim: to give Ss practice in talking about an event taking place in their city/town

- Draw Ss' attention to the questions for ideas.
- In pairs, Ss talk about an event that takes place in their city/town.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Functions

Wishing people well in different situations
 Inviting
 Accepting and refusing an invitation
 Talking about celebrations/special days

Vocabulary**Wishes**

Get well soon Happy Eid Have a nice trip

Phrases

How could I say no? I can't make it
 I'm really looking forward to it Let me know
 Maybe some other time

Other words and phrases

board game expect flight graduation perfect
 prepare reply suggest take care of

- Ask Ss some comprehension questions:

When is the graduation ceremony? On Wednesday 20th.

Does it finish late? No, it doesn't.

What is Sarah going to have at her place? Her mum's delicious food, drinks and a lot of games.

What is Sarah asking each of her friends to do for the get-together? Prepare a game.

Why does Lana refuse the invitation? She's going away on holiday.

Does Fatima like playing games? Yes, she does.

WARM-UP**Aim: to introduce the topic of the lesson**

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson is about and tell you what days they consider to be special for them.

1. VOCABULARY ► 159**Aim: to introduce wishes**

- Ask Ss to look at the pictures 1-4 and read through the phrases a-d.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.
- If necessary, help Ss deduce the meaning of any unknown phrases by relating them to the content of the corresponding pictures.
- Ask Ss to tell you the equivalent phrases in their L1.

- a. 4
 b. 3
 c. 2
 d. 1

KEY

2. READ ► 160

A. Aims:

- to present vocabulary and functions in the context of three e-mails
- to give Ss practice in identifying the main idea of the e-mails

- Explain to Ss that they are going to read and listen to Sarah's e-mail of invitation and then to two other e-mails which are replies to Sarah's invitation.
- Play the CD and have Ss follow in their books.
- Ask Ss the question in the rubric.
- Check the answers with the class.

Fatima accepts Sarah's invitation but Lana refuses it.

KEY

B. Aim: to give Ss practice in identifying specific information in the e-mails

- Ask Ss to read through the e-mail and complete the blanks.
- Check the answers with the class.

- | | |
|---------------------------|-----------|
| 1. Wednesday | 4. ideas |
| 2. thegraduation ceremony | 5. Lana |
| 3. place/house | 6. flight |

KEY

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the e-mails

- Ask Ss:

Do you often invite people to your place? On what occasions?
When you do, how do you invite your friends?
What makes a good get together?

3. LISTEN ►161

Aim: to give Ss practice in listening for main ideas through a matching activity

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the names and the options a-d.
- Play the CD twice.
- Alternatively, play the CD and pause after each person for Ss to note their answers.
- Play the CD a second time and have Ss check their answers.
- Check the answers with the class.

Freddie - c
Will - dSam - a
Andy - b

KEY

LISTENING TRANSCRIPT

FREDDIE

Dan Hi, Freddie. What are you doing on Thursday?
 Freddie Nothing much.
 Dan Good, I'm organising a get-together after the graduation. Do you want to come?
 Freddie Sure.
 Dan Great! See you there.
 Freddie Do you want me to bring anything?
 Dan No, it's OK.
 Freddie Well, see you on Thursday then.

WILL

Thomas Will! Your phone is ringing!
 Will Let me see. Dan! Oh, no!
 Thomas What's up?
 Will It's his graduation on Thursday and then he wants to invite us to his place.
 Thomas Oh, I see. And he's so boring.
 Will That's right. What am I going to do?... Hello?
 Dan Hi, Will. It's Dan. Are you coming to my place on Thursday?
 Will Ermm...
 Dan Come on! Everyone is going to be there.
 Will Yeah, OK. What time?
 Dan After the ceremony. OK?
 Will Yep.

SAM

Sam Hello?
 Dan Hi, Sam. Listen, I'm organising a get-together. Would you like to come?
 Sam Sure. I'd love to. When is it?
 Dan Thursday, after the graduation.
 Sam Oh, I'm sorry. I'm going on holidays this weekend. I'm leaving on Thursday afternoon.
 Dan That's a shame. Where are you going?
 Sam Thailand.
 Dan Wow! Have a nice trip!
 Sam Thanks.

ANDY

Andy ...OK. Sorry again. See you later, OK?
 Charlie Who was that?
 Andy Dan. He invited me to his place.
 Charlie Are you going?
 Andy No way. I went last year and I had a terrible time.
 Charlie So what did you tell him?
 Andy That you are really ill and I have to take care of you.
 Charlie What? So, I'm ill now. What did he say?
 Andy Get well soon!
 Charlie Well, that was nice of him.

4. SPEAK & WRITE

Aim: to present set phrases for inviting and accepting or refusing an invitation

- Draw Ss' attention to the box containing the set phrases used for inviting and accepting or refusing an invitation.

A. Aim: to give Ss practice in inviting and accepting or refusing an invitation

- Allocate roles and draw Ss' attention to the speech bubble and the prompts.
- Point out to Ss that they should use some of the set phrases in the green box.
- Demonstrate the dialogue with a group of students, for example:
 - SA:** *Would you like to come to the clean up event?*
 - SB:** *I'm afraid I can't make it because I have to do my homework.*
 - SC:** *Sure! Sounds great! Who else is coming?*
 - SA:** *My brother and my cousin are coming too.*
 - SC:** *Where are we going to meet?*
 - SA:** *At my place.*
- Have Ss do the activity in groups of three.
- Go round the class helping Ss when necessary.
- For further practice, tell Ss to swap roles.
- Choose some pairs to act out the dialogues.

B. Aim: to give Ss practice in writing an e-mail of invitation

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their e-mails.
- Ask Ss to swap e-mails with their partners. Explain to them that they should read their partner's e-mail and write an e-mail accepting or refusing his/her invitation.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.

6 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 6 through various activities

VOCABULARY

A.

Suggested answers

January, July, September
bear, chicken, duck
fifth, eleventh, first

KEY

B.

1. a
2. b
3. c
4. a
5. a
6. b
7. a
8. c

KEY

GRAMMAR

C.

1. 'm going to visit, is... going to take,
are... going to come, 'm going (to go)
2. Are... going to take, 'm going to win,
is going to get, 'm going to take,
Are... going to swim

KEY

D.

1. no one/nobody, everybody/everyone, something
2. Nowhere, Nothing, something, somewhere
3. anywhere, everywhere, somebody/someone,
anything

KEY

E.

1. has to
2. Can
3. giving
4. wear
5. May
6. get

KEY

6 Round-up

COMMUNICATION

F.

Suggested answers

1. Could you give me a glass of water, please?
2. I'm afraid I can't make it tonight.
3. How about going out for lunch?
4. Will you arrange an appointment with the dentist for me?
5. I'm sorry but I have to go to the dentist.
6. Can I borrow your camera?

KEY

G.

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

KEY

SPEAK

- Tell Ss to read through the ideas for SA and SB.
- Have Ss talk in pairs.
- Go round the class helping Ss when necessary.
- Choose a pair to act out the conversation in class.

Suggested answers

- SA: Hello?
SB: Hi, there. It's me, Saud.
SA: Hi, Saud. How are you?
SB: I'm fine, thanks. So, what are you doing today?
SA: Today I'm going shopping but I'm free tomorrow.
SB: Would you like to go somewhere tomorrow?
SA: Sure! Where would you like to go?
SB: Why don't we go to the mall?
SA: Sounds great! I like going there. Why don't we go to Tom's restaurant?
SB: Great.
SA: See you tomorrow, then. Bye!
SB: Of course. Goodbye.

KEY

WRITE

- Ask Ss to read through the e-mail and have them write a reply using the ideas given.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Cross-curricular page

► 62

A.

- Ask Ss to read the title of the text and look at the pictures accompanying it.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.

BACKGROUND NOTE

- Tasmania** is an Australian island and state of the same name. It is located 240 kilometres south of the eastern side of the continent, being separated from it by Bass Strait.
- Mauritius**, officially the **Republic of Mauritius**, is an island nation off the coast of the African continent in the southwest Indian Ocean, east of Madagascar.
- Santa Cruz Island** is the largest privately owned island off the continental United States. The island is part of the northern group of the Channel Islands of California. Santa Cruz Island is located within Santa Barbara County, California.
- The Charles Darwin Foundation (CDF)** for the Galapagos Islands is an international non-profit research organisation dedicated to the conservation of the Galapagos Islands ecosystems.
- Pinta Island**, also known as Abingdon Island, belongs to the Galapagos Islands group, Ecuador. Lonesome George, perhaps the most famous tortoise in the Galapagos Islands lives there. Lonesome George is held at the **Charles Darwin Research Station (CDRS)**.

- Ask Ss some comprehension questions:

How many Arabian Oryx are there in the wild? About 1000.

*How long can they live without water? Several weeks.
What is the biggest animal ever to live on Earth? The blue whale.*

*How long can a blue whale be? 33 metres long.
What kind of animal is Lonesome George? A giant tortoise.
How old is he? 60-90 years old.*

What's the matter with him? He's quite lonely.

Where do all Barbary lions live? In zoos.

How much can they weigh? Up to 270 kg.

Where did the Thylacine live after it became extinct in Australia? On the island of Tasmania.

Where did the last one die? In a zoo.

Where did dodos live? On the island of Mauritius.

What animals did the sailors bring onto the island? Cats and rats.

B.

- Have Ss do the activity and check answers.

- It lives in Saudi Arabia and in some other parts of the Middle East.
- Because people (whalers) hunt them.
- (At the Charles Darwin Research Station) on the island of Santa Cruz.
- About 150.
- In 1936.
- Because they didn't taste nice.

POEM ► 63

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a poem

- Ask Ss to read the poem on p. 127 once without worrying about the correct answers.
- Ask Ss to try and choose the correct words before listening to it.
- Play the CD and ask Ss to listen to the poem carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss follow in their books.

help cheese borrow bring
a call small lend safe

KEY

7 One of a kind

Optional

Aims: • to introduce the topic of the module and activate Ss' background knowledge
• to present the learning objectives of the module

- Draw Ss' attention to the title of the module and help them deduce its meaning by asking them to look at the picture.
- Ask Ss what they think the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

- personal heroes: p. 100
► unusual means of transport: pp. 96-97
► lifetime friendships: pp. 94-95
► clothes and accessories: p. 92
► one of the highest buildings in the world: p. 98

KEY

- Read out the objectives listed in the *In this module you will learn* section.
- Explain any unknown words.

Functions

Identifying and describing people's clothes
 Expressing preference
 Talking about prices
 Talking about sizes
 Asking for and giving opinion
 Buying and selling

Structures

one / ones
 too / enough

Vocabulary**Clothes and accessories**

abaya belt earrings gloves hat jumper
 pyjamas sandals scarf shirt skirt thobe
 tie trainers trousers

Words related to money

cash change cheap cost credit card discount
 pay price receipt

Other words and phrases

choose cotton fit (v) How much is it?
 polyester prefer total try on very much
 What size are you?

BACKGROUND NOTE

Pounds/pence are used in the UK.
Euros/cents are used in countries of the European Union.
Dollars/cents are used in the USA.
Australian dollars/cents are used in Australia.
Canadian dollars/cents are used in Canada.
Saudi riyals/halala are used in Saudi Arabia.

- Ask Ss the question in the rubric. Choose a student and ask him/her: *How much does a pair of trousers cost?* and elicit the answer: *A pair of trousers costs (e.g. SAR 190).*
- Choose Ss to tell you how much the remaining items of clothing cost.
- Ask Ss which of the clothes in the activity they wear, what their favourite clothes are, etc.

2. READ ►► 4,5

- A. Aims:** • to give Ss practice in identifying the main idea of the dialogue
 • to present functions, structures and vocabulary in the context of a dialogue
- Draw Ss' attention to the dialogue and ask them:

What do you think the dialogue will be about? It will probably be about clothes.

- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books to check their predictions.
- Ask Ss the question in the rubric and elicit answers.
- Ask Ss some comprehension questions:

Does Ruba think that the pyjamas are expensive? No, she doesn't.

*What does Ruba think about the size of the pyjamas? That they don't look big enough for Maria.
 Is Maria older than six? No, she isn't.*

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Ask Ss the question in the rubric and draw their attention to the tag. Make sure that Ss do not have any unknown words.
- Have Ss do the activity and check answers.

KEY
Colour: (light) blue checked
Material: 80% cotton & 20% polyester

WARM-UP**Aim: to introduce the topic of the lesson**

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.
- Give Ss an example of how the phrase *a perfect fit* is used, e.g. *These jeans are a perfect fit*, and help them deduce that it refers to the way a piece of clothing fits (= *to be the right size*).

1. VOCABULARY CD 3 ►► 2,3**A. Aim: to present vocabulary related to clothing**

- Ask Ss to look at the pictures and name any of the items of clothing they know.
- Ask Ss to read through the words in the box.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.

abaya 2	thobe 1	hat 9	KEY
sandals 14	shirt 11	tie 6	
trainers 7	jumper 4	scarf 13	
skirt 12	belt 8	gloves 3	
trousers 5	earrings 10		

B. Aim: to present and give Ss practice in talking about prices

- Play the CD and pause so that Ss can repeat what they hear.
- Explain to Ss how sums of money are read in English.
- Ask Ss to tell you where *pounds/pence*, *euros/cents*, *dollars/cents* and *saudi riyals/halala* are used.

- C. Aims:**
- to give Ss practice in identifying the main idea of the dialogue
 - to present functions, structures and vocabulary in the context of a dialogue

- Draw Ss' attention to the picture accompanying the second dialogue and ask them:

What can you see in the picture?

Where do you think the people in the dialogue are?

- Play the CD and have Ss follow in their books.
- Ask Ss the question in the rubric (*A jumper and a pair of trousers.*).
- Ask Ss some comprehension questions:

Why doesn't the man buy the large jumper? Because it is too big on him.

Do the jumpers or the trousers have a 30% discount? The trousers.

Why does the man pay in cash? Because he doesn't have his credit card with him.

D. Aim: to give Ss practice in identifying specific information in the dialogue

- Ask Ss to look at the receipt and explain any unknown words.
- Have Ss do the activity and check answers.

ITEM	COLOUR	SIZE	DISCOUNT	PRICE	KEY
Jumper	black	medium	0%	75	
Trousers	blue	small	30%	20	
			TOTAL:	95	
			CASH:	100	
			CHANGE:	5	

- Explain unknown words and choose Ss to act out the dialogues.

3. GRAMMAR

A. Aim: to present *one / ones*

- Tell Ss to read through the examples and ask them the question in the rubric (*one* refers to the word *jacket* and *ones* refers to the word *gloves*).
- Ask Ss to tell you which words *one / ones* in the two dialogues refer to (*ones* = *pyjamas*, *one* = *jumper*).
- Refer Ss to the Grammar Reference (p. 134).

B. Aim: to present *too / enough*

- Tell Ss to look at the picture and read through the examples and ask them the question in the rubric (*too* has a negative meaning and means **more than necessary** while *enough* has a positive meaning and it means **adequate** or **adequately**).
- Ask Ss how *too* and *enough* are used in a sentence (*too* precedes the adjective while *enough* goes after the adjective).
- Refer Ss to the Grammar Reference (p. 134).

4. PRACTICE

Aim: to give Ss practice in using the structures presented in this lesson in the context of short dialogues

- Have Ss do the activity and check answers.

1. ones
2. ones
3. ones
4. too
5. too
6. enough
7. one
8. one
9. ones

5. PRONUNCIATION ►16,7

- A. Aims:**
- to have Ss identify the stressed words in sentences
 - to show how stress affects meaning

- Play the CD and ask Ss to listen and repeat.
- Tell Ss to notice the stressed words in each sentence.
- Draw Ss' attention to the explanation in the brackets.

B. Aim: to give Ss practice in identifying the stressed words in sentences

- Play the CD and ask Ss to repeat each sentence as they hear it.
- Draw Ss' attention to the adjectives and nouns in each sentence.
- Play the CD again and have Ss underline the adjectives/nouns that are stressed.
- Check the answers with the class.

- | | | |
|------------|------------|-----------|
| 1. leather | 3. black | 5. cotton |
| 2. purple | 4. sandals | 6. silver |

KEY

6. SPEAK

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson by simulating a conversation between a customer and a shop assistant

- Tell Ss to turn to the appropriate pages and read through the phrases in the respective boxes.
- In pairs, Ss sell and buy the items in the pictures.
- Go round the class helping Ss when necessary.
- Tell Ss to swap roles.
- Choose some pairs to act out the dialogues.

