



English Language اللغة الإنجليزية
Intermediate Stage المرحلة المتوسطة
Third Intermediate Grade الصف الثالث المتوسط
First Semester الفصل الدراسي الأول

Full Blast 5

H. Q. Mitchell - Marileni Malkogianni

KSA - Edition

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OUTLINE OF THE COURSE

Objectives

Full Blast is an exciting and easy-to-use course in English. 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. *Full Blast* has been meticulously designed to build learners' ability to communicate their ideas fluently, accurately and confidently.

Goals

Full Blast 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

Full Blast 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

Full Blast 5 Third Intermediate School - First Semester, the fifth book in the series, effectively meets the needs of learners with a basic knowledge of the English language.

The Student's Book is organised in four 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 two-page round-up section and a culture page. 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:

- **Motivating and contemporary topics** related to the interests of teenagers.
- **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 writers have 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 objectives on the cover pages, learning tips throughout the book, projects and a self-assessment section (Portfolio).

COURSE COMPONENTS

Student's Book including Workbook and Grammar Book

The **Student's Book** contains:

- A table of contents for the Student's Book presenting the topics, vocabulary, structures, functions and pronunciation as well as the language skills practised in each module and a table of contents for the Workbook and the Grammar Book.
- Four modules. Each module is divided into a cover page, five lessons, a Round-up section and a culture page.
- A speaking section including pair work activities.
- 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. Different learning tips are also presented throughout the lessons.
- A word list containing the active vocabulary in alphabetical order per lesson.

The **Workbook** is in full colour and is closely linked with the Student's Book. It consists of eleven pages per module comprising of vocabulary, grammar, communication, reading and writing development tasks and provides students with further practice on all the linguistic items dealt with in the Student's Book. It is recommended that some of the exercises in the Workbook should be done in class but most of them should be assigned for homework. At the end of the Workbook there is a four-page consolidation section where students are able to reinforce and consolidate what they have learnt.

Portfolio: This can be found within the Workbook. The Portfolio is made up of personalised and motivating *projects* as well as a two-page *self-assessment section*. The *projects* can be found at the end of each module and are closely related to the topic of the module. Each project is meant to be done when the module has been completed, hence providing 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 of their strengths and weaknesses. It also enables teachers to see whether any remedial work is necessary.

The **Grammar Book** is also in full colour and is designed in accordance with the syllabus of the Student's Book. Each structure is presented in meaningful context and there are grammar boxes where the use and the formation of the grammar structure is presented, along with various relevant rules and notes. There are also carefully graded tasks, as well as communicative, oral and written activities. Lastly, at the end of each module there is a revision section for consolidation. The students are therefore provided with further practice on the structures taught in each module.

Student's audio CD


The **FREE Student's audio CD** includes the vocabulary, dialogues, texts, listenings and pronunciation from the Student's Book and is meant to give Ss extra practice at home. The Student's audio CD tracklist can be found at the end of the Workbook.

Teacher's Manual

The **Teacher's Manual** contains:

- An introduction.
- **Teacher's Notes** for each lesson of the Student's Book. 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 of the listening exercises and the aims for every activity in the Student's Book are also included.
- Ideas for optional activities which help students gain 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 tracks (▶▶ 22 = Track 22) for all the recorded material included on the class CD.
- The **Workbook Key**.
- The **Grammar Book Key**.
- The **Class CD Tracklist**.
- **Pacing charts**.

Class CD

The Class CD includes all the recorded material from the sections in the Student's Book where the symbol  appears.

Test CD/ CD-ROM

The Test CD/ CD-ROM contains:

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

• the recordings of the listening tasks of the tests. All the tests include vocabulary, communication, grammar, listening, reading and writing tasks.

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 STRUCTURE OF THE MODULES OF THE STUDENT'S BOOK

Modules 1-4 (an overview)

Each module consists of a cover page, 5 two-page lessons, a two-page round-up section and a culture or a cross-curricular page. The lessons focus 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 (reading, listening, speaking, writing) and micro-skills are developed in an integrated manner. In the fifth lesson, there is special emphasis on listening, speaking and writing. Furthermore, 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 through exercises, speaking and writing activities, as well as rhymes. The *Now I can* section also included offers students a unique opportunity for self-evaluation. Lastly, the culture or the cross-curricular page at the end of each module is related to the topic of the preceding module.

Cover page

The cover page is the first page of the module. Ss are introduced to the topic of the module through a discussion. Then they are asked to locate five pictures in the module. The purpose of doing so is to 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

Before students deal with texts or grammar, they are presented with the key vocabulary in order to facilitate understanding and communication. Vocabulary is presented through visual clues which make the presentation more appealing and comprehensible to students. The lexical items presented are always related to the topic of the module and are semantically grouped. Particular attention has been paid to the selection of useful, high-frequency lexis while bearing in mind that vocabulary is not just lexis but also phrases or chunks of language which have the same function that single words do.

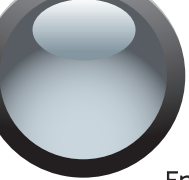
Students are further helped to learn vocabulary with the inclusion of useful advice given throughout the book in the form of **tips**.

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 everyday spoken language in 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, identifying speakers, gap filling, extracting specific information, etc.

• Different types of texts

There is a variety of reading material: factual texts, e-mails, signs and notes, quizzes, magazine articles, surveys, etc. The texts cover a broad range of motivating and contemporary topics and provide students with interesting, multi-cultural, cross-curricular information about the real world. 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 Manual to introduce the topic of the reading text and facilitate students' further comprehension of it. In the Teacher's Manual 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

The aim is to present grammar gradually (building-block strategy). In the grammar section, the formation of the structure dealt with each time is presented through clear and straightforward tables, while its usage is illustrated through notes and/or examples. However, as in the vocabulary section, students are actively involved in the understanding of grammar as they are asked to find examples of the particular structure in the dialogue/text in order to see grammar in context. The grammar is presented in more detail in the Grammar Reference section at the end of the Student's Book and is further practised in the speaking and writing activities. The section ends with a simple activity which allows students to use the structure they have learnt in context and teachers to check their students' comprehension of the particular structure. These activities can be completed in class, either in pairs or individually. Students can also use their Grammar Book section for 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.

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 the prompts given, 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 on the vocabulary, structures and functions presented and progress smoothly from controlled to freer 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 (guessing games, role play, surveys, memory games, information-gap activities, etc.). By doing so, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition, pairwork 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 inconvenient, 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 gapped activities, 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 activities which help develop writing skills. More importantly, students are provided with a model text so they are exposed to a sample of what they have to produce. You can find a recording of all the model texts on the Class and Student's CDs. This allows teachers to have Ss listen to the texts while they are reading them.

The writing tasks are particularly suitable for homework, as they give Ss 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 that follows, which will help them identify and correct their own mistakes.

WW : wrong word	A : article
S : spelling	WO : word order
P : punctuation	^ : something missing
T : tense	

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 pages consist of exercises revising the vocabulary, grammar and communication activities in the corresponding lessons as well as a speaking and a writing activity. Students are asked to work out their score and see how well they have done. There are also self-evaluation charts (*Now I can*) where students can check their progress. These charts give students the opportunity to take responsibility for their learning. They see what they can do with the language they have learnt and evaluate their own strengths and weaknesses. Lastly, every Round-up has a Rhyming Corner. Here students can come into contact with different kinds of rhymes. They are also asked to do an activity, such as completing blanks or circling the correct words before listening to the rhyme. This allows students to develop cognitive skills and also motivates them to listen to the rhyme so as to see if they have guessed correctly.

Culture pages

At the end of every module there is a culture page. This page is related to the topic of the preceding module and further introduces students to different cultures. More multi-cultural and cross-curricular information is included within the modules. Students are not expected to learn the unknown vocabulary they may encounter here.

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do, by doing the first item. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging students to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.
- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting students' written work, 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 and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- 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' L1 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

Teen Trends

1

- 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 main picture on the page.
- Ask Ss what they can see and elicit an answer (a *smiling teenager*).
- Help Ss deduce what *teen trends* means (*it refers to the preferences and the fashion styles of teenagers*).
- Ask Ss:

*How old is he? He is about 13 years old.
What does he look like? He has dark hair and brown eyes.
What is he wearing? He's wearing a thobe.*

- Elicit answers.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and initiate a short discussion.

Suggested answers

- *What are the most popular free-time activities in your country?*

The most popular free-time activities in my country are sports like swimming, football and basketball, as well as arts and crafts like pottery and jewellery making.

- *Do you like following new trends in fashion?*

Yes I do. I like shopping for trendy clothes. /
No, I don't. I don't worry about what's in fashion.
I just wear clothes that I like.

- Ask Ss to look at the pictures A-E.
- Ask Ss to tell you what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.

KEY

picture A: p. 8
picture B: p. 13
picture C: p. 14
picture D: p. 10
picture E: p. 7

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

FUNCTIONS

Distinguishing between habitual actions and current activities
Discussing future plans and arrangements

STRUCTURES

Present Simple vs Present Progressive
Stative verbs

VOCABULARY

Words and phrases

come along come round fancy doing sth
get hold of sb landline lose rarely ring (v)

Expressions

How's it going? I can't make it. I get it.
I have other plans. Nothing much. Sure, why not?
That would be great. What are you like?
What are you up to?

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 will be about.
- Elicit answers.

1 Read CD1 ►► 2

A. Aim: to prepare Ss for the reading activity

- Ask Ss to read through the questions and initiate a short discussion.

- B. Aims:**
- ▶ to give Ss practice in making predictions about the content of two dialogues based on visual prompts
 - ▶ to present vocabulary, structures and functions in the context of two dialogues
 - ▶ to give Ss practice in identifying the main idea of the two dialogues

- Ask Ss to look at the pictures and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.

Suggested answers

- *Do you talk with your friends on the phone a lot?*
Yes, I do. We talk on the phone every afternoon.
- *What do you talk about?*
We talk about school, our plans for the weekend, shopping or our hobbies.
- *Do you think having a mobile helps you make plans when going out?*
Yes, of course. For example, sometimes you need to call your friends to invite them to a place but they are not at home. If they've got a mobile, you can reach them wherever they are.

- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Check Ss' predictions.

KEY

Suggested answer

Ali can't find Tom because he lost his mobile. In the end, they all meet up and go to the park.

- Ask Ss some comprehension questions:

Does Bill want to do something with Ali at the moment?
No, he doesn't.

What is Bill doing at the moment? His ICT project.

Where are Ali and Bill going tonight? To the park.

Why can't Ali get hold of Tom? Because Tom lost his mobile.

How does Bill get hold of Tom? He calls his landline.

What is Tom doing now? He's looking for his mobile.

Where does he think his mobile is? In his brother's car.

What do the boys fancy doing? Going to the park.

What time are they meeting? At eight o'clock.

- Choose some Ss to act out the dialogue in groups.

C. Aim: to help Ss understand conversational English

- Ask Ss to read through the expressions 1-6 and the equivalent phrases a-f.
- Refer Ss to the dialogues again and have them try to infer the meaning of the phrases in order to do the activity.
- Check the answers with the class.

KEY

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

Optional activity:

- Ask Ss to produce their own sentences using the expressions in activity C.
- Go round the class helping Ss when necessary.

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

- Have Ss read the dialogues again and do the activity.
- Check the answers with the class.

KEY

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

- Explain any unknown words.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the lesson

- Ask Ss:

Have you ever lost your mobile? What happened?

Do you often go out with your friends? Where do you usually go?

Do you fancy going to the park?

- Elicit answers and initiate a short discussion.

Suggested answers

- *Have you ever lost your mobile? What happened?*

Yes, I have. Last month, I went to the shopping centre to meet my friends. I was a little late, so I wanted to call and let them know. But I couldn't find my mobile. Maybe I left it on the bus. In the end, I bought a new one.

- *Do you often go out with your friends? Where do you usually go?*

Yes. We usually meet at the weekend. We sometimes go to the shopping centre and hang out or do some shopping, or we go to the park. My friends also come round to my house and we play games.

- *Do you fancy going to the park?*

Yes, I do. There are many beautiful parks where I live. We usually go there in the afternoons and play football or have picnics and long walks.

2 Grammar

Aims: ▶ to present new uses of the Present Simple and the Present Progressive

- ▶ to have Ss differentiate between the two tenses and use them in context
- ▶ to present Stative verbs
- Draw Ss' attention to the first example with the Present Simple (*come, play*) and the Present Progressive (*'re playing*).
- Check Ss' previous knowledge of the two tenses (*we use the Present Simple to refer to habitual actions and the Present Progressive to refer to current and temporary actions*). Then ask Ss to identify the use of the Present Simple (*habitual actions*) and the Present Progressive (*current action*) in the example.
- Draw Ss' attention to the second example.
- Choose a student and ask him/her the following question: *Are you going to school tomorrow? (Yes, I am./No, I'm not.)* Ask Ss a few more similar questions and elicit answers.
- Ask Ss what they notice about the use of the Present Progressive in this case (*we use it to refer to actions that we have planned to do in the near future and we mention when, e.g. tomorrow*).
- Write on the board: *The train leaves at 12:00.* Ask Ss what they notice about the use of the Present Simple in this case (*we use it to refer to actions that take place according to a schedule*).
- Draw Ss' attention to the NOTE and explain the use of Stative verbs. Give some examples and ask Ss to come up with their own.
- Refer Ss to the Grammar Reference (p. 64).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. uses, plays, is/'s playing, loves
2. don't understand, am/'m helping
3. are going shopping, does...open, closes

3 Listen ▶▶3

Aim: to give Ss practice in listening for specific information

- Ask Ss to look at the corresponding pictures. Ask them what the pictures show and what they think the conversations will be about. Accept all answers.
- Ask Ss to read the sentences and check their understanding.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY

1. a 2. b 3. a

- If necessary, play the CD again in order to clarify any questions Ss may have.