WORKBOOK LISTENING ►18

- | | |
|---------------------------|-----|
| Shirt: cotton, SAR80 | KEY |
| Shoes: leather, SAR149.99 | |
| Scarf: SAR80, SAR55.50 | |

LISTENING TRANSCRIPT

- Shop Asst.** Good afternoon, how may I help you?
Man Hello. I'm looking for a present for my brother.
Shop Asst. I see. Well, we have some great discounts. What about this thobe?
Man It looks nice. Is it polyester?
Shop Asst. No, they are cotton, and from SAR120 they are now only SAR80.
Man That's good. But he doesn't really need any thobes.
Shop Asst. OK. What about these nice leather sandals?
Man Oh, these look great. And they're a beautiful brown. Are they expensive?
Shop Asst. Well, with the discount, they are SAR110.
Man That is expensive. How much were they without the discount?
Shop Asst. About SAR150, I think. Yes, SAR149.99.
Man For a pair of sandals? I'm sorry, that's a bit too expensive for me.
Shop Asst. That's OK.
Man Now, these ghutrahns are very nice. Are they cotton?
Shop Asst. Yes, that's right.
Man I think that's just what he needs. It's not really a big present, but I think I'll get one for him. How much for this one here?
Shop Asst. It was SAR80, but with the discount, it's SAR55.50.
Man OK. I'll take it.
Shop Asst. That's great.

Functions

Describing people's physical appearance
Making comparisons

Structures

Comparative Forms

Vocabulary**Words/phrases related to appearance**

chubby curly fair hair handsome
in his early/late 20s, etc. long medium-length
middle-aged overweight short slim tall
wavy

Other words and phrases

admit aggressive expression have a look
look like owner separate similar

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1. VOCABULARY ►19**Aim:** to introduce vocabulary related to physical appearance

- Ask Ss to look at the pictures 1-6 and read through the sentences a-f.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.

KEY

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

- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding picture.
- Draw Ss' attention to the order of the adjectives in sentence d (*a cute chubby girl*) and in sentence a (*long straight brown hair*).
- Write the following categories on the board and ask Ss to put the adjectives under the correct heading.

OPINION	SIZE/ LENGTH	TYPE	COLOUR	NOUN
<i>cute</i>	<i>chubby</i>			<i>girl</i>
	<i>long</i>	<i>straight</i>	<i>brown</i>	<i>hair</i>

- Point out to Ss that the adjectives we use to describe a person should follow the above order. Make sure that Ss understand what each category describes.

2. READ ►►10

- A. Aims:** • to give Ss practice in making predictions about the content of the text based on visual prompts
• to give Ss practice in identifying the main idea of the text
• to present vocabulary, functions and structures in the context of a magazine article

- Draw Ss' attention to the layout of the text and ask them to tell you what kind of text it is (*an article*) and where it can be found (*in a magazine*).
- Get Ss to read the title of the article and look at the pictures accompanying it and ask them the question in the rubric.
- Elicit answers but don't correct Ss at this stage (*The text is about friends who might look the same but have differences in terms of personality*).
- Play the CD and have Ss follow in their books to check their predictions.
- Ask Ss some comprehension questions:

*What does Tom think of Fred? That he is a great friend.
What does Fred do when Tom is upset? He helps him calm down.*

*What do Gary and Danny do when they are together?
They usually read books or play games.
What does Gary think of Danny in terms of his appearance? That Danny is a little more handsome than he is.
What do people tell Tyler and Andrew? That they look like brothers.
Is Andrew funnier than Tyler? Yes, he is.
Is Andrew better in sports than Tyler? No, he isn't.*

B. Aim: to give Ss practice in identifying specific information in the magazine article

- Point out to Ss that in some cases the sentences may refer to more than one person.
- Have Ss do the activity.
- Check the answers with the class.

1. Tyler
2. Fred
3. Gary
4. Andrew

KEY

- Explain unknown words and choose Ss to read the text aloud.

POST-READING**Aim:** to give Ss the opportunity to have a further discussion on the topic of the article

- Ask Ss:

*What does your best friend look like?
Do you have many things in common?*

3. GRAMMAR**Aim:** to present the comparative form of adjectives

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss to find the comparative forms (in the first sentence *taller* is the comparative form of the adjective *tall* while in the second sentence *more handsome* is the comparative form of the adjective *handsome*).
- Ask Ss the question in the rubric (we form the comparative form by adding *-er* to the end of one-syllable and some two-syllable adjectives while we use *more* with adjectives with two or more syllables).
- Point out to Ss that we also use *than* after the comparative form of adjectives.
- Give an example using Ss in the classroom and write it on the board, e.g. *John is taller than Andy*. Elicit a few more examples from Ss.
- Draw Ss' attention to the table and have them complete it.
- Check the answers with the class.

- shorter
older
funny
big
handsome

KEY

- Refer Ss to the Grammar Reference (p. 134).

4. PRACTICE**Aim:** to give Ss practice in using the comparative form of adjectives in the context of short dialogues

- Have Ss do the activity and check answers.

1. shorter, chubbier, shorter, more handsome
2. more difficult, easier
3. bigger, more modern, more colourful

KEY

5. SPEAK**Aim:** to give Ss practice in using the functions, structures, and vocabulary presented in this lesson through a pairwork activity

- Ask Ss to look at the two pictures and read through the adjectives in the box.
- In pairs, Ss take turns to compare the two men in the pictures using some of the adjectives in the box.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the exchange.

6. WRITE**Aim:** to give Ss practice in writing sentences comparing two people

- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

Functions

Talking about means of transport
Expressing preference
Making comparisons

Structures

Superlative forms

Vocabulary**Means of transport**

boat plane ship train tram

Other words and phrases

afford amazed attack avoid crowded heavy
It's worth every penny on foot traffic truth
unbelievable

WARM-UP**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and to the pictures on the page.
- Ask Ss to tell you what they think the lesson is about.

1. VOCABULARY ►11**Aim:** to present vocabulary related to means of transport

- Ask Ss to look at the pictures and read through the means of transport underneath them.
- Ask Ss if they know the meaning of any of these means of transport.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.
- Point out to Ss that we use *by* in front of all means of transport while we say *on foot*.

by plane 5
by ship 7
by underground 1
by tram 3
by bus 6
by train 2
on foot 4

KEY

OPTIONAL ACTIVITY

- In pairs, Ss take turns to compare the means of transport in the vocabulary activity.
- Point out to Ss that they should use the comparative form of adjectives to describe the means of transport, e.g. *cheap – cheaper, safe – safer, etc.*

PRE-READING**Aims:**

- to help Ss make predictions about the content of the texts based on visual prompts
- to introduce the topic of the texts

- Draw Ss' attention to the title of the texts.
- Help Ss deduce the meaning of the verb *get around* by asking them some questions:

*How do you get to school/college/work?
Which means of transport do you use in the city?*

- Draw Ss' attention to the three pictures accompanying the texts and ask Ss to compare the means of transport shown in these three pictures (*unusual*) with the ones in the vocabulary activity (*usual/ordinary*).

2. READ ►12**A. Aim:** to present vocabulary, functions and structures in context

- Play the CD and have Ss read and listen at the same time.
- Ask Ss the question in the rubric.
- Elicit answers and ask Ss some comprehension questions:

When was Ethan in Buraydah? Last year.

Why was Ethan trying not to look down? Because camels are tall animals. / Because he was probably afraid.

Why did the camel start running around like crazy? Because a snake attacked it.

Why did Daniel go to the States? To visit his cousin.

Is the Segway PT environmentally friendly? Yes, it is.

What did Daniel do when he got back home? He ordered one over the Net.

Did Daniel get the most expensive model? No, he didn't.

What is Daniel's opinion of the Segway PT? That it is (very) convenient.

When did Neil visit Thailand? Last June.

Did he like the country? Yes, he did.

What is popular with tourists who visit Thailand?

Elephant rides.

Are elephant rides cheap? No, they aren't.

Did he enjoy the elephant ride? Yes, he did.

B. Aim: to give Ss practice in identifying specific information in the texts

- Have Ss do the activity and check answers.

1. his son	6. the latest (<i>Segway</i>) model	KEY
2. camel riding	7. in Thailand, his family	
3. a snake	8. an elephant	
4. in the States		
5. crowded buses and heavy traffic		

- Explain unknown words and choose Ss to read the texts aloud.

3. GRAMMAR

Aims: • to present the superlative form of adjectives
• to give Ss practice in forming the comparative and superlative forms of adjectives

- Tell Ss to read through the examples and ask them the question in the rubric (we form the superlative form by adding *-est* to one-syllable and some two-syllable adjectives while we use *most* when the adjective has two or more syllables).
- Point out to Ss that the adjectives in the superlative form are always preceded by *the* and are usually followed either by the preposition *in* or *of*.
- Give an example using Ss in the classroom and write it on the board, e.g. *Faisal is the tallest boy in the class*. Elicit a few more examples from Ss.
- Draw Ss' attention to the table and have them complete it.
- Check the answers with the class.
- Refer Ss to the Grammar Reference (p. 134).

Positive Form: lazy, good, far

Comparative Form: lazier, bigger, more different, better, worse, more

Superlative Form: the warmest, the rudest, the biggest, the most, the farthest/furthest

4. PRACTICE

Aim: to give Ss practice in using the comparative and superlative forms of adjectives in context

- Have Ss do the activity and check answers.

1. most terrible
2. most convenient
3. worse, more interesting
4. quicker, cheapest

5. LISTEN ►13,14

A. Aim: to give Ss practice in listening for gist

- Ask Ss to look at the names and the means of transport.
- Play the CD.
- Check the answers with the class.

Lenny on foot

Steve by bus

Rob by underground

B. Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the phrases. Make sure that Ss do not have any unknown words.

- Play the CD.
- Check the answers with the class.

Lenny would like every day to be Car Free Day.

Steve thinks that everybody should take part in Car Free Day.

Rob believes that people in cities don't need cars.

LISTENING TRANSCRIPT

Presenter And we're back! It's Car Free Day today, and we're asking people to phone and tell us what they think about it all. Our first caller is Lenny, all the way from Tooting. How's it going Lenny?

Lenny I'm good, Terry.

Presenter So, what do you think of Car Free Day?

Lenny It's great. There aren't many cars on the roads today. Of course, the buses and the underground are very busy and crowded, but it's still much better. This is how it should be every day.

Presenter So, you want every day to be Car Free Day. Are you on your way to work at the moment?

Lenny Yeah, I left early this morning. I'm just walking past Earl's Court. It's a bit far, but it's a lovely day and I'm really enjoying it.

Presenter Great. Thanks for calling, Lenny. Let's talk to our next caller. Steve from the North of the city. Are you there, Steve?

Steve Yes, and I'm not at all happy with the people in our city. I'm looking outside the bus window now and I can see cars in the street. OK, there are usually more cars, but on a day like today? Please! I think everybody should leave their cars at home on a day like this!

Presenter You're absolutely right. Leave your cars at home, people! Who's next? It's Rob. Hi Rob! Are you going to work?

Rob Yes, I am.

Presenter You're not driving, I hope.

Rob Of course not. I don't have a car, you see. I don't need one. I think that if you live in the city, you should use public transport, not cars. I take the underground every day. I'm lucky, you see, because it's near my work.

Presenter OK, let's go to our next...

POST-LISTENING

Aim: to give Ss the opportunity to expand on the topic of the listening activity

- Ask Ss:

Is there a Car Free Day in your country?

Do you take part in it?

Do lots of people take part in it?

Why is it important to take part in it?

6. SPEAK

Aim: to give Ss practice in using the functions, structures and vocabulary presented in this lesson through a pairwork activity

- Ask Ss to read through the questions and the speech bubble.
- In pairs Ss discuss.
- Go round the class helping Ss when necessary.
- Choose some pairs to give their opinion.

Functions

Talking about places of interest
 Asking for and giving directions
 Reading a map
 Distinguishing between American and British English

Vocabulary**Prepositions of movement**

around down from...to into out of past
 through towards up

Directions

Go straight on/ahead It's on your left/right
 Turn left /right at/into...

Other words and phrases

avenue carry coatroom escalator follow
 queue sign the rest You're welcome

- Ask Ss some comprehension questions:

What do visitors do when they get to the second floor of the Empire State Building? They go through security. Is there a coatroom in the Empire State Building? No, there isn't.

Where do visitors go after they buy their tickets? To the elevators.

Does the man like the view from the top of the Empire State Building? Yes, he does.

Can visitors see Central Park from the top of the Empire State Building? Yes, they can.

Did the man go to Macy's yesterday? No, he didn't.

Does the man want to go to Macy's? Yes, he does.

Is Macy's before or after Broadway? It's after Broadway.

What is Macy's? It's the world's largest store.

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and the pictures and ask Ss to tell you what they think the lesson is about.
- Elicit answers and ask Ss to tell you what places are worth visiting in their country/city/town.

1. READ ►I15

- A. Aims:
- to help Ss make predictions about the content of the dialogues based on visual prompts
 - to give Ss practice in identifying the main ideas of the dialogues
 - to present vocabulary and functions in the context of two short dialogues
- Draw Ss' attention to the picture of the building and ask them:

*Which building is this? The Empire State Building.
 Where is it? In New York City.
 What do you know about it? It's the tallest building in New York City.*

BACKGROUND NOTE

- **The Empire State Building** is a 102-storey skyscraper in New York City. It is the tallest building in New York City and it has been named by the American Society of Civil Engineers as one of the Seven Wonders of the Modern World.
- **Macy's** is a chain of department stores. The biggest one is in New York City and it has one million square feet of selling space.
- **Broadway** is a wide street running the length of Manhattan. A famous stretch near Times Square, where Broadway crosses Seventh Avenue, is the home of many Broadway theatres and is often called the Theater District.
- **Harlem** is a neighbourhood in New York City, long known as a major African American cultural and business centre.

- Ask Ss the question in the rubric.
- Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and compare their answers.

LANGUAGE PLUS

- There is a difference in what **the second floor** refers to in British and in American English. In British English *the second floor* is the floor of a building that is two floors above ground level while in American English it is the floor that is directly above ground level (i.e. the first floor). This happens because *the ground floor* in British English is *the first floor* in American English.
- The word **Avenue** is mainly used in American English to refer to a big street in a city (e.g. *Fifth Avenue*).

- B. Aim: to have Ss distinguish between American and British English

- Ask Ss to read through the American words 1-4 and their British equivalents a-d.
- Have Ss do the activity and check answers.
- For further practice, refer Ss to the British and American English section at the back of the book.

1. c 2. d 3. b 4. a



- C. Aim: to give Ss practice in identifying specific information in the dialogues

- Have Ss do the activity.
- Check the answers with the class.

1. The escalators.
 2. They take them with them./Nowhere.
 3. To go straight to the ticket purchase line to buy a ticket.
 4. Fifth Avenue.
 5. He went shopping on Fifth Avenue.
 6. On 34th Street.



- Explain any unknown vocabulary and choose Ss to act out the dialogues.

2. VOCABULARY ►I16

Aim: to present prepositions of movement

- Ask Ss to look at the pictures and read through the prepositions in the box.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.
- Help Ss deduce the meaning of any unknown prepositions of movement by relating them to the content of the corresponding pictures.

around from out of down

KEY

- Point out to Ss that prepositions of movement are used in combination with verbs denoting motion, such as *walk, go, run, etc.* and give Ss an example, e.g. *He walked into the classroom.*
- Elicit a few more examples from Ss.

3. LISTEN ► 17.18

A. Aim: to give Ss practice in listening for gist

- Play the CD once.
- Ask Ss the question in the rubric.
- Check the answer with the class.

b. in their car

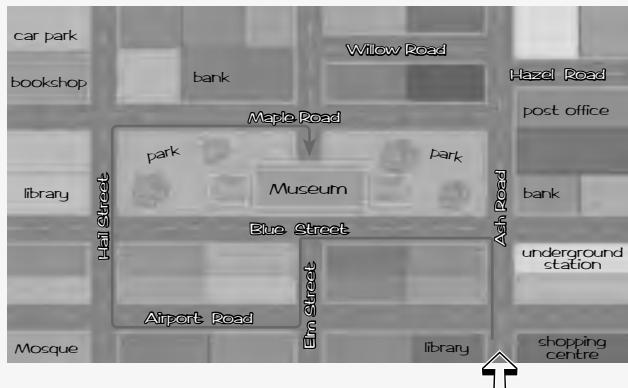
KEY

BACKGROUND NOTE

- A **GPS** (Global Positioning System) is a system by which signals are sent from satellites to a special device, used to show the position of a person or thing on the surface of the earth very accurately.
- A **GPS installed in a car** provides useful information about the car's position and the best travel routes to a given destination by linking itself to a built-in digital map. A monitor in the car shows the relevant portion of the map. The driver can enter the target location and the computer will calculate the optimal route and display it instantly. It can respond to user preferences and map a route that avoids either highways or local roads. If the map is detailed enough, it will also provide the locations of the nearest petrol station, supermarket, restaurant, hotel and ATM machine. Some GPS units can issue auditory directions (i.e. "Turn left") to guide drivers as they travel.