LISTENING TRANSCRIPT

1.

Mike Hi, Rob. How's it going?
Rob Not bad. Hey. Are you coming on Thursday?
Mike What's on Thursday?
Rob The big match.
Mike Really? I thought it was on Friday.
Rob No, it isn't.
Mike Are you playing?
Rob No. The coach chose Oliver instead of me.
Mike Too bad.

Rob But I'm still going to be there and support the team.

Mike Good for you.

2.

Kim Hello, Sally.

Sally Hi. Hey, do you want to come shopping with me?

Kim I don't know. Where are you going?

Sally To the new shopping centre. There's a great shoe shop there.

Kim Shoes? I thought you needed a jacket.

Sally No. I got one last week. So, are you coming?

Kim All right.

3.

Harry Hi, Lee.

Lee Hello, Harry.

Harry What are you doing later today?

Lee Why?

Harry I'm going to the park with some friends from school. Do you fancy coming?

Lee Well,...

Harry Come on. It's great fun at the park. We can play basketball and ride our bikes.

Lee I know, I know. I always have fun at the park. I'm a bit busy today, that's all. I'm meeting John at the youth club.

Harry No problem. Some other day, maybe?

Lee OK.

4 Speak

Aim: to give Ss practice in revising the structures, functions and vocabulary presented in this lesson by talking about their plans for today

- Ask Ss to read through the ideas in the purple box. Then, explain how they should use the phrases in the boxes (*they should use them to invite/suggest something or accept/refuse*). Make sure that they haven't got any unknown words.
- Draw Ss' attention to the speech bubble.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue in class.

Suggested answer

A: Hi Ameen. What are you up to?

B: Hi. I'm doing my homework. And you?

A: Nothing much. I'm reading a magazine. Listen. Do you fancy coming round to my house? I've got a new computer game.

B: I'm afraid I'm busy. I've got a History test tomorrow, so I'm studying.

A: OK. What about tomorrow, after school?

B: Sure. Why not? That would be great.

A: OK. See you tomorrow.

FUNCTIONS

Talking about extreme sports and other activities
Talking about Internet forums
Making comparisons

STRUCTURES

Comparative forms of adjectives/adverbs
Superlative forms of adjectives/adverbs
(not) as + adjective/adverb + as

VOCABULARY

Free-time activities

do aerobics do athletics do karate go jogging
go mountain biking go skysurfing go snowboarding
play table tennis

Other words and phrases

agree air change (n) disagree extreme
imagine In my opinion,... instead mate sky
sound (v) take up (a sport, etc.) trick wheel

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 will be about and elicit answers.

1 Vocabulary ▶▶ 4

Aim: to present some recreational activities

- Ask Ss to look at the pictures 1-8 and read through the list of words.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY

snowboarding	3	mountain biking	5
karate	8	skysurfing	1
aerobics	6	athletics	4
jogging	2	table tennis	7

- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Play the CD again and pause so that Ss can repeat what they hear.
- Ask Ss to read through the questions in the rubric and initiate a short discussion.

Suggested answer

I've tried snowboarding and mountain biking and I liked them a lot. I would also like to try aerobics because it's a good way to exercise. I wouldn't like to try skysurfing because it's a bit extreme for me.

2 Read ▶▶ 5

A. Aim: to present vocabulary, structures and functions in the context of an Internet forum

- Draw Ss' attention to the reading activity and ask them what an Internet forum is.

Background note

An **Internet forum** is an online discussion site. It's also called a 'message board'. It's actually a modern version of the traditional bulletin board which used to be a place where people left public messages. People who take part in forums usually discuss several topics and form groups of interest.

- Ask Ss to look at the title and guess what the discussion of the forum will be about.
- Draw Ss' attention to Ollie's question and explain that Ollie starts the discussion of the forum with this question.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss the question in the rubric and elicit answers.
- Check the answer with the class.

KEY

Ollie decides to try trampboarding.

- Ask Ss some comprehension questions:

What does Ollie need? He needs a change.

What is snowboarding? It's like skateboarding but on snow.

What does Backflipper suggest? Rollerblading.

What does Wipeout do with his mates? He goes surfing.

What does Freefaller think is exciting? Skysurfing.

What do you need in order to try trampboarding?

A skateboard without wheels and a trampoline.

- Draw Ss' attention to the question marks and the emoticons used by Backflipper and Wipeout and ask them what they mean (*that they don't understand what trampboarding is*).

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

- Have Ss read the text again and do the activity.
- Check the answers with the class.

KEY

1. He wants to try a different sport.
2. Every weekend.
3. That it's not as exciting and/or as fast as snowboarding.
4. That it's not as exciting as snowboarding, but it's easy.
5. Rollerblading.
6. Surfing.
7. Because it's dangerous.
8. Snowboy and Freefaller.

- Explain any unknown words.
- Choose some Ss to act out the text.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the reading activity

- Ask Ss to tell you what they would suggest to Ollie if they took part in this discussion.
- Elicit answers.

Suggested answer

I think Ollie should try water skiing. It's very exciting, but not as dangerous as skysurfing.

3 Vocabulary

Aim: to introduce collocations

- Ask Ss to read through the activities in the table.
- Explain to Ss that with sports and activities we don't only use the verb *play*. Then point out the different use of the three verbs (*we use play for ball sports or competitive games, do for recreational activities or non-team sports which don't require a ball and go for activities which end in -ing*).
- Have Ss do the activity.
- Check the answers with the class.

KEY

play: team sports, in/for a team, table tennis
go: snowboarding, surfing, mountain biking, jogging
do: aerobics, athletics, water sports, karate

4 Grammar

Aim: to present and give Ss practice in using comparative forms of adjectives and adverbs

- Draw Ss' attention to the first three examples. Explain to them that they show the comparative form of adjectives and adverbs.
- Check Ss' previous knowledge by asking them how we form the comparative form of adjectives (*we add -er to one syllable adjectives or we use more with adjectives with two or more syllables*). Explain that the same applies to adverbs.
- Ask Ss to read through the following two examples. Explain that they show the superlative form of adjectives. Check Ss' previous knowledge by asking them how we form the superlative form of adjectives (*we add -est to one syllable adjectives and we use the most with adjectives with two or more syllables*). Point out that we form the superlative form of adverbs in the same way. Ask Ss to come up with their own examples.
- Point out to Ss that we use the structure (*not*) *as + adjective/adverb + as* as another form of comparison. Give an example using some of your Ss and write it on the board, e.g. *Ali isn't as tall as Karim*. Explain that this means that *Karim is taller than Ali*. Point out that the same structure applies to adverbs. Ask Ss to provide examples of their own.
- Refer Ss to the Internet forum and ask them to underline all the phrases containing comparisons of adjectives and adverbs (*It's more exciting and it's faster... It doesn't sound as exciting as... It's the oldest board sport... Try the most exciting sport of all, ...with the trampoline you can jump higher*).
- Refer Ss to the Grammar Reference (pp. 64-65).
- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|-------------------|--------------|
| 1. most modern | 5. expensive |
| 2. more difficult | 6. early |
| 3. rudest | 7. easier |
| 4. worse | |

Optional activity

- Draw an Internet forum about *Extreme Water Sports* on a piece of paper. Under the title write a name and the following comment: *I want to try an exciting water sport. I'm thinking of scuba diving or kite surfing. What do you think?*
- Give the paper to a student and ask him/her to give an answer then pass the paper to the next student.
- Ask Ss to give their opinion using as many forms of comparison as possible.
- Have a student read all the comments of the forum in the end.

5 Speak & Write

A. Aim: to give Ss practice in revising the structures, functions and vocabulary presented in this lesson through pair work

- Divide Ss into pairs.
- Ask Ss to read through the activities in the middle. Each pair of Ss should choose a set of activities.
- Draw Ss' attention to the box with the phrases on the left and the box with the adjectives on the right.
- Choose a student and act out the dialogue.

Suggested answer

- A:** In my opinion, mountain biking is more exciting than cycling.
B: I don't know about that. I don't really like mountain sports. I think they are dangerous.
A: I agree. But that makes them more popular. People like extreme sports.
B: Yes, well, they are not for everybody. I like cycling more. It's not as difficult as mountain biking and it's safer.
A: I see what you mean.
C: I believe that skiing is the most difficult snow sport!
D: I disagree. I think snowboarding is more difficult and more tiring.
C: Really?
D: Yes. I don't think skiing is as exciting as snowboarding, because it's a lot easier.
C: Maybe. But skiing is the most popular.

- Draw Ss' attention to the TIP and explain it.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out their dialogues in class.

B. Aim: to give Ss practice in writing a paragraph comparing activities

- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

Suggested answer

In my opinion, surfing is the most popular sport of all. It isn't as easy as skateboarding and it's definitely more tiring. I think a lot of people do skateboarding because it's safer than surfing. Of course, some people like extreme sports and think that skateboarding is boring. Others say skateboarding is for younger people, but surfing is for everyone.

FUNCTIONS

Talking about arts and crafts
Expressing likes/dislikes
Introducing yourself

STRUCTURES

Some/Any/No/Every and their compounds

VOCABULARY

Arts and crafts

calligraphy carpentry collage jewellery making
patchwork pottery rug making sewing

Phrases: like/dislike

be a fan of be fond of be interested in
be into sth can't stand find.. boring/interesting
It's out of this world

Other words and phrases

atmosphere bowl bright carpenter
collection craft create enthusiastic about
patterns plates professional vase wood
youth

1 Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask them to guess what the lesson will be about.
- Ask Ss to read through the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *Which of these arts and crafts are you familiar with?*
I'm familiar with all of them.
- *Are they popular in your country?*
Some of them, for example, pottery, sewing, jewellery making, rug making and calligraphy are very popular in my country.

2 Read ▶▶ 6

- A. Aims:**
- ▶ to give Ss practice in making predictions about the content of three texts based on visual prompts
 - ▶ to present vocabulary, structures and functions in the context of three texts
 - ▶ to give Ss practice in identifying the main idea of three texts
- Draw Ss' attention to the title of the text and the pictures and ask them to guess what the text is about.
 - 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 predictions. Tell them to underline any unknown words at the same time.

KEY

Brian likes pottery.
Sandhya likes rug making.
Darren likes carpentry.

- Ask Ss some comprehension questions:

*Where is Brian from? He's from New York City.
How old was he when he started making pottery? He was six.
What does he make? He makes plates, bowls and vases and then paints them with bright colours.
What does he want to do one day? He wants to sell his work in many countries around the world.
Where is Sandhya from? She's from India.
Who showed Sandhya how to make rugs? Her grandmother.
Which rugs is she fond of? She is fond of rugs which have nice colours and patterns.
Why does she like them? Because they create a nice atmosphere in the house.
Which are her favourite rugs? The traditional Arabic rugs.
What is she making now? She's making a beautiful rug with sixteen different colours.
What does Darren want to become when he grows up? He wants to become a professional carpenter.
Why does he like this craft? Because he likes working with wood.
What does his father do? He's a carpenter.
How did Darren learn the craft? His father taught him.
What does Darren want to do when he's older? He wants to own a shop.*

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

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

KEY

1. D 2. B 3. B, S 4. S, D
5. D 6. B, D

- Explain any unknown words.
- Choose some Ss to read the texts aloud.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the dialogue

- Ask Ss:

*Do you like making things? Yes, I do. /No, I don't.
Have you made anything recently or would you like to make something in the future? I have made lots of collages, because I like pictures. In the future, I would like to learn how to make rugs.*

- Elicit answers and initiate a short discussion.

3 Vocabulary

Aim: to present and give Ss practice in using phrases expressing likes and dislikes

- Ask Ss to read the sentences and focus on the phrases in bold. Explain that they have to decide which phrases mean *like* and which mean *dislike*.
- Help Ss deduce the meaning of the unknown phrases by relating them to the content of the sentences.
- Have Ss do the activity. Check the answers with the class.

KEY

is a big fan of: like **is fond of:** like
can't stand: dislike **finds...boring:** dislike
is interested in: like **are...into:** like

- Ask Ss to come up with their own examples using the expressions in the activity.