- B. Aims:**
- to give Ss practice in listening for specific information
 - to give Ss practice in understanding directions and drawing a route on a map

- Draw Ss' attention to the map and point out where the people are.
- Play the CD and have Ss draw the route.
- Check that Ss have drawn the route correctly.



LISTENING TRANSCRIPT

- Tom OK, where shall we go next?
 Bill Errmm.. They say the museum is interesting.
 Tom Great, I can use my new GPS.
 Bill Are you sure?
 Tom Of course. Why did I buy it? Here we go...
 GPS "You are on Ash Road. Go straight on."
 Tom This is exciting, eh?
 Bill Hmm...
 GPS "Turn left into Blue Street."
 Tom There we go.
 Bill Look! There's the museum!
 Tom Don't shout!
 GPS "Go straight on."
 Bill What? But the museum's just there! Stop here!
 Tom I can't.
 Bill Well, turn left here.
 Tom OK, what street is this?
 Bill Errmmm... Elm Street. Why didn't the GPS tell you to stop?
 Tom Maybe it's broken.
 Bill Or lost.
 GPS "Turn right into Airport Road."
 Tom Well, it doesn't sound like it's lost.
 GPS "Turn right into Hail Street."
 Bill I can't see the museum.
 Tom Shhhh, I'm trying to listen.
 GPS "Go past the park... In 100 metres, turn right into Maple Road."
 Tom OK. That's easy enough.
 Bill There's the museum, in the park.
 Tom So, we saw the back of the museum. The entrance is here.
 GPS "In 50 metres, turn right.... You have reached your destination."
 Tom Right, let's try to find a parking space.

4. SPEAK

Aim: to give Ss practice in making suggestions and asking for and giving directions using a map

- Tell SA to complete the map in the previous activity with names of various places they think are worth visiting, e.g. *planetarium, aquarium, etc.*
- Draw Ss' attention to the speech bubble and the phrases in the box.
- In pairs, Ss do the exercise.
- Go round the class helping Ss when necessary.
- Tell Ss to swap roles.
- Choose some pairs to act out the dialogues.

5. WRITE

Aim: to give Ss practice in writing about a place of interest in their city/town in the form of a reply letter to a friend

- Ask Ss to read through the extract from their friend's letter.
- Draw Ss' attention to the questions.
- Point out to Ss that they should use these questions as a guide when writing their letter.
- Allow Ss some time to write their letters.
- Choose some Ss to read out their letters.

Functions

Describing someone's personality

Vocabulary

act (v) admire character danger deaf
difficulty firefighter grateful grow up hero
joke normal personal rescue risk (v) truly

Adjectives describing personality

brave clever friendly helpful honest kind

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.

1. READ ►19

A. Aims: • to introduce the topic of the text by activating Ss' background knowledge
 • to give Ss practice in reading for gist
 • to present vocabulary and functions in the context of a text about personal heroes

- Ask Ss to read the title and look at the pictures.
- Ask Ss the question in the rubric.
- Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Ask Ss some comprehension questions:

Who is Ahmed? Ali's uncle.

What does he do? He's a firefighter.

What is Ahmed like? He's a very honest and brave man.

Why was Ahmed in the local newspaper? Because he went into a burning house and rescued an old woman.

Why does Ali want to be like his uncle when he grows up?

Because he wants to be able to help others and become a good person.

Who's Adil? Sami's brother.

Why did he go to a special school? Because he was born deaf.

What is Adil like? He's very funny and friendly but he's also hard-working.

Does Sami argue with his brother? Yes, he does.

- Write the questions *What do they look like?* and *What are they like?* on the board.
- Ask Ss to look at the picture of Ahmed and ask them the question *What does Ahmed look like?*
- Elicit answers. (He's in his 30s, tall, slim and handsome.)
- Help Ss deduce that we use the question *What are they like?* to ask about someone's character/personality while we use the question *What do they look like?* to ask about someone's physical appearance.

- B. Aim:** to give Ss practice in identifying specific information in the text
- Have Ss do the activity and check answers.

1. risks	3. Ahmed and Ali	5. volunteer	KEY
2. nephew	4. Adil	6. argue	

- C. Aim:** to give Ss practice in looking up unknown words in a dictionary

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the words in the box.
- Refer Ss to the text to underline the unknown words.
- Allow Ss some time to look the words up in their dictionaries.
- Go round the class helping Ss with their dictionaries.
- Check the meanings of the words with the class.

2. LISTEN ►|20,21

- A. Aim:** to give Ss practice in listening for gist

- Ask Ss to read through the names and the phrases a-c.
- Play the CD once.
- Check the answers with the class.

John	c	Anthony	b	Phil	a	KEY
------	---	---------	---	------	---	-----

- B. Aim:** to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5. Make sure that Ss do not have any unknown words.
- Play the CD once.
- Check the answers with the class.

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

LISTENING TRANSCRIPT

John

When I was a child I wanted to be like my grandfather. You see, he was a police officer. He did everything he could to protect people and save them. Of course I was a bit afraid of him when he had his gun with him, but I soon got used to it. He was a brave man and we had a lot of fun together.

Anthony

Well, I didn't have a personal hero as a child, but this year I met a new student at university, Andy, and I think he's a very interesting person. Actually, everybody admires him. Andy is blind, but this difficulty never stopped him from learning more and moving on. Andy is very outgoing and friendly and he helps me a lot with a course we take together. An amazing person!

Phil

Mike is a hard-working person and very honest. On my first day at work he was the first to welcome me and show me around the office. At first, I thought he was just polite because I was new there. But it was nothing like that. Even now, after a year, he always helps me out and I know that he's very busy, but he never says anything bad about any of the people he works with. I think he's the best boss I've had and I really admire him.

3. PRONUNCIATION ►|22,23

- A. Aim:** to have Ss differentiate between /ɒ/, /ɔ:/ and /əʊ/ sounds

- Play the CD and have Ss repeat the words they hear.
- Ask Ss the question in the rubric and elicit the answer that *honest* has an /ɒ/ sound, *short* has an /ɔ:/ sound and *old* has an /əʊ/ sound.

- B. Aim:** to give Ss practice in differentiating between /ɒ/, /ɔ:/ and /əʊ/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- Check the answers with the class.

/ɒ/: job	KEY
/ɔ:/: small, boring, walk	
/əʊ/: alone, though, hero	

4. SPEAK

- Aim:** to give Ss practice in presenting someone they admire

- Draw Ss' attention to the two questions and to the adjectives in the box.
- Point out to Ss that they should use the questions as a guide and the adjectives in the box to talk about a person they admire.
- Ss take turns to present a person they admire.
- Go round the class helping Ss when necessary.

Suggested answer

I admire my father. He's a police officer and helps people. I'd like to become like my father one day. He's honest and kind. He's also a very outgoing person.

5. WRITE

- Aim:** to familiarise Ss with paragraphing

- Draw Ss' attention to the box explaining how the information included in a description of a person should be organised.
- Point out to Ss that they should bear in mind the information in the box when writing a description of a person.

- A. Aim:** to give Ss practice in paragraphing

- Ask Ss to read through the sentences.
- Have Ss do the activity and check answers.

a. 2	b. 1	c. 1	d. 1	e. 2	KEY
------	------	------	------	------	-----

- B. Aim:** to give Ss practice in writing a description of a person

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their descriptions as instructed.
- Choose some Ss to read out their descriptions.

7 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 7 through various activities

VOCABULARY

A.

- | | |
|-------------------------------|-----------------------------|
| 1. <i>cross out:</i> earrings | <i>add:</i> shirt, etc. |
| 2. <i>cross out:</i> shirt | <i>add:</i> gloves, etc. |
| 3. <i>cross out:</i> owner | <i>add:</i> beautiful, etc. |
| 4. <i>cross out:</i> traffic | <i>add:</i> train, etc. |

KEY

B.

- | | |
|-------------------|-----|
| have a look | KEY |
| get around | |
| look like | |
| go straight ahead | |
| pay in cash | |

1. pay in cash
2. go straight ahead
3. get around
4. Have a look
5. looks like

C.

- | | |
|--------------------|-----|
| 1. afford | KEY |
| 2. receipt | |
| 3. past | |
| 4. amazed | |
| 5. helpful | |
| 6. slim | |
| 7. towards, around | |

GRAMMAR

D.

- | | |
|-------------------|-----|
| 1. ones, ones | KEY |
| 2. one, one | |
| 3. one, one, ones | |

E.

- | | |
|------------------|-----|
| 1. too expensive | KEY |
| 2. too crowded | |
| 3. enough money | |
| 4. too hot | |
| 5. trendy enough | |
| 6. big enough | |

7 Round-up

F.

1. most aggressive
2. friendliest
3. further/farther
4. younger, taller
5. more difficult
6. most dangerous
7. best, worst
8. most popular, faster

KEY

COMMUNICATION

G.

Suggested answers

1. Can I help you
2. please. Do you have
3. What size are you
4. do you like it
5. How much is it
6. Would you like to pay in cash or by credit card
7. Here's your change

KEY

SPEAK

- In pairs, Ss discuss their classmates.
- Go round the class helping Ss when necessary.

WRITE

- Ask Ss to write a paragraph comparing two people, two buildings or two books.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

► 24

Aim: to introduce Ss to various aspects of the different cultures of the English-speaking world

A.

- Ask Ss to read the title of the text and look at the pictures accompanying it.
- Ask Ss what they think the lesson is about.
- Elicit answers.
- Ask Ss the question in the rubric and elicit answers.
- Play the CD and have Ss follow in their books and compare their answers.
- Ask Ss some comprehension questions:

Are driving laws the same all over the world? No, they aren't.

What does red mean? It means stop.

What does green mean? It means go.

How do you have to drive in front of schools? You have to drive slowly in front of schools.

*At what age can people start driving in Saudi Arabia?
At 18.*

At what age can people start driving in the UK? At 17.

Where do people drive in the UK? On the left side of the road.

Where do people drive in Saudi Arabia? On the right side of the road.

What is the AA? It's the Automobile Association, an organisation that helps drivers in the UK.

BACKGROUND NOTE

All over the world, when the traffic lights turn **amber** it means get ready to stop. In the UK however, the combination of **red and amber traffic lights** means that the lights are about to turn green. This gives drivers time to prepare to go as soon as they are allowed to do so.

B.

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. It means get ready to stop.
2. You have to drive slowly.
3. In Saudi Arabia.
4. In the UK.
5. It's the Arabian Automobile Association, an organisation that helps drivers in Saudi Arabia.

- Explain any unknown words.
- Ask Ss some questions:

*At what age can people start driving in your country?
Have you ever been in a road accident?*

Aims:

- to introduce the topic of the module and activate Ss' background knowledge
- to present the learning objectives of the module

- Draw Ss' attention to the title of the module and ask them what they think the module will be about.
- Ask Ss what comes to their mind when they hear the word *adventure*.
- Tell Ss to look at the picture and ask them what they can see (*someone skydiving*).
- Ask Ss if they think that skydiving is adventurous.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Read out the points listed in the *Flick through the module and find* section.
- Explain any unknown words.
- Then ask Ss to flick through the module and find where these points are discussed.

- a man sailing: p. 110
► a holiday destination for extreme campers: p. 114
► a man with car problems: p. 108
► a quiz about how adventurous you are: pp. 106-107
► a text about a South American country: p. 112

KEY

- Read out the objectives listed in the *In this module you will learn* section.
- Explain any unknown words.

Functions

Talking about experiences

Structures

Present Perfect Simple

Time expressions (ever, never, before)

Vocabulary**Geographical features**

cave desert forest island lake mountain
river volcano waterfall

Other words and phrases

adventurous be willing to camp (v) climb
explore in the wild
Live your life to the full look up snake spider

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.
- Give Ss an example of how the phrase *I dare you* is used, e.g. *I dare you to try one of these chocolate covered crickets.*, and help them deduce the meaning of it (*to challenge someone to do something to prove they are not afraid*).

1. VOCABULARY ►125

Aim: to present geographical features

- Ask Ss to look at the pictures and read through the words.
- Have Ss do the matching.
- Play the CD. Ss listen and check their answers.

desert 2
forest 3
island 7
mountain 1
volcano 6
lake 4
waterfall 9
river 5
cave 8

KEY

- Help Ss deduce the meaning of any unknown words they may have by looking at the pictures.
- Ask Ss the question in the rubric.
- Elicit answers and ask Ss to give you examples of famous geographical features (e.g. Mount Everest, The Sahara Desert, Lake Michigan, The River Thames, Easter Island, Niagara Falls, etc.).

PRE-READING

Aim: to introduce the topic of the quiz

- Ask Ss to look at the text and the picture accompanying it and decide what it is (*a quiz*) and where it might be found (*in a magazine*).
- Ask Ss if they like doing quizzes and, if so, what about.
- Draw Ss' attention to the title of the quiz and ask them what the quiz is about.
- Ask Ss some questions:

Do you like adventure?

Do you like doing adventurous things?

2. READ

A. Aims: • to give Ss practice in doing a quiz
• to present functions, structures and vocabulary in the context of a quiz

- Tell Ss to read each question carefully and then choose the answer which best represents their experiences. Encourage Ss to guess the meaning of any unknown words.
- Alternatively, Ss can do the quiz in pairs and take turns to ask and answer the questions.
- Have Ss add up their scores.
- Ask Ss to read what the results say about themselves.

B. Aim: to give Ss practice in discussing the results of the quiz

- Ask Ss if they agree or disagree with what the results say about themselves.
- Generate discussion and ask Ss to provide justification for their opinions.
- Explain any unknown words and choose Ss to read the results of the quiz aloud.

3. GRAMMAR

Aim: to present the Present Perfect Simple

- Ask Ss to read through the two short dialogues.
- Draw Ss' attention to the words in bold.
- Explain to Ss that this is the *Present Perfect Simple* of the verbs *travel*, *want*, *ride* and *have*.
- Ask Ss the question in the rubric.
- Elicit the answer that the Present Perfect Simple is formed with the auxiliary verb *have/has* and the *past participle* of the main verb.
- Point out to Ss that 've and 's are the short forms of *have* and *has* respectively.
- Point out to Ss that the *past participle of regular verbs* is formed in the same way as the *Past Simple* (by adding the ending *-ed* to the verb, e.g. *climb – climbed*), while each irregular verb forms the past participle in a different way (e.g. *ride – ridden*).
- Ask Ss to look at the table with some irregular verbs.
- Refer Ss to the list of irregular verbs on page 137 and have them complete the table.
- Check the answers with the class.

KEY

- Have you ever climbed a volcano or a tree?
 Have you ever swum in a lake or with sharks?
 Have you ever seen any wild animals?
 Have you ever ridden an elephant, a motorbike or a horse?
 Have you ever explored a desert or a forest?
 Have you ever spent the night in a cave, forest or desert?
 Have you ever eaten camel or shark?
 Have you ever tried scuba-diving, mountain biking or horse riding?

6. WRITE

Aim: to give Ss practice in writing about their partner's experiences

- Ask Ss to look at their partner's answers from activity 5 and write a few sentences about him/her.
- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

Past Simple: saw, drove, met, spent

KEY

Past Participle: ridden, swum, had, eaten, done

- Draw Ss' attention to the words *ever*, *twice*, *always*, *never*, *before* and point out to them that we use them with the *Present Perfect Simple*.
- Refer Ss to the Grammar Reference (p. 135).

4. PRACTICE

Aim: to give Ss practice in using the Present Perfect Simple in the context of short dialogues

- Have Ss do the activity.
- Check the answers with the class.

1. Have ... ever spent, I have, have camped, I haven't
2. has visited, hasn't visited
3. Has ... ever tried, he hasn't, has never done, haven't met

KEY

5. SPEAK

Aim: to give Ss practice in asking and answering about personal experiences

- Ask Ss to make a questionnaire, like the one in the reading activity for their partners using the ideas given and their own ideas.
- Allow Ss some time to prepare their questionnaires.
- In pairs, Ss take turns to ask and answer questions about their personal experiences.
- Point out to Ss that they should note their partner's answers down on the questionnaire they have made.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

Functions

Linking past and present time
 Narrating past events
 Talking about misfortunes
 Expressing surprise

Structures

Present Perfect Simple vs Past Simple

Vocabulary**Words and phrases**

angry be lost break down fault fix flat tyre
 guy have trouble + ing How unlucky It took me...
 It's a long story keys mechanic nightmare
 on one's way out of order petrol petrol station
 pretty (bad) purse push run out of show up
 Tell me about it wallet

- Ask Ss some comprehension questions:

Has Steve ever missed any meetings before? No, he hasn't.

What happened to Steve on his way to the office? He had a car accident.

Did anything serious happen to his car? No.

Did anything serious happen to the other guy's car? Yes.

What happened to Steve after he drove off? He got a flat tyre.

Has Harry ever changed a tyre? Yes, he has.

How long did it take Steve to change the tyre? About an hour.

What happened after Steve drove down the road a bit? The car stopped.

Where did he push his car to? To the side of the road.

Where did he go after that? To a petrol station.

WARM-UP**Aim: to introduce the topic of the lesson**

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.
- Elicit answers.
- Tell Ss, e.g. *I wanted to go away this weekend but I have so much work to do. That's life!*, and help them deduce the meaning of the phrase *That's life!* (*said after something bad or unlucky has happened to show that since you cannot change it, you have to accept it*).

1. VOCABULARY ►126**Aim: to present vocabulary related to misfortunes**

- Ask Ss to look at the pictures and read through the phrases.
- Help Ss deduce the meaning of any unknown words/phrases by relating them to the content of the corresponding pictures.
- Draw Ss' attention to the words *wallet* and *purse*. Explain to Ss that they are both used for carrying money, cards, etc. but a *wallet* is used by men, while a *purse* is used by women.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric and initiate a short discussion.

2. READ ►127

- A. Aims:**
- to help Ss make predictions about the content of the dialogue based on visual prompts
 - to give Ss practice in identifying the main idea of the dialogue
 - to present functions, structures and vocabulary in the context of a dialogue

- Draw Ss' attention to the pictures and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their predictions.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Have Ss do the activity and check answers.

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

KEY

- Refer Ss to the dialogue, draw their attention to the phrases *How unlucky!* (to express sympathy) and *Tell me about it!* (to show that you share your interlocutor's feelings about a past experience) and *Unbelievable!* (to express surprise) and help them deduce how these phrases are used.
- Explain any unknown words and choose Ss to act out the dialogue.

3. GRAMMAR

Aim: to have Ss differentiate between the *Present Perfect Simple* and the *Past Simple*

- Draw Ss' attention to the examples and ask them the question in the rubric.
- Elicit the answer that the first sentence (*I've lost my sunglasses.*) describes an action which happened in the past but we don't know when exactly while the second sentence (*I lost my sunglasses at the beach yesterday.*) describes an action which happened in the past and we know when (*yesterday*).
- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference (p. 135).

4. PRACTICE

Aim: to give Ss practice in using the *Present Perfect Simple* and the *Past Simple* in the context of short dialogues

- Have Ss do the activity and check answers.

1. went, have always wanted, have never been
2. have eaten, didn't have
3. have never lost, lost

KEY

5. PRONUNCIATION ► 28, 29

A. Aim: to present an example where the letter *h* is silent at the beginning of a word

- Play the CD and ask Ss what they notice about the pronunciation of the letter *h* in the word *have* (*it is silent/it isn't pronounced*).

B. Aim: to give Ss practice in saying sentences containing the silent *h*

- Play the CD and have Ss listen and repeat.

6. LISTEN ► 130

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-4.
- Play the CD twice.
- Check the answers with the class.

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

KEY

1. B

2. J

3. J

4. R

LISTENING TRANSCRIPT

John

Why do bad things keep happening to me? Last year, I lost my keys and I couldn't get into my house. I waited three hours outside for my brother to get home. Three hours! Also, a couple of years ago I got stuck in the lift at work, but I was only in there for fifteen minutes. The worst thing though, happened when I was a teenager. I went hiking in the mountains on my own. It was a stupid idea, I know. I went through a forest and was walking for hours, trying to find my way back. I got lost! It got dark and it was very scary. Some luck, eh?

Rick

I think I'm a very unlucky person. Well, I've never lost my keys or anything like that, but last month I got stuck in the lift at work and I was in there for five hours. It was a nightmare! When I finally got out of the lift I took a taxi to go home because I was exhausted. When I got home though, I realised I didn't have my wallet. I couldn't find it anywhere. I had lost it. I couldn't pay for the taxi of course and the taxi driver got a bit upset. Not the best day of my life for sure!

7. SPEAK

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pairwork activity

- Divide Ss into pairs and ask them to read through the instructions and the speech bubble.
- Draw Ss' attention to the TIP and explain it.
- In pairs, Ss ask and answer questions.
- Go round the class helping Ss when necessary.
- Tell Ss to swap roles.
- Choose some pairs to act out the dialogues.

Functions

Reporting commands and requests
Giving commands
Making requests

Structures

Reported Speech (commands – requests)

Vocabulary**Equipment**

compass helmet life jacket penknife rope
seat belt whistle

Other words and phrases

annoy at all times besides blow (v) emergency
get seasick I have to say instructor pay attention
port put on rough sailing sailor scary

- Ask Ss some comprehension questions:

What does Tom think of their sailing instructor? That he's a bit scary.

Does Larry think that their instructor is good at his job? Yes, he does.

Does Tom have the same opinion? Yes, he does.

Does the sea look rough? No, it doesn't.

Where are they? They are still in the port.

Where are the life jackets? They are on the port side.

Which word do sailors use for 'left'? Port.

Which word do sailors use for 'right'? Starboard.

When should they blow the whistle? Only in an emergency.

What did Tom read somewhere? That it's bad luck to blow a whistle on a boat.

Why is Tom going for a walk? Because Larry is starting to annoy him.

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and point out to Ss that we use the phrase *All aboard!* to tell people to get onto a ship, aeroplane, train or bus.
- Ask Ss to look at the pictures and tell you what they think the lesson is about.

1. VOCABULARY ►131

Aim: to introduce equipment used when travelling

- Ask Ss to look at the pictures and read through the words.
- Play the CD and have Ss listen and repeat the words they hear.
- Ask Ss the question in the rubric and elicit answers.

2. READ ►132

- A. Aims:**
- to help Ss make predictions about the content of the dialogue based on visual prompts
 - to give Ss practice in identifying the main idea of the dialogue
 - to present functions, structures and vocabulary in the context of a dialogue

- Tell Ss to look at the picture of the man and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their predictions.

B. Aim: to give Ss practice in identifying specific information in the dialogue

- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity and check answers.

1. He looks like a pirate./...our sailing instructor is a bit scary. KEY
2. I hope we don't get seasick.
3. Let's get our life jackets./He told us to wear them at all times./Don't blow it. He told us not to use it.
4. What does that mean?/Don't you pay attention to anything?
5. Why can't we just say left and right? Because that's what sailors say.

- Explain unknown words and choose Ss to act out the dialogue.

POST-READING

Aim: to give Ss the opportunity to have a further discussion on the topic of the dialogue

- Ask Ss:

*Have you ever taken any sailing lessons?
If not, would you like to?
Do you like travelling by ship?
Do you get seasick?
Do you know of any other special words that sailors use?*

3. GRAMMAR

Aim: to present *Reported Speech (Commands - Requests)*

- Ask Ss to read through the speech bubbles. Make sure that Ss understand that the first one (*Bill, give...*) is a request and the second one (*Wear your...*) is a command.
- Ask Ss to read through the sentences next to each speech bubble.
- Ask Ss the first question (we use the verb *ask* to report *requests* and the verb *tell* to report *commands*).
- Ask Ss the second question (we use *not to + base form of the verb* to report *Don't*).
- Refer Ss to the dialogue and ask them to show you how the sailing instructor's commands and requests were reported by underlining them (e.g. *He told us to wear them at all times, etc.*).
- Point out to Ss that in the reported sentences the subject and object personal pronouns change accordingly.
- Refer Ss to the Grammar Reference (p. 135).

4. PRACTICE

Aim: to give Ss practice in using *Reported Speech (commands - requests)* in context

- Have Ss do the activity and check answers.

James told Ken to use his compass.
Rida's father told him not to blow the whistle.
Mr Kent asked his grandson to get him a glass of water.
The teacher asked Carol to pay attention.

5. LISTEN ►133

Aim: to give Ss practice in listening for specific information

- Ask Ss to look at the form.
- Explain to Ss that under *Equipment* they should tick what Ian has and under *Boat size* they should tick the size of the boat Ian wants to learn on.
- Play the CD twice.
- Check the answers with the class.

Age: 32

Experience: 3 years

Equipment: life jacket, compass

Boat size: 10-13m

LISTENING TRANSCRIPT

Ian	Hello, the receptionist told me to ask here about sailing lessons.
Instructor	That's right. I need some information about you first. Can I ask you a few questions?
Ian	Sure.
Instructor	OK. Name and age?
Ian	Ian Nelson, and I'm 32.
Instructor	Nelson? That's a good name for a sailor.
Ian	Yes, I suppose it is.
Instructor	Do you have any sailing experience?
Ian	Actually, I do. I started lessons at Gilmore three years ago. Do you know it?
Instructor	Yes, it was a good school, but it closed down last month, right?
Ian	That's right, and that's why I'm here.
Instructor	I see. So, you already have some equipment?
Ian	What? Like a life jacket? Yes, I have one.
Instructor	What about a penknife?
Ian	No, I don't have one of those.
Instructor	Do you have a compass perhaps?
Ian	I have a compass somewhere at home. I can find it.
Instructor	Great. The only other thing I need to know is what size boat you want to learn on.
Ian	I'm not sure. I sailed a 9-metre boat at the old school, but I'd like to try something bigger.
Instructor	14-metre?
Ian	No, that's too big. Something smaller I think.
Instructor	OK, now let me show you our...

6. SPEAK

Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through a pairwork activity

- Ask Ss to read through the speech bubble and the instructions for SA and SB.
- Draw Ss' attention to the TIP and explain it.
- In pairs, Ss take turns to give and report commands/make and report requests.
- Go round the class helping Ss when necessary.

Functions

Understanding information about countries
Talking about countries

Vocabulary**Points of the compass**

east north south west

Other words and phrases

ancient	attraction	border	coast	end (v)
gentle	group	high	hiker	jungle
mountain range	mysterious	official	language	
part	population	rainforest		shape

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to tell you what they think the lesson is about.
- Ask Ss:

What makes a place exciting?

Do you know of any exciting places in your country or abroad?

Have you ever been to any exciting places?

- Play the CD and have Ss follow in their books and check their predictions.
- Ask Ss some comprehension questions:

Which is the largest city in Peru? Lima.

Which animal family are llamas from? They are from the camel family.

What are llamas like? They are clever and gentle animals.

What was the Inca Trail? An ancient road system.

Where does the Inca Trail start from? From the valley of the Urubamba River.

Where does it end? In Machu Picchu.

How many metres above sea level is Machu Picchu? 2350 metres.

Do lots of tourists visit Machu Picchu? Yes, they do.

Where is Lake Titicaca? It is on the border of Bolivia and Peru.

Is it the largest lake in South America? Yes, it is.

What are the Nazca lines? They are mysterious geometrical shapes.

Is the Peruvian Amazon the largest jungle in the world? No, it isn't.

What percentage of all living species live in the Peruvian Amazon? Over 70%.

B. Aim: to give Ss practice in identifying specific information in the text

- Ask Ss to read through the fact file and make sure that they don't have any unknown words.
- Draw Ss' attention to the TIP and explain it.
- Have Ss complete the fact file and check answers.

KEY

Western South America

Lima

28 million

Spanish

Huascarán

Titicaca

1. VOCABULARY ►134

Aim: to introduce the vocabulary of the lesson

- Play the CD and have Ss listen and repeat.
- Ask Ss to read through the words in the box and help them deduce their meaning by drawing their attention to the map and asking them some questions:

Which continent is this?

Which country is shown on the map?

What is the capital city of Peru?

Which cities in Peru are shown on the map?

- Elicit answers and ask Ss to give you examples of their own country.
- Draw Ss' attention to the points of the compass (*east, west, north, south*) and help them deduce the meaning of the four words by asking them some questions about the places on the map (e.g. *Where is Peru?*)
- Ask Ss to talk about their country using the words they have just learnt.

2. READ ►135

A. Aims: • to activate Ss' background knowledge
• to present functions and vocabulary in the context of a text about Peru

- Draw Ss' attention to the title of the text and the picture accompanying it and ask them:

Which country is the text about? Peru.

Have you ever been to Peru?

If so, did you like it?

If not, would you like to visit it?

- Draw Ss' attention to the words in red in the text and ask them what kind of information they think the paragraphs they refer to include.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.

C. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity and check answers.

1. the longest mountain range
2. llamas
3. Machu Picchu
4. the (42) artificial islands
5. Nazca lines
6. the Peruvian Amazon

KEY

- Explain unknown words and choose Ss to read the text aloud.

3. PRONUNCIATION ► 36,37

A. Aim: to have Ss differentiate between /ʊ/ and /u:/ sounds

- Play the CD and tell Ss to listen for the difference in pronunciation between *foot* and *food*.
- Elicit the answer that *foot* has an /ʊ/ sound while *food* has an /u:/ sound.

B. Aim: to give Ss practice in differentiating between /ʊ/ and /u:/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- If necessary, play the CD again.
- Check the answers with the class.

- | | |
|-------|--------------------------------------|
| /ʊ/: | cook, put, push |
| /u:/: | scuba, group, canoe, tooth, suitable |

KEY

4. LISTEN ► 38

A. Aim: to activate Ss' background knowledge about South America

- Ask Ss to read through the questionnaire about South America. Make sure that they do not have any unknown words.
- Ask Ss to answer the questions.
- Elicit answers but do not correct Ss at this stage.

B. Aim: to give Ss practice in listening for specific information about South America

- Play the CD twice.
- Check the answers with the class.

- | | | | | | | |
|------|------|------|------|------|------|------|
| 1. a | 2. b | 3. a | 4. b | 5. a | 6. b | 7. a |
|------|------|------|------|------|------|------|

KEY

LISTENING TRANSCRIPT

- Joe** And we're back with the results of our South American quiz. Want to give it a go, Sam?
- Sam** Go ahead.
- Joe** Let's see the first question. Which country's name means 'Cold Water'?
- Sam** I think it's Venezuela.
- Joe** No, Venezuela means 'Little Venice'. The answer is actually Chile.
- Sam** Brrr!
- Joe** Ha! Ha! Question 2. Which is the smallest country in South America?
- Sam** I'm not sure. I know the biggest is Brazil.
- Joe** That's right, but the smallest is Suriname. OK, you should know the answer to the next one. Which country in South America has the biggest population?
- Sam** Is it Suriname?
- Joe** What?
- Sam** Only joking, it's Brazil, right?
- Joe** That's right. On to the next one. How many countries are there in South America?
- Sam** Let me see, 10 maybe? More than 10? I'll say 12.
- Joe** Good job! That was lucky. Now, what do you know about the Atacama Desert?
- Sam** I know, it's very dry there. I mean it rarely rains at all.
- Joe** Not for 400 hundred years. You're good at this. On to vegetables.
- Sam** What?
- Joe** Which vegetable grew naturally in the Andes thousands of years ago?
- Sam** Errmm... mushrooms? Tomatoes maybe, no that's not a vegetable.
- Joe** The answer is potatoes.
- Sam** Interesting.
- Joe** OK, this is the last question. Which is the highest waterfall in the world?
- Sam** I think it's Tugela Falls, but that's in Africa.
- Joe** No, that's the second highest waterfall.
- Sam** Oh, then it must be in Venezuela. What's it called?
- Joe** It's Angel Falls.
- Sam** That's it!
- Joe** OK, the winner of our quiz is Brian Jones, from...

5. SPEAK

Aim: to give Ss practice in using the functions and vocabulary presented in this lesson through a pairwork activity

- Ask Ss to turn to the appropriate pages.
- In pairs, Ss take turns to ask and answer questions about Egypt and Morocco and complete the respective tables.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogues.

6. WRITE

Aim: to give Ss practice in writing information about a country

- Allow Ss some time to write a paragraph either about Egypt or Morocco based on the information they talked about in activity 5.
- Choose some Ss to read out their paragraphs.