4 Grammar

Aims: ▶ to present some / any / no / every and their compounds

▶ to give Ss practice in using some / any / no / every and their compounds in context

- Ask Ss to read through the sets of examples with *some, any, no, every* and their compounds.
- Check Ss' previous knowledge of **some** (used with uncountable and plural countable nouns in affirmative sentences and in questions when we offer something) and **any** (used with uncountable and plural countable nouns in negative sentences and in questions).
- Ask Ss to tell you when we use **no** (we use it with uncountable and plural countable nouns in affirmative sentences with a negative meaning). Make sure that Ss have understood what the difference between **any** and **no** is.
- Check Ss' previous knowledge of **every** (used with singular countable nouns).
- Point out that **someone, anywhere, nothing, everybody** are some of the compounds of **some, any, no** and **every**. Check Ss' previous knowledge of the compounds (used to refer to people, things and places; compounds with **-one** and **-body** refer to people, compounds with **-thing** refer to things and compounds with **-where** refer to places). Ask Ss to give you examples of other compounds.
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Something, Nothing, Everybody
2. No one, Everyone
3. anywhere, everything

5 Listen ▶▶ 7

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the names and arts and crafts.
- Point out that there two extra arts and crafts that they do not need to use.
- Play the CD twice.
- Check the answers with the class.

KEY

Eddie: calligraphy Sandra: collage Tony: pottery
Mandy: rug making

- If necessary, play the CD again in order to clarify any questions Ss may have.

LISTENING TRANSCRIPT

Eddie

Last year someone asked me to make a poster for a pottery exhibition. I didn't want to make it on the computer, so I made it by hand. It was difficult but I really enjoyed writing out the words. Everyone liked it and asked me to do other posters. Now I'm really into it and I've even started lessons, every Monday and Wednesday.

Sandra

My mother loves making things. She made me some beautiful jewellery last month and my friends really like it. I prefer making pictures. I have a lot of magazines, so I cut out photos from them and stick them together to make larger pictures. It's really interesting, and one day I want to have an exhibition with my work.

Tony

My family isn't very creative, really. My grandfather was a carpenter, but he doesn't make anything any more. I like making things, so I went to a local college to learn a craft. I tried carpentry at first, but I'm not a carpenter like my grandfather. So then I tried a pottery class. It was a bit boring in the beginning, but I'm really fond of it now. I make things for my friends and family all the time.

Mandy

My friends sometimes make fun of my hobby, but I don't listen to them. There is a long tradition of rug making in my country, and just like calligraphy and pottery, there is a real art to making beautiful ones. My mother taught me all the basic skills, but then I was on my own. It takes weeks, sometimes months to finish, but it's always worth it.

6 Write

A. Aims: ▶ to provide Ss with a plan for writing an informal letter/e-mail to a new penfriend/e-pal

▶ to give Ss practice in using a variety of phrases when writing an informal letter/e-mail

- Ask Ss to read through the plan and make sure that they haven't got any unknown words.
- Point out the different parts of the plan and explain the heading of each part.
- Get Ss to do the activity in pairs or small groups and go round the class helping them when necessary.

KEY

Suggested answers

Greeting: Hello...

Opening paragraph: I was happy to find your name in.../ I'm writing because...

Main part: Let me tell you about myself.../ My name is.../ I'm... old / I'm from...and I live in... / My hobbies are... / What about you?

Closing paragraph: That's all for now. / I would really love to be your e-pal./ Write back soon. / I hope you write back soon.

Signing off: Take care / Your friend,...

B. Aim: to give Ss practice in writing an informal e-mail introducing themselves

- Ask Ss to read through the advertisement.
- Tell Ss to use the plan in 6A and write an e-mail to Greg.
- Point out that Ss don't have to use all the ideas mentioned in the main part.
- Allow Ss some time to write the e-mail.
- Choose some Ss to read out their e-mails.

Suggested answer

Hello Greg,

I found your advertisement in Teenage Life magazine. I'm writing because I'm also looking for an e-pal.

Let me tell you about myself. My name's George and I'm 15 years old, like you. I'm from London, but my family and I live in Birmingham. I miss London because all my friends are there! But Birmingham is nice, too.

I've got lots of hobbies, but my favourites are swimming and tennis. I also like carpentry. I spend my afternoons at the park with my friends or at the tennis court. What about you? You say you are into arts and crafts. What exactly do you like?

Well, that's all for now. I would really like to be your e-pal, so write back and tell me all about yourself.

Take care,
George

FUNCTIONS

Talking about fashion
Discussing past habits and situations

STRUCTURES

Past Simple
The verb *used to*

VOCABULARY**Designs and patterns**

baggy checked sparkly spotted stonewashed striped

Other words and phrases

a pair of at least average casual fashion designer formal however in fashion item of clothing match (v) material out of fashion part rip (v) sell shape style symbol teenager

1 Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss:

*Do you like formal clothes? No, I prefer casual clothes. / Yes I like them, but I don't wear them often.
Do you think it's important to be in fashion? No, it isn't.*

- Elicit answers.

Suggested answers

- *Do you like to follow trends in fashion?*
Yes, I do. I buy lots of fashion magazines and shop for trendy clothes. / No, I don't care about fashion. I just wear comfortable clothes.
- *Have you changed your style lately?*
No, I haven't.

- Ask Ss to guess what the lesson will be about.
- Ask Ss to read through the questions.
- Elicit answers and initiate a short discussion.

2 Vocabulary ▶▶ 8

Aim: to present adjectives describing clothes

- Ask Ss to look at the pictures 1-5 and read through the list of phrases.
- Allow Ss some time to do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY

baggy trousers	1
checked shirt	5
striped shirt	2
sparkly dress	3
spotted dress	4

- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Play the CD again and pause so that Ss can repeat what they hear.

3 Speak

Aim: to give Ss practice in using the adjectives taught in the vocabulary section in the context of a survey

- Ask Ss to go to page 61.

- Divide Ss into groups of four.
- Draw Ss' attention to the table and the speech bubble in activity A.
- Explain to them that they have to ask each other questions and complete the table.
- Choose a student and act out the dialogue.

Suggested answer

- A:** Do you like baggy trousers?
B: Yes, I do.
C: No, I don't.
D: I like them a lot.
A: OK, what about checked, striped or spotted T-shirts?
B: Of course I like them.
C: No, I never wear them. I never wear T-shirts anyway.
D: I agree. I only wear shirts and trousers or thobes.
A: OK. Do you like wearing formal clothes?
B: Yes, I do.
C: Me too.
D: Yes, me too.
A: Does anyone create their own clothes?
B: No.
C: No.
D: Of course not.
A: And what about sparkly trainers? Do you like them?
B: I do, but nobody else does.

- Allow some time for Ss to do the activity and go round the class helping them when necessary.
- Draw Ss' attention to the speech bubble in activity B.
- Have Ss report their answers to the class.