Functions

Talking about action sports
Describing a holiday

Vocabulary**Action sports**

bungee jumping diving hang-gliding
rock climbing surfing waterskiing
white-water rafting

Other words and phrases

according to aim camper excitement
experienced extreme first aid leader
make a fire offer professional secret shelter
simple staff suitable survive thrill
underwater unforgettable useful well-trained

WARM-UP

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to tell you what they think the lesson is about.

1. VOCABULARY ►139

Aim: to introduce action sports

- Ask Ss to look at the pictures and read through the words.
- Play the CD and have Ss listen and repeat.
- Ask Ss the questions in the rubric and elicit answers.

PRE-READING

Aims: • to introduce the topic of the text

- to help Ss make predictions about the content of the text based on visual prompts

- Ask Ss:

Have you ever stayed in a camp?

What did you do there?

Did you like it?

- Ask Ss to look at the layout of the text and tell you what it is (*a brochure*).
- Point out to Ss that a brochure contains pictures and information about a service, a product or a company with a view to advertising them.
- Tell Ss to look at the pictures and the title of the brochure and tell you what the brochure is about.
- Elicit the answer that it is about an extreme summer camp.

2. READ ►►40

A. Aims: • to present functions and vocabulary in the context of a holiday brochure
• to give Ss practice in identifying the main ideas of the paragraphs of a text through a matching activity

- Ask Ss to read through the headings a-f and explain any unknown words.
- Have Ss read through the text quickly and match the paragraphs 1-6 with the headings.
- Play the CD and have Ss listen and check their answers.

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

KEY

- Ask Ss some comprehension questions:

What can you learn if you take part in one of the programmes at Extreme Summer Camp? Survival skills. Are all instructors well-trained? Yes, they are.

What things do campers learn while camping in the forest? They learn how to make a fire, use a compass and build a shelter.

What can scuba-diving instructors help campers learn? Everything they need to become a professional.

Is the price the same for all programmes? No, it isn't.

Who can help you choose the best holiday for you? The staff at Extreme Summer Camp.

When does registration start? On 15th April.

BACKGROUND NOTE

CPR is an abbreviation for *cardiopulmonary resuscitation*: a method used to keep someone alive in a medical emergency, in which you blow into their mouth, then press on their chest and repeat the process until they regain consciousness.

B. Aim: to give Ss practice in identifying specific information in the text

- Have Ss do the activity and check answers.

1. Kids, teenagers and adults./Everyone.
2. No, they aren't.
3. All the instructors./The staff.
4. To make a fire, use a compass and build a shelter.
5. Rock climbing, hang-gliding, bungee jumping, surfing, waterskiing, scuba-diving.

KEY

C. Aim: to give Ss practice in identifying elements of cohesion in the text

- Have Ss do the activity and check answers.

1. extreme sports programmes
2. campers
3. campers
4. instructors
5. *Extreme Summer Camp*
6. underwater world

KEY

POST-READING**Aim:** to give Ss the opportunity to have a further discussion on the topic of the text

- Ask Ss:

Have you heard of an extreme summer camp in your country?
Have you stayed in an extreme summer camp?
Would you like to stay in an extreme summer camp?
Why/Why not?

3. WRITE**Aims:**

- to give Ss an overview of which tenses to use when writing
- to help Ss revise the tenses they've learnt

- Draw Ss' attention to the box explaining which tenses they should use when writing.
- Make sure that Ss do not have any questions concerning how tenses are used.
- Help Ss revise the tenses by asking them to give you examples of each of the tenses in the box.

A. Aim: to help Ss revise time expressions

- Have Ss do the activity and check answers.

Suggested answers

Present Simple: usually, always, often, every day, at six o'clock, at night, at the weekend, on weekdays, on Friday morning, etc.

Present Progressive: now, at the moment, today, these days, tonight, this year, etc.

Past Simple: yesterday, in 2004, two hours ago, last night, etc.

Present Perfect: never, ever, before, etc.

Future going to: tomorrow, tonight, next week, in an hour, this month, etc.

KEY

Aim: to present ways to avoid repetition when writing

- Draw Ss' attention to the box and explain it.
- Make sure that Ss understand the example in the box. If necessary, provide Ss with further examples.

B. Aim: to give Ss practice in avoiding repetition when writing

- Have Ss do the activity and check answers.

1. We
2. them
3. here
4. it

KEY

C. Aim: to give Ss practice in writing an e-mail to a friend describing a holiday

- Ask Ss to read through the ideas and explain to them that they should use them as a guide when writing their e-mail.
- Point out to Ss that they can also use some of the ideas in the brochure in activity 2.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.

WORKBOOK LISTENING ►41

KEY

Peter tried rock climbing and wants to try it again.
 Harry tried white-water rafting and had an accident.
 David tried bungee jumping and hated it.

LISTENING TRANSCRIPT**Peter**

I went for an adventure weekend with some people from work. We got up really early on Friday morning, and I didn't like that. But I had a great day in the end. We went to this place in the mountains and spent all day climbing. The weather was good, the instructor was great and it was a really good experience. It was my first time, so I didn't try the very difficult rocks. But next time, I want to try something a bit harder.

Harry

I saw a documentary about it on TV, so I was really excited about going. In the morning, the weather was great but when we arrived at the river, it rained and rained. We started off slowly at first, but soon it got really fast. It was really exciting. Then, the boat turned over and I don't remember much else. I woke up in hospital with a terrible headache.

David

I tried it a few weeks ago. My friends said it was really exciting and I should try it, so I did. I went up in the lift to the top of this building. When I looked down, I started to feel dizzy, so I decided not to jump. But my friends told me to just do it. I was up there anyway. So, I jumped and it was so scary. I don't know how people can do these things for fun, I really don't. Never again!

8 Round-up

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 8 through various activities

VOCABULARY

A.

- 1. c
- 2. g
- 3. f
- 4. a
- 5. d
- 6. e
- 7. b

KEY

B.

- 1. out
- 2. of
- 3. down
- 4. on
- 5. on
- 6. up
- 7. at
- 8. to
- 9. up

KEY

C.

- 1. suitable
- 2. population
- 3. shelter
- 4. mysterious
- 5. blowing
- 6. instructor

KEY

GRAMMAR

D.

- 1. haven't made
- 2. Have...camped
- 3. has...seen
- 4. has climbed
- 5. has...run

KEY

E.

- 1. Have...ever tried, was, did, Have...tried, loved
- 2. travelled, enjoyed, thought, haven't been

KEY

F.

- 1. gone, been
- 2. gone, been
- 3. been, been

KEY

8 Round-up

G.

1. before
2. yesterday
3. ever
4. ago
5. never
6. last

KEY

H.

Suggested answers

KEY

1. Dad told Rob to wear his seat belt.
2. The teacher told the students to look up the words in their dictionaries.
3. Bill asked Alan to help him build a shelter.
4. The security guard told us to turn left and go straight ahead.
5. Bassam asked Mike to tell him his secret.

COMMUNICATION

I.

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

KEY

SPEAK

A.

- In groups of four Ss ask each other questions and complete the table.
- Go round the class helping Ss when necessary.

B.

- Choose one student from each group to report his/her group's answers to the class.

WRITE

- Ask Ss to write about five things they've always wanted to do but never have.

SELF-ASSESSMENT

Aims: • to give Ss the opportunity to check their progress
• to encourage learner autonomy

- Draw Ss' attention to the points and get Ss to read them.
- Explain any unknown words.
- Get Ss to tick the points they feel confident about. For the points they are unsure of, they should refer back to the relevant sections in the module.

Cross-curricular page

► 42

Aim: to give Ss a sense of how English fits together with other subjects across the curriculum

WARM-UP

- Draw Ss' attention to the title *PE* and explain it to them (*PE stands for Physical Education*).
- Ask Ss if they are/were good at PE, if they like sports, what sport they do, etc.

A.

- Draw Ss' attention to the title of the text and the pictures accompanying it.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Draw Ss' attention to the words *puck*, *stick* and *skates*. Help Ss deduce the meaning of these words by relating them to the pictures.
- Play the CD and have Ss follow in their books and check their answers.
- Ask Ss some comprehension questions:

*What is ice hockey played on? It is played on an ice rink.
Where did it start? It started in Montreal.
When was the first game played in the USA? In 1893.
What is the official winter sport of Canada? Hockey.
How many players are there in each team? Six.
What happens if there is a tie at the end? There can be an extra "sudden death" overtime period, or even a shootout.
Is moving the puck with your hands an offence? Yes, it is.
What is high-sticking? Raising your stick too high.
Does a player break a rule by tripping another player? Yes, he does.*

B.

- Have Ss do the activity.
- Check the answers with the class.

KEY

1. T 2. T 3. T 4. F 5. T

- Explain any unknown words.
- Ask Ss:

*Have you ever played ice hockey? If not, would you like to?
What do you think of ice hockey?
Is ice hockey popular in your country? Why/Why not?*

POEM ► 43

Aim: to help Ss revise and consolidate the structures, functions and vocabulary they have already studied through a poem

- Ask Ss to read through the poem on p. 127 once without worrying about the missing words.
- Ask Ss to read through the words in the box.
- Ask Ss to try and complete the poem with the words in the box before listening to it.
- Play the CD and ask Ss to listen to the poem carefully and check their answers.
- Check Ss' answers and explain any unknown words.
- Play the CD again and have Ss follow in their books.

KEY

- sit world Asia trip friend places

CLASS CD 1 TRACK LIST			CLASS CD 2 TRACK LIST		
Track	Unit	Listening Activity	Track	Unit	Listening Activity
1	Titles		1	Titles	
2	Hello	1. What's your name? / A	2	4a	1. Vocabulary / A
3	Hello	2. Greeting and saying goodbye / A	3	4a	1. Vocabulary / B
4	Hello	3. Countries and nationalities / A	4	4a	2. Read / A
5	Hello	4. Numbers / A	5	4b	1. Vocabulary
6	Hello	5. Objects in a classroom / A	6	4b	2. Read / A
7	Hello	6. Classroom language	7	4b	5. Listen
8	Hello	WB Listen / F	8	4c	1. Read / A
9	1a	1. Read / A	9	4c	1. Read / B
10	1a	4. Pronunciation / A	10	4c	4. Pronunciation / A
11	1a	5. Listen	11	4c	4. Pronunciation / B
12	1b	1. Vocabulary	12	4c	5. Listen
13	1b	2. Read / B	13	4d	1. Vocabulary
14	1b	WB Listen / E	14	4d	2. Read / A
15	1c	1. Vocabulary	15	4d	5. Pronunciation / A
16	1c	2. Read / A	16	4d	5. Pronunciation / B
17	1d	1. Vocabulary / A	17	4d	WB Listen / E
18	1d	1. Vocabulary / B	18	4e	1. Vocabulary
19	1d	2. Read / A	19	4e	2. Read / A
20	1d	3. Pronunciation	20	4e	3. Listen / A
21	1d	4. Listen	21	4e	3. Listen / B
22	1e	1. Vocabulary	22	Cross-curricular page	Healthy Smoothie Recipes
23	1e	2. Read / A	23	Poem	Feeling Good
24	1. Round up	Listen	24	5a	1. Read / A
25	Culture page	The History Behind a Name	25	5a	4. Pronunciation / A
26	2a	1. Vocabulary / A	26	5a	4. Pronunciation / B
27	2a	1. Vocabulary / B	27	5a	5. Listen
28	2a	2. Read / A	28	5b	1. Vocabulary / A
29	2a	5. Pronunciation / A	29	5b	1. Vocabulary / B
30	2a	5. Pronunciation / B	30	5b	2. Read / A
31	2b	1. Vocabulary	31	5b	5. Pronunciation / A
32	2b	2. Read / A	32	5b	5. Pronunciation / B
33	2b	5. Listen / A	33	5b	6. Listen
34	2b	5. Listen / B	34	5c	1. Vocabulary
35	2c	1. Vocabulary / A	35	5c	2. Read
36	2c	2. Read / A	36	5c	WB Listen / E
37	2c	5. Listen	37	5d	1. Vocabulary
38	2d	1. Vocabulary	38	5d	2. Read / B
39	2d	5. Pronunciation / A	39	5e	1. Vocabulary
40	2d	5. Pronunciation / B	40	5e	2. Read / A
41	2d	WB Listen / E	41	5e	3. Listen / A
42	2e	1. Vocabulary	42	5e	3. Listen / B
43	2e	2. Read / A	43	Culture page	The Saudi vs the British Education System
44	2e	3. Listen / A	44	6a	1. Vocabulary
45	2e	3. Listen / B	45	6a	2. Read / A
46	Cross-curricular page	Phishing for Danger	46	6a	WB Listen / E
47	Poem	Day by Day	47	6b	1. Vocabulary
48	3a	1. Vocabulary	48	6b	2. Read / A
49	3a	2. Read / A	49	6b	5. Pronunciation
50	3b	1. Vocabulary / A	50	6b	6. Listen / A
51	3b	1. Vocabulary / B	51	6b	6. Listen / B
52	3b	2. Read	52	6c	1. Vocabulary
53	3b	5. Listen	53	6c	2. Read / A
54	3c	1. Vocabulary	54	6c	5. Pronunciation / A
55	3c	2. Read / A	55	6c	5. Pronunciation / B
56	3c	5. Listen / A	56	6d	1. Read / A
57	3c	5. Listen / B	57	6d	2. Vocabulary
58	3d	1. Vocabulary	58	6d	5. Listen
59	3d	2. Read / A	59	6e	1. Vocabulary
60	3d	5. Pronunciation / A	60	6e	2. Read / A
61	3d	5. Pronunciation / B	61	6e	3. Listen
62	3d	6. Listen	62	Cross-curricular page	Animals in Danger
63	3e	1. Vocabulary	63	Poem	Do me a Favour
64	3e	2. Read / B			
65	3e	3. Pronunciation / A			
66	3e	3. Pronunciation / B			
67	3e	WB Listen			
68	Culture page	Life in Tornado Alley			

CLASS CD 3 TRACK LIST

Track 1	Unit Titles	Listening Activity
2	7a	1. Vocabulary / A
3	7a	1. Vocabulary / B
4	7a	2. Read / A
5	7a	2. Read / C
6	7a	5. Pronunciation / A
7	7a	5. Pronunciation / B
8	7a	WB Listen / E
9	7b	1. Vocabulary
10	7b	2. Read / A
11	7c	1. Vocabulary
12	7c	2. Read / A
13	7c	5. Listen / A
14	7c	5. Listen / B
15	7d	1. Read / A
16	7d	2. Vocabulary
17	7d	3. Listen / A
18	7d	3. Listen / B
19	7e	1. Read / A
20	7e	2. Listen / A
21	7e	2. Listen / B
22	7e	3. Pronunciation / A
23	7e	3. Pronunciation / B
24	Culture page	Driving Around
25	8a	1. Vocabulary
26	8b	1. Vocabulary
27	8b	2. Read / A
28	8b	5. Pronunciation / A
29	8b	5. Pronunciation / B
30	8b	6. Listen
31	8c	1. Vocabulary
32	8c	2. Read / A
33	8c	5. Listen
34	8d	1. Vocabulary
35	8d	2. Read / A
36	8d	3. Pronunciation / A
37	8d	3. Pronunciation / B
38	8d	4. Listen
39	8e	1. Vocabulary
40	8e	2. Read / A
41	8e	WB Listen / D
42	Cross-curricular page Poem	Ice Hockey Wonderful World
43		

Suggested Pacing Charts for Traveller 1

Five sessions per week

The weekly pacing charts on pages 123-136 have been created for a sixteen-week semester, in which the students have five sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be seventy-seven.

So, 16 weeks x 5 sessions per week = 80 sessions minus 3 sessions for holidays = 77 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, in option 2, the final week (week 16) is shown to have two sessions rather than five.

Teachers have two options:

Option 1 (Modules 1-6)

If you choose not to teach the optional modules, you have 12 sessions for each module x 6 modules = 72 sessions, plus 2 sessions for Hello and 3 sessions are left over for revision = 77 sessions altogether.

12 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 1 session (cover page and test correction)
- 1 session (lesson a)
- 1 session (lesson b)
- 1 session (lesson c)
- 1 session (lesson d)
- 2 sessions (lesson e)
- 3 sessions (round-up + self-assessment + extra grammar)
- 1 session (Culture page / Cross-curricular page)
- 1 session (test)

Option 2 (Modules 1-8)

If you choose to teach all the modules, you have 10 sessions for each module x 8 modules = 80 sessions (three more sessions are necessary) because they have 77 sessions altogether.

10 sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 1 session (cover page and lesson a)
- 1 session (lesson b)
- 1 session (lesson c)
- 1 session (lesson d)
- 1 session (lesson e)
- 3 sessions (round-up + Self-assessment + extra grammar)
- 1 session (Culture page / Cross-curricular page)
- 1 session (test)

Four sessions per week

The weekly pacing chart on pages 137-141 has been created for a sixteen-week semester, in which the students have four sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be sixty-one.

So, 16 weeks x 4 sessions per week = 64 sessions minus 3 sessions for holidays = 61 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have one session rather than four.

10 sessions are required for each module to be completed with one session for Hello. Specifically, the sessions are as follows:

- 1 session (cover page and lesson a)
- 1 session (lesson b)
- 1 session (lesson c)
- 1 session (lesson d)
- 1 session (lesson e)
- 3 sessions (round-up + Self-assessment + extra grammar)
- 1 session (Culture page / Cross-curricular page)
- 1 session (test)

Abbreviations used in pacing charts

SB = Student's Book

Ss = Students

p. = page

pp. = pages

Recommended homework:

It is suggested that the Ss are asked to study the active vocabulary of each session.

Five sessions per week Option 1

(Modules 1-6)

Week 1

Sessions	Student's Book	Workbook
Session 1	• Hello pp. 4-5: Do activities 1, 2 and 3 in class.	• Hello pp. 4-5: Do activities B and E in class. • Hello pp. 4-5: Assign activities C and D for homework.
Session 2	• Hello pp. 5-6: Do activities 4, 5 and 6 in class.	• Hello pp. 4-5: Do activities A and F in class.
Session 3	• Correct the activities you had assigned for homework. • Module 1 Me, myself and I p. 7: Discuss the cover page of module 1 in class.	
Session 4	• 1a Pleasure to meet you pp. 8-9: Do activities 1, 2, 3, 4, 5 and 6 in class.	• 1a Pleasure to meet you pp. 6-7: Assign activities A, B, C, D and E for homework.
Session 5	• 1b My favourites pp. 10-11: Do activities 1, 2, 3, 4 and 5 in class.	• 1b My favourites pp. 7-8: Assign activities A, B, C and D for homework. • 1b My favourites p. 9: Do activity E in class.

Week 2

Sessions	Student's Book	Workbook
Session 1	• 1c I can do it pp. 12-13: Do activities 1, 2, 3, 4, 5 in class. • 1c I can do it p. 13: Assign activity 6 for homework.	• 1c I can do it p. 10 Do activity D in class. • 1c I can do it pp. 9-11: Assign activities A, B, C and E for homework.
Session 2	• 1d What time? pp. 14-15: Do activities 1, 2, 3, 4 and 5 in class.	• 1d What time? p. 12: Do activity C in class. • 1d What time? pp. 11-12: Assign activities A, B and D for homework.
Session 3	• 1e People I know pp. 16-17: Do activities 1 and 2 in class.	• 1e People I know p. 13: Do activity A in class. • 1e People I know p. 13: Assign activity B for homework.
Session 4	• 1e People I know p. 17: Do activities 3 and 4A in class. • 1e People I know p. 17: Assign activity 4B for homework.	• 1e People I know p. 13: Do activities C and D in class.
Session 5	• 1 Round-up p. 18: Do activities A, B, C, D and E in class.	• 1 Round-up p. 14: Do activity D in class. • 1 Round-up p. 14: Assign activities A, B and C for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	• 1 Round-up pp. 18-19: Do activities F, G and H, the listening activity, the speaking activity, as well as the self-assessment section of the module in class.	• 1 Round-up p. 15: Do activity G in class. • 1 Round-up p. 15: Assign activities E and F for homework.
Session 2		• Module 1 – Extra Grammar Activities pp. 86-87: Do the activities A, B, C, D and E in class. • Module 1 – Project p. 101: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 3	Culture Page – The history behind a name p. 20: Do activities A and B in class.	
Session 4	Module 1 – Test 1	
Session 5	• Correct the test Ss have taken during the previous session. • Module 2 Day by day p. 21: Discuss the cover page of module 2 in class.	

Week 4

Sessions	Student's Book	Workbook
Session 1	• 2a Home life pp. 22-23: Do activities 1, 2, 3, 4, 5 and 6 in class. • 2a Home life p. 23: Assign activity 7 for homework.	• 2a Home life p. 16: Do activity B in class. • 2a Home life pp. 16-17: Assign activities A, C, D and E for homework.
Session 2	• 2b First day on the job pp. 24-25: Do activities 1, 2, 3, 4, 5 and 6 in class. • 2b First day on the job p. 25: Assign activity 7 for homework.	• 2b First day on the job pp. 17-18: Assign activities A, B, C and D for homework.
Session 3	• 2c At your leisure pp. 26-27: Do activities 1, 2, 3, 4, 5 and 6 in class.	• 2c At your leisure p. 20: Do activity E in class. • 2c At your leisure pp. 19-20: Assign activities A, B, C and D for homework.
Session 4	• 2d Techno world pp. 28-29: Do activities 1, 2, 3, 4, 5 and 6 in class.	• 2d Techno world p. 22: Do activity E in class. • 2d Techno world pp. 21-22: Assign activities A, B, C and D for homework.
Session 5	• 2e At the gym pp. 30-31: Do activities 1 and 2 in class.	• 2e At the gym p. 23: Do activity A in class. • 2e At the gym p. 23: Assign activity B for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	• 2e At the gym p. 31: Do activities 3, 4 and 5A in class. • 2e At the gym p. 31: Assign activity 5B for homework.	• 2e At the gym p. 23: Do activity C in class.
Session 2	• 2 Round-up p. 32: Do activities A, B, C, D and E in class.	• 2 Round-up p. 24: Do activity C in class. • 2 Round-up pp. 24-25: Assign activities A, B, D and E for homework.
Session 3	• 2 Round-up p. 33: Do activities F and G, the speaking activity, the writing activity, as well as the self-assessment section of the module in class.	• 2 Round-up p. 25: Do activities F and G in class.
Session 4		• Module 2 – Extra Grammar Activities pp. 87-88: Do activities A, B, C, D and E in class. • Module 2 – Project p. 101: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 5	Cross-curricular page – Phishing for danger p. 34: Do activities A and B in class. Poem – Day by day p. 126: Do the activity in class.	

Week 6

Sessions	Student's Book	Workbook
Session 1	Module 2 – Test 2	
Session 2	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 3 Changes p. 35: Discuss the cover page of module 3 in class. 	
Session 3	<ul style="list-style-type: none"> 3a Life changes pp. 36-37: Do activities 1, 2, 3, 4 and 5 in class. 3a Life changes p. 37: Assign activity 6 for homework. 	<ul style="list-style-type: none"> 3a Life changes p. 26: Do activity B in class. 3a Life changes pp. 26-27: Assign activities A, C, D and E for homework.
Session 4	<ul style="list-style-type: none"> 3b Let's move it pp. 38-39: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 3b Let's move it pp. 27-28: Assign activities A, B, C and D for homework.
Session 5	<ul style="list-style-type: none"> 3c Around town pp. 40-41: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 3c Around town p. 29: Do activity C in class. 3c Around town pp. 28-30: Assign activities A, B, D and E for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 3d Rain or shine pp. 42-43: Do activities 1, 2, 3, 4, 5, 6 and 7 in class. 	<ul style="list-style-type: none"> 3d Rain or shine pp. 30-31: Assign activities A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> 3e Home sweet home p. 44: Do activities 1 and 2 in class. 	<ul style="list-style-type: none"> 3e Home sweet home p. 32: Do activity A in class. 3e Home sweet home p. 32: Assign activity B for homework.
Session 3	<ul style="list-style-type: none"> 3e Home sweet home p. 45: Do activities 3, 4 and 5A in class. 3e Home sweet home p. 45: Assign activity 5B for homework. 	<ul style="list-style-type: none"> 3e Home sweet home p. 33: Do activities C and D in class.
Session 4	<ul style="list-style-type: none"> 3 Round-up pp. 46-47: Do activities A, B, C, D, E, F and G in class. 	<ul style="list-style-type: none"> 3 Round-up pp. 34-35: Assign activities A, B, C, D and E for homework
Session 5	<ul style="list-style-type: none"> 3 Round-up p. 47: Do activity H, the speaking activity, the writing activity as well as the self-assessment section of the module in class. 	<ul style="list-style-type: none"> 3 Round-up p. 35: Do activities F and G in class.

Week 8

Sessions	Student's Book	Workbook
Session 1		<ul style="list-style-type: none"> Module 3 – Extra Grammar Activities pp. 88-89: Do activities A, B, C and D in class. Module 3 – Project p. 102: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 2	Culture page – Life in Tornado Alley p. 48: Do activities A and B in class.	
Session 3	Module 3 – Test 3	
Session 4	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 4 Feeling good p. 49: Discuss the cover page of module 4 in class. 	
Session 5	<ul style="list-style-type: none"> 4a What's on the menu? pp. 50-51: Do activities 1, 2, 3, 4 and 5 in class. 	<ul style="list-style-type: none"> 4a What's on the menu? pp. 36-37: Assign activities A, B, C and D for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 4b Eat right pp. 52-53: Do activities 1, 2, 3, 4, 5 and 6 in class. • 4b Eat right p. 53: Assign activity 7 for homework. 	<ul style="list-style-type: none"> • 4b Eat right p. 38: Do activity B in class. • 4b Eat right pp. 37-39: Assign activities A, C, D and E for homework.
Session 2	<ul style="list-style-type: none"> • 4c Helping others pp. 54-55: Do activities 1, 2, 3, 4 and 5 in class. 	<ul style="list-style-type: none"> • 4c Helping others p. 39: Do activity B in class. • 4c Helping others pp. 39-40: Assign activities A, C and D for homework.
Session 3	<ul style="list-style-type: none"> • 4d Healthy body, healthy mind pp. 56-57: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • 4d Healthy body, healthy mind p. 42: Do activity E in class. • 4d Healthy body, healthy mind pp. 41-42: Assign activities A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> • 4e Get in shape pp. 58-59: Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 4e Get in shape p. 43: Assign activity A for homework.
Session 5	<ul style="list-style-type: none"> • 4e Get in shape p. 59: Do activities 4 and 5A in class. • 4e Get in shape p. 59: Assign activity 5B for homework. 	<ul style="list-style-type: none"> • 4e Get in shape p. 43: Do activities B and C in class.

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 4 Round-up p. 60: Do activities A, B, C, D, E and F in class. 	<ul style="list-style-type: none"> • 4 Round-up p. 44: Assign activities A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • 4 Round-up p. 61: Do activity G, the speaking activity, the writing activity, as well as the self-assessment section of the module in class. 	<ul style="list-style-type: none"> • 4 Round-up p. 45: Do activity F in class. • 4 Round-up p. 45: Assign activity E for homework.
Session 3		<ul style="list-style-type: none"> • Module 4 – Extra Grammar Activities pp. 90-91: Do activities A, B, C, D and E in class. • Module 4 – Project p. 102: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 4	<p>Cross-curricular page – Healthy Smoothie recipes p. 62: Do activities A and B in class. Poem - Feeling good p.126: Do the activity.</p>	
Session 5	<p>Module 4 – Test 4</p>	

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 5 Thinking back p. 63: Discuss the cover page of module 5 in class. 	
Session 2	<ul style="list-style-type: none"> 5a How embarrassing! pp. 64-65: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 5a How embarrassing! p. 46: Do activity C in class. 5a How embarrassing! pp. 46-47: Assign activities A, B and D for homework.
Session 3	<ul style="list-style-type: none"> 5b School days pp. 66-67: Do activities 1, 2, 3, 4, 5, 6 and 7 in class. 	<ul style="list-style-type: none"> 5b School days p. 48: Do activity B in class. 5b School days pp. 47-48: Assign activities A, C and D for homework.
Session 4	<ul style="list-style-type: none"> 5c How was your holiday? pp. 68-69: Do activities 1, 2, 3, 4 and 5 in class. 5c How was your holiday? p. 69: Assign activity 6 for homework. 	<ul style="list-style-type: none"> 5c How was your holiday? pp. 49-50: Do activities B and E in class. 5c How was your holiday? pp. 49-50: Assign activities A, C and D for homework.
Session 5	<ul style="list-style-type: none"> 5d Fame pp. 70-71: Do activities 1, 2, 3, 4, 5, 6 and 7 in class. 5d Fame p. 71: Assign activity 8 for homework. 	<ul style="list-style-type: none"> 5d Fame p. 51: Do activity D in class. 5d Fame pp. 50-52: Assign activities A, B, C and E for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 5e A story to tell p. 72: Do activities 1 and 2 in class. 	<ul style="list-style-type: none"> 5e A story to tell p. 52: Assign activity A for homework.
Session 2	<ul style="list-style-type: none"> 5e A story to tell p. 73: Do activities 3, 4 and 5A in class. 5e A story to tell p. 73: Assign activity 5B for homework. 	<ul style="list-style-type: none"> 5e A story to tell p. 53: Do activities B and C in class.
Session 3	<ul style="list-style-type: none"> 5 Round-up pp. 74-75: Do activities A, B, C, D, E and F in class. 	<ul style="list-style-type: none"> 5 Round-up p. 54: Assign activities A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> 5 Round-up p. 75: Do activities G and H, the speaking activity, the writing activity, as well as the self-assessment section of the module in class. 	<ul style="list-style-type: none"> 5 Round-up p. 55: Do activity G in class 5 Round-up p. 55: Assign activities E and F for homework.
Session 5		<ul style="list-style-type: none"> Module 5 – Extra Grammar Activities pp. 91-92: Do activities A, B, C, D and E in class. Module 5 – Project p. 103: Do the project in class. If time does not permit, allow Ss to finish it at home.

Week 13

Sessions	Student's Book	Workbook
Session 1	Culture page – The Saudi vs the British Education System p. 76: Do activities A and B in class.	
Session 2	Module 5 – Test 5	
Session 3	<ul style="list-style-type: none"> Correct the test Ss have taken during the previous session. Module 6 Events p. 77: Discuss the cover page of module 6 in class. 	
Session 4	<ul style="list-style-type: none"> 6a Don't miss it! pp. 78-79: Do activities 1, 2, 3, 4 and 5 in class. 6a Don't miss it! p. 79: Assign activity 6 for homework. 	<ul style="list-style-type: none"> 6a Don't miss it! p. 57: Do activity E in class. 6a Don't miss it! pp. 56-57: Assign activities A, B, C and D for homework.
Session 5	<ul style="list-style-type: none"> 6b Can you do me a favour? pp. 80-81: Do activities 1, 2, 3, 4, 5, 6 and 7 in class. 	<ul style="list-style-type: none"> 6b Can you do me a favour? pp. 58-59: Assign activities A, B, C and D for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	• 6c Protect nature pp. 82-83: Do activities 1, 2, 3, 4, 5 and 6 in class.	• 6c Protect nature pp. 59-60: Assign activities A, B and C for homework.
Session 2	• 6d Join in the fun pp. 84-85: Do activities 1, 2, 3, 4, 5 and 6 in class.	• 6d Join in the fun pp. 60-62: Assign activities A, B, C and D for homework.
Session 3	• 6e Special days p. 86: Do activities 1 and 2 in class.	• 6e Special days p. 62: Do activity A in class. • 6e Special days p. 63: Assign activity B for homework.
Session 4	• 6e Special days p. 87: Do activities 3 and 4A in class. • 6e Special days p. 87: Assign activity 4B for homework.	• 6e Special days p. 63: Do activity C in class.
Session 5	• 6 Round-up p. 88: Do activities A, B, C, D and E in class.	• 6 Round-up pp. 64-65: Assign activities A, B, C and E for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	• 6 Round-up p. 89: Do activities F and G, the speaking activity, the writing activity, as well as the self-assessment section of the module in class.	• 6 Round-up p. 65: Do activity F in class. • 6 Round-up p. 64: Assign activity D for homework.
Session 2		• Module 6 – Extra Grammar Activities pp. 93-94: Do activities A, B, C, D and E in class. • Module 6 – Project p. 103: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 3	Cross-curricular page – Animals in Danger p. 90: Do activities A and B in class. Poem - Do me a favour p.127: Do the activity.	
Session 4		Module 6 – Test 6
Session 5		Revise the structures the Ss have been taught before they take the final test.

Week 16*

Sessions	Student's Book	Workbook
Session 1		Revise the structures the Ss have been taught before they take the final test.
Session 2		Revise the structures the Ss have been taught before they take the final test.

*There are three sessions missing from Week 16 which correspond to the sessions not done due to holidays.