Suggested answer

Two students in my group like baggy trousers. Two of them like checked, striped or spotted T-shirts. Also, everybody in my group wears formal clothes, but nobody creates their own clothes. Only one person likes sparkly trainers.

4 Read ▶▶ 9

A. Aims: ▶ to present vocabulary, functions and structures in the context of an article
▶ to give Ss practice in reading for gist

- Ask Ss to look at 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. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

What are jeans made of? Denim.

How many pairs has an average person in the USA got? Seven.

Where does the word jeans come from? From the French bleu de Gènes.

Where was denim made? In Genoa.

What did a German merchant do in the 1850s? He started selling jeans to mine workers in California.

What did he add to make the pockets stronger? Copper rivets.

What happened in the 50s and 60s? Jeans became a symbol of youth.

Which type of jeans looks old? Stonewashed jeans.

Why are jeans an amazing item of clothing? Because they match everything and they can be casual or formal wear.

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

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

KEY

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

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

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the text

- Ask Ss some questions:

*Do you like wearing jeans? Yes, I do. / No, I don't.
How many pairs have you got? I've got three pairs.
What do you wear your jeans with? I wear them with T-shirts or shirts.*

- Elicit answers and initiate a short discussion.

5 Grammar

Aim: to present and give Ss practice in using the Past Simple and the verb *used to*

Past Simple

- Check Ss' previous knowledge of the formation of the Past Simple (*we form the Past Simple of regular verbs by adding -ed to the base form while each irregular verb forms the affirmative form in a different way*).
- Refer Ss to the text and ask them to find examples of verbs in the Past Simple (*came, started, became, was made, became, came out, looked*).
- Ask Ss to tell you how we form the negative and the interrogative form of the Past Simple (*we use **didn't** for the negative and **did** for the interrogative*).
- Ask Ss how we form the Past Simple of the verb *be* (*we use **was/wasn't** and **were/weren't***) and the verb *can* (*we use **could/couldn't***).
- Ask Ss to come up with their own sentences practising the tense.

The verb used to

- Ask Ss to tell you when we use *used to* (*to talk about past states and habits*).
- Explain the affirmative and the negative form of the verb *used to*.
- Ask Ss to find examples of the structure *used to* in the text (*used to wear, used to rip*).
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. didn't use to go
2. Did you use to live, used to live
3. used to drive
4. used to hang out
5. Did Julie use to have

Optional activity:

- Hand out some pieces of paper to Ss.
- Ask Ss to write down activities they do now and activities they did in the past but they don't do any more. Point out that the activities should be mixed up so that

it's not clear which are the past activities and which are the present ones.

- Divide Ss into pairs.
- Ask Ss of each pair to exchange papers and take turns asking and answering questions using the verb *used to* and the activities on the paper.
- Choose some pairs to ask and answer questions in class.

6 Pronunciation ▶▶10, 11

A. Aim: to have Ss differentiate between the /tʃ/ and /dʒ/ sounds

- Play the CD and tell Ss to repeat and listen for the difference in pronunciation between **French** and **fridge**.
- Elicit the answer that **French** has a /tʃ/ sound and **fridge** has a /dʒ/ sound.

B. Aim: to give Ss practice in differentiating between the /tʃ/ and /dʒ/ sounds

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

KEY

/tʃ/: checked, match, century
/dʒ/: jeans, age, teenager, imagine

7 Speak & Write

A. Aim: to give Ss practice in asking and answering questions about their clothes

- Draw Ss' attention to the questions and make sure they haven't got any unknown words.
- Choose a student and act out the dialogue.

Suggested answer

A: What are your favourite clothes, Tariq?

B: My favourite clothes are a pair of trousers and a white thobe.

A: Are they in fashion?

B: Yes, I think they are.

A: Where did you get them from?

B: I got them from the shopping centre near my house.

A: What clothes did you use to wear when you were younger?

B: I used to wear T-shirts when I was younger.

A: Why don't you wear them any more?

B: Because now I only wear shirts or thobes.

- Get Ss to do the activity in pairs or small groups and go round the class helping them when necessary.
- Choose some pairs to ask and answer questions in class.

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

- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

Suggested answer

I like comfortable clothes. I don't like formal clothes and I don't have anything that is sparkly or checked, striped or spotted. I like baggy trousers and simple shirts. Because it is very hot in the summer, I wear thobes, which are very cool. I buy my clothes from different shops close to where I live and sometimes they are expensive. I don't worry about fashion, but I try to wear clothes that look good on me.

FUNCTIONS

Describing personality
Talking about friends and friendship

VOCABULARY

Personality

annoying bossy confident easy-going kind
nervous outgoing quick-tempered selfish
stubborn

Other words and phrases

annoy change one's mind cheer sb up fight (v)
friendship get along (with) ideal interest
make a decision rely on sense of humour share
turn to

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 will be about.
- Elicit answers.
- Ask Ss to talk about a friend of theirs and elicit answers.

1 Vocabulary ▶▶ 12

Aim: to present vocabulary related to personality

- Ask Ss to read through the sentences.
- Help Ss deduce the meaning of the words in bold from the context.
- Explain to Ss that they should match the words in bold with the definitions.
- Have Ss do the activity.
- Draw Ss' attention to the TIP and explain it.
- Play the CD and have Ss check their answers.
- Check the answers with the class.

KEY

1. g 2. d 3. h 4. b 5. c 6. a 7. f 8. e

- Explain any unknown words.

2 Speak

Aim: to give Ss practice in talking about their friends

- Draw Ss' attention to the questions.
- Ask a student to read the prompts in the box and explain that Ss can use some of these phrases when answering the questions. Explain any unknown words.
- Allow Ss some time to think of what they will talk about. Tell them to use the vocabulary from the previous activity. Have Ss take turns to talk about their friends.

Suggested answers

- *What are your friends like?*
My friends are very confident and outgoing.
- *Do you always get along with them?*
We usually get along fine, but we sometimes argue about small things. I think it happens to everybody.
- *Do you think you are a good friend?*
I believe I am a good friend because I am always there when my friends need me.
- *What do you think an ideal friend should be like?*
The ideal friend should always tell the truth and be like a brother/sister to you.

3 Listen ▶▶ 13, 14

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

- Have Ss read the names and the adjectives.
- Point out that there is one extra adjective that Ss don't need to use.
- Play the CD and have Ss listen and do the activity.
- Check the answers with the class.

KEY

1. a 2. c 3. d

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

- Ask Ss to read through the sentences 1-5 and make sure they haven't got any unknown words.
- 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.

KEY

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

LISTENING TRANSCRIPT

1.

I see my friend Eric every day. We go to the park and meet up with other friends. Everyone likes Eric and he is always friendly to people. That's good because I can't stand shy people. Eric is also very sporty, and one day he wants to play football for the national team.