Option 2 (Modules 1-8)

Week 1

Sessions	Student's Book	Workbook
Session 1	• Hello pp. 4-6: Do activities 1, 2, 3, 4, 5 and 6 in class.	• Hello p. 5: Do activity F in class. • Hello pp. 4-5: Assign activities A, B, C, D and E for homework.
Session 2	• Module 1 Me, myself and I p. 7: Discuss the cover page of module 1. • 1a Pleasure to meet you pp. 8-9: Do activities 1, 2, 3, 4, 5 and 6 in class.	• 1a Pleasure to meet you pp. 6-7: Assign activities A, B, C, D and E for homework.
Session 3	• 1b My favourites pp. 10-11: Do activities 1, 2, 3, 4 and 5 in class.	• 1b My favourites p. 9: Do activity E in class. • 1b My favourites pp. 7-8: Assign activities A, B, C and D for homework.
Session 4	• 1c I can do it pp. 12-13: Do activities 1, 2, 3, 4 and 5 in class. • 1c I can do it p. 13: Assign activity 6 for homework.	• 1c I can do it p. 10: Do activity D in class. • 1c I can do it pp. 9-11: Assign activities A, B, C and E for homework.
Session 5	• 1d What time? pp. 14-15: Do activities 1, 2, 3, 4 and 5 in class.	• 1d What time? p. 12: Do activity C in class. • 1d What time? pp. 11-12: Assign activities A, B and D for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	• 1e People I know pp. 16-17: Do activities 1, 2, 3 and 4A in class. • 1e People I know p. 17: Assign activity 4B for homework.	• 1e People I know p. 13: Assign activities A, B, C and D for homework.
Session 2	• 1 Round-up p. 18: Do activities A, B, C, D and E in class.	• 1 Round-up p. 14: Do activity D in class. • 1 Round-up p. 14: Assign activities A, B and C for homework.
Session 3	• 1 Round-up pp. 18-19: Do activities F, G and H, the listening activity, the speaking activity, as well as the self-assessment section of the module in class.	• 1 Round-up p. 15: Do activity G in class. • 1 Round-up p. 15: Assign activities E and F for homework.
Session 4		• Module 1 – Extra Grammar Activities pp. 86-87: Do activities A, B, C, D and E in class. • Module 1 – Project p. 101: Do the project in class. If time does not permit allow Ss to finish it at home.
Session 5		Module 1 – Test 1

Week 3

Sessions	Student's Book	Workbook
Session 1	Culture Page – The history behind a name p. 20: Do activities A and B in class.	
Session 2	<ul style="list-style-type: none"> Module 2 Day by day p. 21: Discuss the cover page of module 2. 2a Home life pp. 22-23: Do activities 1, 2, 3, 4, 5 and 6 in class. 2a Home life p. 23: Assign activity 7 for homework. 	<ul style="list-style-type: none"> 2a Home life p. 16: Do activity B in class. 2a Home life pp. 16-17: Assign activities A, C, D and E for homework.
Session 3	<ul style="list-style-type: none"> 2b First day on the job pp. 24-25: Do activities 1, 2, 3, 4, 5 and 6 in class. 2b First day on the job p. 25: Assign activity 7 for homework. 	<ul style="list-style-type: none"> 2b First day on the job pp. 17-18: Assign activities A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> 2c At your leisure pp. 26-27: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 2c At your leisure p. 20: Do activity E in class. 2c At your leisure pp. 19-20: Assign activities A, B, C and D for homework.
Session 5	<ul style="list-style-type: none"> 2d Techno world pp. 28-29: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 2d Techno world p. 22: Do activity E in class. 2d Techno world pp. 21-22: Assign activities A, B, C and D for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 2e At the gym pp. 30-31: Do activities 1, 2, 3, 4 and 5A in class. 2e At the gym p. 31: Assign activity 5B for homework. 	<ul style="list-style-type: none"> 2e At the gym: Assign activities A, B and C for homework.
Session 2	<ul style="list-style-type: none"> 2 Round-up p. 32: Do activities A, B, C, D and E in class. 	<ul style="list-style-type: none"> 2 Round-up p. 24: Do activity C in class. 2 Round-up pp. 24-25: Assign activities A, B, D and E for homework.
Session 3	<ul style="list-style-type: none"> 2 Round-up p. 33: Do activities F and G, the writing activity, the speaking activity, as well as the self-assessment section of the module in class. 	<ul style="list-style-type: none"> 2 Round-up p. 25: Do activities F and G in class.
Session 4		<ul style="list-style-type: none"> Module 2 – Extra Grammar Activities pp. 87-88: Do activities A, B, C, D and E in class. Module 2 – Project p. 101: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 5		Module 2 – Test 2

Week 5

Sessions	Student's Book	Workbook
Session 1	Cross-curricular page – Phishing for danger p. 34: Do activities A and B in class. Poem – Day by day p. 126: Do the activity in class.	
Session 2	<ul style="list-style-type: none"> Module 3 Changes p. 35: Discuss the cover page of module 3 in class. 3a Life changes pp. 36-37: Do activities 1, 2, 3, 4 and 5 in class. 3a Life changes p. 37: Assign activity 6 for homework. 	<ul style="list-style-type: none"> 3a Life changes p. 26: Do activity B in class. 3a Life changes pp. 26-27: Assign activities A, C, D and E for homework.
Session 3	3b Let's move it pp. 38-39: Do activities 1, 2, 3, 4, 5 and 6 in class.	3b Let's move it pp. 27-28: Assign activities A, B, C and D for homework.
Session 4	3c Around town pp. 40-41: Do activities 1, 2, 3, 4, 5 and 6 in class.	<ul style="list-style-type: none"> 3c Around town p. 29: Do activity C in class. 3c Around town pp. 28-30: Assign activities A, B, D and E for homework.
Session 5	3d Rain or shine pp. 42-43: Do activities 1, 2, 3, 4, 5, 6 and 7 in class.	3d Rain or shine pp. 30-31: Assign activities A, B, C and D for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 3e Home sweet home pp. 44-45: Do activities 1, 2, 3, 4 and 5A in class. 3e Home sweet home p. 45: Assign activity 5B for homework. 	<ul style="list-style-type: none"> 3e Home sweet home p. 33: Do activity D in class. 3e Home sweet home pp. 32-33: Assign activities A, B and C for homework.
Session 2	3 Round-up pp. 46-47: Do activities A, B, C, D, E, F and G in class.	3 Round-up pp. 34-35: Assign activities A, B, C, D and E for homework.
Session 3	3 Round-up p. 47: Do activity H, the speaking activity, the writing activity as well as the self-assessment section of the module in class.	3 Round-up p. 35: Do activities F and G in class.
Session 4		<ul style="list-style-type: none"> Module 3 – Extra Grammar Activities pp. 88-89: Do activities A, B, C and D in class. Module 3 – Project p. 102: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 5	Module 3 – Test 3	

Week 7

Sessions	Student's Book	Workbook
Session 1	Culture page – Life in Tornado Alley p. 48: Do activities A and B in class.	
Session 2	<ul style="list-style-type: none"> Module 4 Feeling good p. 49: Discuss the cover page of module 4 in class. 4a What's on the menu? pp. 50-51: Do activities 1, 2, 3, 4 and 5 in class. 	<ul style="list-style-type: none"> 4a What's on the menu? pp. 36-37: Assign activities A, B, C and D for homework.
Session 3	<ul style="list-style-type: none"> 4b Eat right pp. 52-53: Do activities 1, 2, 3, 4, 5 and 6 in class. 4b Eat right p. 53: Assign activity 7 for homework. 	<ul style="list-style-type: none"> 4b Eat right p. 38: Do activity B in class. 4b Eat right pp. 37-39: Assign activities A, C, D and E for homework.
Session 4	<ul style="list-style-type: none"> 4c Helping others pp. 54-55: Do activities 1, 2, 3, 4 and 5 in class. 	<ul style="list-style-type: none"> 4c Helping others p. 39: Do activity B in class. 4c Helping others pp. 39-40: Assign activities A, C and D for homework.
Session 5	<ul style="list-style-type: none"> 4d Healthy body, healthy mind pp. 56-57: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 4d Healthy body, healthy mind p. 42: Do activity E in class. 4d Healthy body, healthy mind pp. 41-42: Assign activities A, B, C and D for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 4e Get in shape pp. 58-59: Do activities 1, 2, 3, 4 and 5A in class. 4e Get in shape p. 59: Assign activity 5B for homework. 	<ul style="list-style-type: none"> 4e Get in shape p. 43: Assign activities A, B and C for homework.
Session 2	<ul style="list-style-type: none"> 4 Round-up p. 60: Do activities A, B, C, D, E and F in class. 	<ul style="list-style-type: none"> 4 Round-up p. 44: Assign activities A, B, C and D for homework.
Session 3	<ul style="list-style-type: none"> 4 Round-up p. 61: Do activity G, the speaking activity, the writing activity, as well as the self-assessment section of the module in class. 	<ul style="list-style-type: none"> 4 Round-up p. 45: Do activity F in class. 4 Round-up p. 45: Assign activity E for homework.
Session 4		<ul style="list-style-type: none"> Module 4 – Extra Grammar Activities pp. 90-91: Do activities A, B, C, D and E in class. Module 4 – Project p. 102: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 5		Module 4 – Test 4

Week 9

Sessions	Student's Book	Workbook
Session 1	Cross-curricular page – Healthy Smoothie recipes p. 62: Do activities A and B in class. Poem – Feeling good p. 126: Do the activity in class.	
Session 2	• Module 5 Thinking back p. 63: Discuss the cover page of module 5 in class. • 5a How embarrassing! pp. 64-65: Do activities 1, 2, 3, 4, 5 and 6 in class.	• 5a How embarrassing! p. 46: Do activity C in class. • 5a How embarrassing! p. 46: Assign activities A, B and D for homework.
Session 3	• 5b School days pp. 66-67: Do activities 1, 2, 3, 4, 5, 6 and 7 in class.	• 5b School days p. 48: Do activity B in class. • 5b School days pp. 47-48: Assign activities A, C and D for homework.
Session 4	• 5c How was your holiday? pp. 68-69: Do activities 1, 2, 3, 4 and 5 in class. • 5c How was your holiday? p. 69: Assign activity 6 for homework.	• 5c How was your holiday? pp. 49-50: Do activities B and E in class. • 5c How was your holiday? pp. 49-50: Assign activities A, C and D for homework.
Session 5	• 5d Fame pp. 70-71: Do activities 1, 2, 3, 4, 5, 6 and 7 in class. • 5d Fame p. 71: Assign activity 8 for homework.	• 5d Fame p. 51: Do activity D in class. • 5d Fame pp. 50-52: Assign activities A, B, C and E for homework.

Week 10

Sessions	Student's Book	Workbook
Session 1	• 5e A story to tell pp. 72-73: Do activities 1, 2, 3, 4 and 5A in class. • 5e A story to tell p. 73: Assign activity 5B for homework.	• 5e A story to tell p. 53: Do activity C in class. • 5e A story to tell pp. 52-53: Assign activities A and B for homework.
Session 2	• 5 Round-up pp. 74-75: Do activities A, B, C, D, E and F in class.	• 5 Round-up p. 54: Assign activities A, B, C and D for homework.
Session 3	• 5 Round-up p. 75: Do activities G and H, the speaking activity, the writing activity, as well as the self-assessment section of the module in class.	• 5 Round-up p. 55: Do activity G in class. • 5 Round-up p. 55: Assign activities E and F for homework.
Session 4		• Module 5 – Extra Grammar Activities pp. 91-92: Do activities A, B, C, D and E in class. • Module 5 – Project p. 103: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 5		Module 5 – Test 5

Week 11

Sessions	Student's Book	Workbook
Session 1	Culture page – The Saudi vs the British Education System p. 76: Do activities A and B in class.	
Session 2	<ul style="list-style-type: none"> Module 6 Events p. 77: Discuss the cover page of module 6 in class. 6a Don't miss it! pp. 78-79: Do activities 1, 2, 3, 4 and 5 in class. 6a Don't miss it! p. 79: Assign activity 6 for homework. 	<ul style="list-style-type: none"> 6a Don't miss it! p. 57: Do activity E in class. 6a Don't miss it! pp. 56-57: Assign activities A, B, C and D for homework.
Session 3	<ul style="list-style-type: none"> 6b Can you do me a favour? pp. 80-81: Do activities 1, 2, 3, 4, 5, 6 and 7 in class. 	<ul style="list-style-type: none"> 6b Can you do me a favour? pp. 58-59: Assign activities A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> 6c Protect nature pp. 82-83: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 6c Protect nature pp. 59-60: Assign activities A, B and C for homework.
Session 5	<ul style="list-style-type: none"> 6d Join in the fun pp. 84-85: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 6d Join in the fun pp. 60-62: Assign activities A, B, C and D for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 6e Special days pp. 86-87: Do activities 1, 2, 3 and 4A in class. 6e Special days p. 87: Assign activity 4B for homework. 	<ul style="list-style-type: none"> 6e Special days p. 63: Do activity C in class. 6e Special days pp. 62-63: Assign activities A and B for homework.
Session 2	<ul style="list-style-type: none"> 6 Round-up p. 88: Do activities A, B, C, D and E in class. 	<ul style="list-style-type: none"> 6 Round-up pp. 64-65: Assign activities A, B, C and E for homework.
Session 3	<ul style="list-style-type: none"> 6 Round-up p. 89: Do activities F and G, the speaking activity, the writing activity, as well as the self-assessment section of the module in class. 	<ul style="list-style-type: none"> 6 Round-up p. 65: Do activity F in class. 6 Round-up p. 64: Assign activity D for homework.
Session 4		<ul style="list-style-type: none"> Module 6 – Extra Grammar Activities pp. 93-94: Do activities A, B, C, D and E in class. Module 6 – Project p. 103: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 5	Module 6 – Test 6	

Week 13

Sessions	Student's Book	Workbook
Session 1	Cross-curricular page – Animals in Danger p. 90: Do activities A and B in class. Poem – Do me a favour p. 127: Do the activity in class.	
Session 2	<ul style="list-style-type: none"> Module 7 One of a kind p. 91: Discuss the cover page of module 7 in class. 7a A perfect fit pp. 92-93: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 7a A perfect fit pp. 66-67: Do activities B and E in class. 7a A perfect fit pp. 66-67: Assign activities A, C and D for homework.
Session 3	<ul style="list-style-type: none"> 7b Lifetime Friendships pp. 94-95: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 7b Good looks pp. 67-68: Assign activities A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> 7c Getting there pp. 96-97: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 7c Getting there p. 69: Do activity B in class. 7c Getting there pp. 69-70: Assign activities A, C and D for homework.
Session 5	<ul style="list-style-type: none"> 7d Worth visiting pp. 98-99: Do activities 1, 2, 3 and 4 in class. 7d Worth visiting p. 99: Assign activity 5 for homework. 	<ul style="list-style-type: none"> 7d Worth visiting p. 71: Do activity B in class. 7d Worth visiting pp. 70-72: Assign activities A, C and D for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 7e What a character! pp. 100-101: Do activities 1, 2, 3, 4 and 5A in class. 7e What a character! p. 101: Assign activity 5B for homework. 	<ul style="list-style-type: none"> 7e What a character! p. 73: Assign activities A, B and C for homework.
Session 2	<ul style="list-style-type: none"> 7 Round-up pp. 102-103: Do activities A, B, C, D, E and F in class. 	<ul style="list-style-type: none"> 7 Round-up p. 74: Assign activities A, B, C and D for homework.
Session 3	<ul style="list-style-type: none"> 7 Round-up p. 103: Do activity G, the speaking activity, the writing activity, as well as the self-assessment section of the module in class. 	<ul style="list-style-type: none"> 7 Round-up p. 75: Do activity F in class. 7 Round-up p. 75: Assign activity E for homework.
Session 4		<ul style="list-style-type: none"> Module 7 – Extra Grammar Activities pp. 94-95: Do activities A, B, C and D in class. Module 7 – Project p. 104: Do the project in class. If time does not permit, allow students to finish it at home.
Session 5		Module 7 – Test 7

Week 15

Sessions	Student's Book	Workbook
Session 1	Culture page – Driving Around p. 104: Do activities A and B in class.	
Session 2	<ul style="list-style-type: none"> Module 8 Adventure p. 105: Discuss the cover page of module 8 in class. 8a I dare you! pp. 106-107: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 8a I dare you! p. 76: Do activity C in class. 8a I dare you! pp. 76-77: Assign activities A, B and D for homework.
Session 3	<ul style="list-style-type: none"> 8b That's life! pp. 108-109: Do activities 1, 2, 3, 4, 5, 6 and 7 in class. 	<ul style="list-style-type: none"> 8b That's life! pp. 77-79: Assign activities A, B, C, D and E for homework.
Session 4	<ul style="list-style-type: none"> 8c All aboard pp. 110-111: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 8c All aboard p. 80: Do activity B in class. 8c All aboard pp. 79-81: Assign activities A, C and D for homework.
Session 5	<ul style="list-style-type: none"> 8d Exciting places pp. 112-113: Do activities 1, 2, 3, 4 and 5 in class. 8d Exciting places p. 113: Assign activity 6 for homework. 	<ul style="list-style-type: none"> 8d Exciting places pp. 81-82: Assign activities A and B for homework.