2.

Frank is my best friend. We met at the youth centre. He went there a lot, but he never spoke to anyone. He just sat in the corner and played video games. One day, I went to have a look, and we started playing against each other. We had a great game, and I won. We don't go to the youth centre any more because there are a lot of people there. OK, so he's a bit quiet, but we have fun together.

3.

The first time I met Mark, we had a bit of an argument. We were at the bowling alley with some other friends and he wanted to join our game. Then he started telling each of us how to hold the ball, and how to use the scoring machine. I couldn't believe it! In the end, I realised he just wanted to help. He likes to tell people what to do, but most people don't understand that he means well.

4 Speak & Write ▶▶ 15

A. Aims: ▶ to help Ss prepare for the writing activity

▶ to provide Ss with a sample description of one's new friend

▶ to give Ss practice in understanding the structure of a description of one's new friend

- Ask Ss to read through the text.
- Alternatively, you can have Ss read out the text in parts.
- Ask Ss to read through the eight sentences and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.
- Ask Ss to justify their answers by saying in which paragraph they found each answer.

KEY

1. ✓ (2nd paragraph)
2. ✓ (2nd and 4th paragraphs)
3. ✓ (2nd paragraph)
- 4.
5. ✓ (1st paragraph)
6. ✓ (3rd paragraph)
7. ✓ (3rd paragraph)
- 8.

B. Aims: ▶ to give Ss practice in talking about a person they've recently met

▶ to prepare Ss for the writing task

- Draw Ss' attention to the speech bubble.
- Allow Ss some time to make notes.
- Choose a student and act out the dialogue.

Suggested answers

Who is this person?

This person is Khaled.

What is he like?

He is very easy-going and kind.

What do you like about him?

I like a lot of things. For example, he always wants to help people.

What do you dislike about him?

There is nothing I dislike about him.

What are his hobbies and interests?

He likes calligraphy and he plays basketball.

What do you do together?

We usually study together or spend our afternoons at the park.

- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

C. Aim: to give Ss practice in using the linking words *and*, *or*, *but*, *so*, *because*

- Ask Ss to read through the box.
- Explain that we use *and* to link similar ideas, *or* to link two different ideas, *but* to link opposite ideas, *so* to express result or consequence and *because* to express reason or cause.
- Refer Ss to Matt's text and ask them to underline all the examples of these linking words.
- Ask Ss to come up with similar examples about the person they talked about in activity 4B.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. but
2. so/and
3. and
4. because
5. and
6. or/and

D. Aim: to give Ss practice in writing a description of a person they've recently met

- Ask Ss to read through the plan and elicit examples of what they have to write about.
- Explain the different parts of the plan.
- Point out to Ss that they should use the description in activity 4A as a guide.
- Draw Ss' attention to the TIP and explain it.

- Allow Ss some time to write their descriptions.
- Choose some Ss to read out their descriptions.

Suggested answer

I met Khaled six years ago when he joined the basketball team. He's 15 years old, like me, and we go to the same school.

Khaled is quite sporty. He is also very easy-going and kind. The best thing about him is that he always wants to help people and has helped me many times in the past. When I don't feel well, he always makes me laugh. I can't think of anything that I dislike about Khaled. He is a great person and I'm really lucky he's my friend.

Khaled and I do lots of things together. We're both in the basketball team, but we are also into calligraphy, so we take lessons together. Another thing he is into is walking in the park. We are both active, so we usually go to the park for a walk or to ride our bikes.

I like Khaled very much. I've known him for years and he's like a brother to me. I hope we can be friends forever.

1

Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class.

Ss should calculate and write down their scores.

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

Vocabulary

A.

KEY

1. baggy
2. does
3. collection
4. disagrees
5. selfish
6. opinion

B.

KEY

1. on
2. up
3. of
4. into
5. up

Grammar

C.

KEY

1. are playing
2. Do...fight, doesn't listen
3. isn't sharing, hates
4. copies, wants

D.

KEY

1. most quick-tempered
2. more boring
3. extreme
4. much, well

E.

KEY

1. no
2. Someone
3. nothing
4. Everyone
5. anywhere
6. someone
7. some

F.

KEY

1. used to
2. visit, visited
3. use
4. use

Communication 16

G.

KEY

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

Speak

Aim: to give Ss practice in talking about their friends

- Ask Ss to look at the picture and read through the speech bubble and the ideas in the box. Make sure that they haven't got any unknown words.
- Choose a student and act out the dialogue.

Suggested answer

A: I usually get up very late, but this weekend we are getting up early.

B: Yes, I know. I usually go bike riding in the afternoon, but this weekend, I'm going camel riding.

A: I'm coming too! Do you usually play video games?

B: Yes, I do. Why?

A: This weekend we are playing golf.

B: Sounds interesting. You know, I usually take a walk in the afternoon. Do you?

A: Yes, I do. But this weekend, we are taking a nap. It's too hot to take a walk in the desert in the afternoon.

- Get Ss to do the activity and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Write

- Draw Ss' attention to the prompt and elicit examples of what they have to write about.
- Allow Ss some time to write their paragraphs. Choose some Ss to read out their paragraphs.

Suggested answer

I usually get up very late in the morning. This weekend I'm getting up early. Also, I usually go bike riding in the afternoon, but this weekend I'm going camel riding. This weekend I'm not playing video games like I usually do. I'm playing golf. I usually take a walk in the afternoon, but this weekend I'm taking a nap.

Now I can...

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 through 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.

Rhyming Corner ▶▶ 17

- Draw Ss' attention to the title of the rhyme.
- Ask Ss to guess what the rhyme will be about.
- Accept all answers.
- Ask Ss to read through the words in the box and the rhyme without worrying about the correct answers.
- Ask Ss to guess the correct words before listening to it.
- Play the CD and have Ss listen to the rhyme carefully and check their answers.
- Check the answers with the class and explain any unknown words.

KEY

1. fancy 2. great 3. along
4. agree 5. jogging 6. extreme

- Ask different Ss to recite the rhyme.
- Ask Ss if they like reading rhymes and initiate a short discussion.

Youth centres ▶▶ 18

A. Aim: to introduce Ss to certain aspects of the culture in the UK

- Ask Ss to look at the pictures and tell you what the text is about (youth centres in the UK).
- Ask Ss if they have ever been to any youth centres before.
- Elicit answers.
- 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. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

What do many UK schools, universities and communities offer students? They offer them the opportunity to spend their free time in a creative way at a youth centre.

What sports activities do youth centres offer? They offer sports like tennis, baseball, hockey, swimming, football, golf, cricket and skateboarding.