Week 16

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 8e Action sports pp. 114-115: Do activities 1, 2, 3A and 3B in class. 8e Action sports p. 115: Assign activity 3C for homework. 	<ul style="list-style-type: none"> 8e Action sports p. 83: Do activity D in class. 8e Action sports p. 83: Assign activities A, B and C for homework.
Session 2	<ul style="list-style-type: none"> 8 Round-up pp. 116-117: Do activities A, B, C, D, E, F, G, H, I, the speaking activity, the writing activity, as well as the self-assessment section of the module in class. 	<ul style="list-style-type: none"> 8 Round-up p. 85: Do activity F in class. 8 Round-up pp. 84-85: Assign activities A, B, C, D and E for homework.
Session 3		<ul style="list-style-type: none"> Module 8 – Extra Grammar Activities pp. 95-96: Do activities A, B, C and D in class. Module 8 – Project p. 104: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 4	Module 8 – Test 8	
Session 5	<p>Cross-curricular page – Ice Hockey p. 118: Do activities A and B in class.</p> <p>Poem – Wonderful world p. 127: Do the activity in class.</p>	

Four sessions per week (Modules 1-6)

Week 1

Sessions	Student's Book	Workbook
Session 1	• Hello pp. 4-6: Do activities 1, 2, 3, 4, 5 and 6 in class.	• Hello p. 5: Do activity F in class. • Hello pp. 4-5: Assign activities A, B, C, D and E for homework.
Session 2	• Module 1 Me, myself and I p. 7: Discuss the module page of module 1 in class. • 1a Pleasure to meet you pp. 8-9: Do activities 1, 2, 3, 4, 5 and 6 in class.	• 1a Pleasure to meet you pp. 6-7: Assign activities A, B, C, D and E for homework.
Session 3	• 1b My favourites pp. 10-11: Do activities 1, 2, 3, 4 and 5 in class.	• 1b My favourites p. 9: Do activity E in class. • 1b My favourites pp. 7-8: Assign activities A, B, C and D for homework.
Session 4	• 1c I can do it pp. 12-13: Do activities 1, 2, 3, 4 and 5 in class. • 1c I can do it p. 13: Assign activity 6 for homework.	• 1c I can do it p. 10: Do activity D in class. • 1c I can do it pp. 9-11: Assign activities A, B, C and E for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	• 1d What time? pp. 14-15: Do activities 1, 2, 3, 4 and 5 in class.	• 1d What time? p. 12: Do activity C in class. • 1d What time? pp. 11-12: Assign activities A, B and D for homework.
Session 2	• 1e People I know pp. 16-17: Do activities 1, 2, 3 and 4A in class. • 1e People I know p. 17: Assign activity 4B for homework.	• 1e People I know p. 13: Assign activities A, B, C and D for homework.
Session 3	• 1 Round-up p. 18: Do activities A, B, C, D and E in class.	• 1 Round-up p. 14: Do activity D in class. • 1 Round-up p. 14: Assign activities A, B and C for homework.
Session 4	• 1 Round-up pp. 18-19: Do activities F, G and H, the listening activity, the speaking activity, as well as the self-assessment section of the module in class.	• 1 Round-up p. 15: Do activity G in class. • 1 Round-up p. 15: Assign activities E and F for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1		• Module 1 – Extra Grammar Activities pp. 86-87: Do the activities A, B, C, D and E in class. • Module 1 – Project p. 101: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 2		Module 1 – Test 1
Session 3		Culture Page – The history behind a name p. 20: Do activities A and B in class.
Session 4	• Module 2 Day by day p. 21: Discuss the cover page of module 2. • 2a Home life pp. 22-23: Do activities 1, 2, 3, 4, 5 and 6 in class. • 2a Home life p. 23: Assign activity 7 for homework.	• 2a Home life p. 16: Do activity B in class. • 2a Home life pp. 16-17: Assign activities A, C, D and E for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 2b First day on the job pp. 24-25: Do activities 1, 2, 3, 4, 5 and 6 in class. • 2b First day on the job p. 25: Assign activity 7 for homework. 	<ul style="list-style-type: none"> • 2b First day on the job pp. 17-18: Assign activities A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • 2c At your leisure pp. 26-27: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • 2c At your leisure p. 20: Do activity E in class. • 2c At your leisure pp. 19-20: Assign activities A, B, C and D for homework.
Session 3	<ul style="list-style-type: none"> • 2d Techno world pp. 28-29: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • 2d Techno world p. 22: Do activity E in class. • 2d Techno world pp. 21-22: Assign activities A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> • 2e At the gym pp. 30-31: Do activities 1, 2, 3, 4 and 5A in class. • 2e At the gym p. 31: Assign activity 5B for homework. 	<ul style="list-style-type: none"> • 2e At the gym p. 23: Assign activities A, B and C for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 2 Round-up p. 32: Do activities A, B, C, D and E in class. 	<ul style="list-style-type: none"> • 2 Round-up p. 24: Do activity C in class. • 2 Round-up pp. 24-25: Assign activities A, B, D and E for homework.
Session 2	<ul style="list-style-type: none"> • 2 Round-up p. 33: Do activities F and G, the speaking activity, the writing activity, as well as the self-assessment section of the module in class. 	<ul style="list-style-type: none"> • 2 Round-up p. 25: Do activities F and G in class.
Session 3		<ul style="list-style-type: none"> • Module 2 – Extra Grammar Activities pp. 87-88: Do activities A, B, C, D and E in class. • Module 2 – Project p. 101: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 4	Module 2 – Test 2	

Week 6

Sessions	Student's Book	Workbook
Session 1	<p>Cross-curricular page – Phishing for danger p. 34: Do activities A and B in class.</p> <p>Poem – Day by day p. 126: Do the activity in class.</p>	
Session 2	<ul style="list-style-type: none"> • Module 3 Changes p. 35: Discuss the cover page of module 3 in class. • 3a Life changes pp. 36-37: Do activities 1, 2, 3, 4 and 5 in class. • 3a Life changes p. 37: Assign activity 6 for homework. 	<ul style="list-style-type: none"> • 3a Life changes p. 26: Do activity B in class. • 3a Life changes pp. 26-27: Assign activities A, C, D and E for homework.
Session 3	<ul style="list-style-type: none"> • 3b Let's move it pp. 38-39: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • 3b Let's move it pp. 27-28: Assign activities A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> • 3c Around town pp. 40-41: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • 3c Around town p. 29: Do activity C in class. • 3c Around town pp. 28-30: Assign activities A, B, D and E for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	• 3d Rain or shine pp. 42-43: Do activities 1, 2, 3, 4, 5, 6 and 7 in class.	• 3d Rain or shine pp. 30-31: Assign activities A, B, C and D for homework.
Session 2	• 3e Home sweet home pp. 44-45: Do activities 1, 2, 3, 4 and 5A in class. • 3e Home sweet home p. 45: Assign activity 5B for homework.	• 3e Home sweet home p. 33: Do activity D in class. • 3e Home sweet home pp. 32-33: Assign activities A, B and C for homework.
Session 3	• 3 Round-up pp. 46-47: Do activities A, B, C, D, E, F and G in class.	• 3 Round-up pp. 34-35: Assign activities A, B, C, D and E for homework.
Session 4	• 3 Round-up p. 47: Do activity H, the speaking activity, the writing activity as well as the self-assessment section of the module in class.	• 3 Round-up p. 35: Do activities F and G in class.

Week 8

Sessions	Student's Book	Workbook
Session 1		• Module 3 – Extra Grammar Activities pp. 88-89: Do activities A, B, C and D in class. • Module 3 – Project p. 102: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 2		Module 3 – Test 3
Session 3	Culture page – Life in Tornado Alley p. 48: Do activities A and B in class.	
Session 4	• Module 4 Feeling good p. 49: Discuss the cover page of module 4 in class. • 4a What's on the menu? pp. 50-51: Do activities 1, 2, 3, 4 and 5 in class.	• 4a What's on the menu? pp. 36-37: Assign activities A, B, C and D for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	• 4b Eat right pp. 52-53: Do activities 1, 2, 3, 4, 5 and 6 in class. • 4b Eat right p. 53: Assign activity 7 for homework.	• 4b Eat right p. 38: Do activity B in class. • 4b Eat right pp. 37-39: Assign activities A, C, D and E for homework.
Session 2	• 4c Helping others pp. 54-55: Do activities 1, 2, 3, 4 and 5 in class.	• 4c Helping others p. 39: Do activity B in class. • 4c Helping others pp. 39-40: Assign activities A, C and D for homework.
Session 3	• 4d Healthy body, healthy mind pp. 56-57: Do activities 1, 2, 3, 4, 5 and 6 in class.	• 4d Healthy body, healthy mind p. 42: Do activity E in class. • 4d Healthy body, healthy mind pp. 41-42: Assign activities A, B, C and D for homework.
Session 4	• 4e Get in shape pp. 58-59: Do activities 1, 2, 3, 4 and 5A in class. • 4e Get in shape p. 59: Assign activity 5B for homework.	• 4e Get in shape p. 43: Assign activities A, B and C for homework.

Week 10

Sessions	Student's Book	Workbook
Session 1	• 4 Round-up p. 60: Do activities A, B, C, D, E and F in class.	• 4 Round-up p. 44: Assign activities A, B, C and D for homework.
Session 2	• 4 Round-up p. 61: Do activity G, the speaking activity, the writing activity, as well as the self-assessment section of the module in class.	• 4 Round-up p. 45: Do activity F in class. • 4 Round-up p. 45: Assign activity E for homework.
Session 3		• Module 4 – Extra Grammar Activities pp. 90-91: Do activities A, B, C, D and E in class. • Module 4 – Project p. 102: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 4		Module 4 – Test 4

Week 11

Sessions	Student's Book	Workbook
Session 1	Cross-curricular page – Healthy Smoothie recipes p. 62: Do activities A and B in class.	
Session 2	• Module 5 Thinking back p. 63: Discuss the cover page of module 5 in class. • 5a How embarrassing! pp. 64-65: Do activities 1, 2, 3, 4, 5 and 6 in class.	• 5a How embarrassing! p. 46: Do activity C in class. • 5a How embarrassing! pp. 46-47: Assign activities A, B and D for homework.
Session 3	• 5b School days pp. 66-67: Do activities 1, 2, 3, 4, 5, 6 and 7 in class.	• 5b School days p. 48: Do activity B in class. • 5b School days pp. 47-48: Assign activities A, C and D for homework.
Session 4	• 5c How was your holiday? pp. 68-69: Do activities 1, 2, 3, 4 and 5 in class. • 5c How was your holiday? p. 69: Assign activity 6 for homework.	• 5c How was your holiday? pp. 49-50: Do activities B and E in class. • 5c How was your holiday? pp. 49-50: Assign activities A, C and D for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	• 5d Fame pp. 70-71: Do activities 1, 2, 3, 4, 5, 6 and 7 in class. • 5d Fame p. 71: Assign activity 8 for homework	• 5d Fame p. 51: Do activity D in class. • 5d Fame pp. 50-52: Assign activities A, B, C and E for homework.
Session 2	• 5e A story to tell pp. 72-73: Do activities 1, 2, 3, 4 and 5A in class. • 5e A story to tell p. 73: Assign activity 5B for homework.	• 5e A story to tell p. 53: Do activity C in class. • 5e A story to tell pp. 52-53: Assign activities A and B for homework.
Session 3	• 5 Round-up pp. 74-75: Do activities A, B, C, D, E and F in class.	• 5 Round-up p. 54: Assign activities A, B, C and D for homework.
Session 4	• 5 Round-up p. 75: Do activities G and H, the speaking activity, the writing activity, as well as the self-assessment section of the module in class.	• 5 Round-up p. 55: Do activity G in class. • 5 Round-up p. 55: Assign activities E and F for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1		<ul style="list-style-type: none"> Module 5 – Extra Grammar Activities pp. 91-92: Do activities A, B, C, D and E in class. Module 5 – Project p. 103: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 2	Module 5 – Test 5	
Session 3	Culture page – The Saudi vs the British Education System p. 76: Do activities A and B in class.	
Session 4	<ul style="list-style-type: none"> Module 6 Events p. 77: Discuss the cover page of module 6 in class. 6a Don't miss it! pp. 78-79: Do activities 1, 2, 3, 4 and 5 in class. 6a Don't miss it! p. 79: Assign activity 6 for homework. 	<ul style="list-style-type: none"> 6a Don't miss it! p. 57: Do activity E in class. 6a Don't miss it! pp. 56-57: Assign activities A, B, C and D for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 6b Can you do me a favour? pp. 80-81: Do activities 1, 2, 3, 4, 5, 6 and 7 in class. 	<ul style="list-style-type: none"> 6b Can you do me a favour? pp. 58-59: Assign activities A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> 6c Protect nature pp. 82-83: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 6c Protect nature pp. 59-60: Assign activities A, B and C for homework.
Session 3	<ul style="list-style-type: none"> 6d Join in the fun pp. 84-85: Do activities 1, 2, 3, 4, 5 and 6 in class. 	<ul style="list-style-type: none"> 6d Join in the fun pp. 60-62: Assign activities A, B, C and D for homework.
Session 4	<ul style="list-style-type: none"> 6e Special days pp. 86-87: Do activities 1, 2, 3 and 4A in class. 6e Special days p. 87: Assign activity 4B for homework. 	<ul style="list-style-type: none"> 6e Special days p. 63: Do activity C in class. 6e Special days pp. 62-63: Assign activities A and B for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> 6 Round-up p. 88: Do activities A, B, C, D and E in class. 	<ul style="list-style-type: none"> 6 Round-up pp. 64-65: Assign activities A, B, C and E for homework.
Session 2	<ul style="list-style-type: none"> 6 Round-up p. 89: Do activities F and G, the speaking activity, the writing activity, as well as the self-assessment section of the module in class. 	<ul style="list-style-type: none"> 6 Round-up p. 65: Do activity F in class. 6 Round-up p. 64: Assign activity D for homework.
Session 3		<ul style="list-style-type: none"> Module 6 – Extra Grammar Activities pp. 93-94: Do activities A, B, C, D and E in class. Module 6 – Project p. 103: Do the project in class. If time does not permit, allow Ss to finish it at home.
Session 4	Module 6 – Test 6	

Week 16*

Sessions	Student's Book	Workbook
Session 1	Cross-curricular page – Animals in Danger p. 90: Do activities A and B in class. Poem - Do me a favour p. 127: Do the activity.	

*There are three sessions missing from Week 16 which correspond to the sessions not done due to holidays.

Traveller 1

Teacher's Manual

H. Q. Mitchell - Marileni Malkogianni

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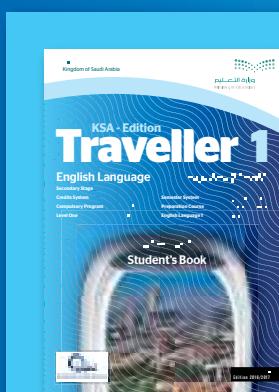
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Traveller

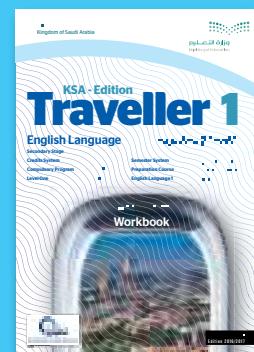
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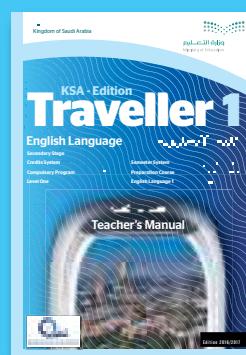
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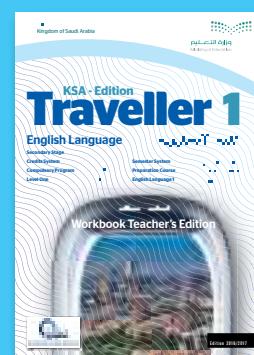
Student's Book



Workbook



Teacher's Manual



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