What are some hobbies you can take up at a youth centre? Arts and crafts, pottery, model making, painting and carpentry. You can also start a collection.

How do youth centres help young people? They give young people the opportunity to do something to help themselves and others.

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

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

KEY

1. They exist to help young people learn new skills and make friends.
2. Cleaning the streets, helping older people or helping out at hospitals.
3. They can write stories, interview people or find information on the Internet.
4. His/Their body and mind.

- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss if they would like to join a youth centre and which activities they would choose and why. Generate a short discussion.

Standing out

- 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 main picture on the page.
 - Ask Ss what they can see and elicit an answer (*a figure standing out in a crowd*).
 - Help Ss deduce the meaning of the phrase *standing out* (*being noticeable*).
 - Ask Ss:

*Why do you think this person is distanced from the rest of the crowd? Because this person is different.
Do you think this person is someone famous? Maybe. I think he has a different personality than the others.
Do you think this person is different or better for some reason? He looks different, but we don't know if he is better.*

- Elicit answers.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and initiate a short discussion.

Suggested answers

- *What usually makes a person stand out?*
Many things, like their personality and way of thinking, their attitude towards life, etc.
- *Is there anything that your town/city is famous for?*
Yes. My city is famous for its art festivals, which are well-known around the world and attract a lot of tourists every year.

- Ask Ss to look at the pictures A-E.
- Ask Ss to tell you what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.

KEY

picture A: p. 22
picture B: p. 20
picture C: p. 28
picture D: p. 26
picture E: p. 24

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

FUNCTIONS

Talking about famous landmarks
Talking about common units of measurement
Defining people, places and things
Writing a postcard

STRUCTURES

Relative pronouns: who / which / that
Relative adverb: where

VOCABULARY

Units of measurement

centimetre (cm) gram (g) kilogram, kilo (kg)
kilometre (km) litre (l) metre (m) millilitre (ml) tonne (t)

Places of interest

canyon jungle national park pyramid temple tower
waterfall (=falls)

Other words and phrases

across build deep distance fact height landmark
length liquid man-made run through structure weigh
weight

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 *landmarks* by giving them an example, e.g. *The Eiffel Tower is a famous Paris landmark.*
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Read

A. Aim: to introduce the topic of the reading activity and activate Ss' background knowledge

- Ask Ss to read through the questions and initiate a short discussion.

Suggested answers

- *Do you know of any famous landmarks? Would you like to visit them?*
I would like to visit Al-Faisaliah Centre because it's a well-known landmark.
- *Are there any famous landmarks in your country?*
Yes, many. Some examples are the Floating Mosque and the King's Fountain.

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

- Ask Ss to look at the layout of the text, decide what it is (*a general knowledge quiz*) and where it may be found (*in a magazine*).
- Ask Ss if they like general knowledge quizzes or if they prefer other kinds of quizzes.
- Elicit answers.
- Tell Ss to look at the title of the quiz and the accompanying pictures. Ask them what the quiz is about and elicit answers (*it's about famous landmarks around the world*). Ask Ss if they recognise any.
- Tell Ss to read each question carefully and then choose the answer which they think is correct. Ss may not know some answers, so encourage them to guess.
- Have Ss do the quiz.
- Alternatively, Ss can do the quiz in pairs helping each other.
- Check Ss' answers. Then ask Ss about their score.

KEY

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

- Ask Ss some comprehension questions:

*Where's the Makkah Clock Tower? In Saudi Arabia.
Where's Chichen Itza? In Mexico.
What can you see in Chichen Itza? One of the most beautiful pyramids in the world.
How tall is the Eiffel Tower? 320m.
How long is the Grand Canyon? It's 446km long.
How long is the Great Wall of China? About 9000km.
How high is Angel Falls? 979 metres.*

Background note

- **The Aztecs:** ethnic groups of central Mexico, especially those who spoke the Nahuatl language and dominated large parts of Mesoamerica in the 14th, 15th and 16th centuries.
- **The Incas:** ancient people with a distinct language living in Cuzco. The civilisation expanded and eventually became the largest empire in pre-Columbian America.
- **The Mississippi River:** the largest river system in the USA and North America. It originates at lake Itasca, Minnesota, and flows as far as the Gulf of Mexico.
- **The Grand River:** a large river in southwestern Ontario, Canada. It flows to the north shore of Lake Erie, south of Dunnville at Port Maitland.
- **Niagara Falls:** waterfalls on the Niagara River between the Canadian province of Ontario and the state of New York.
- **Yosemite Falls:** the highest waterfall in North America. Located in Yosemite National Park in the Sierra Nevada of California.

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

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the text

- Ask Ss:

*Have you visited any of these landmarks? Yes, I visited the Makkah Clock Tower last month.
Which landmark do you like the most and would like to visit? Why? I'd like to visit the Grand Canyon because it looks magnificent.*

- Elicit answers and initiate a short discussion.

Optional activity:

- Divide Ss into pairs or small groups.
- Ask Ss to create a similar knowledge quiz with questions and possible answers about landmarks in their country.
- Get Ss to do the activity in pairs or groups and go round the class helping them when necessary.
- Have Ss present their quizzes to the class.

2 Vocabulary ▶▶19

Aim: to present units of measurement

- Ask Ss to read through the units of measurement and provide any necessary explanations.
- Play the CD and get Ss to repeat what they hear.
- Ask Ss to do the activity.
- Check the answers with the class.

KEY

1. tonnes 2. centimetres 3. millilitres
4. kilometres 5. kilos 6. metres

3 Grammar

Aim: to present and give Ss practice in using the relative pronouns (*who / which / that*) and the relative adverb (*where*)

- Ask Ss to read through the table.
- Point out to Ss that the relative pronouns *who*, *which* and *whose* and the relative adverb *where* are used to introduce relative clauses.
- Draw Ss' attention to the first four examples. Check their background knowledge of *who*, *which*, and *that* (we use *who/that* to refer to people and *which/that* to refer to things). Then point out that *who*, *which* and *that* can be omitted when they refer to the object of the verb, but not when they refer to the subject of the verb.
- Draw Ss' attention to the last example. Explain the relative adverb *where*. Write on the board *That's the bookshop. My brother works there.*, and then the sentence *That's the bookshop where my brother works.* Distinguish between the main clause (*That's the bookshop*) and the relative clause (*where my brother works*).
- Point out that *where* refers to the word 'bookshop' and that it is a relative adverb that indicates place. Explain that *where* cannot be replaced by *that* and cannot be omitted.
- Ask Ss to underline all the examples of relative pronouns or adverbs in the quiz (*a building complex which...*, *It's the place where you can see one of the most...*, *It's a 7-metre tall wall that stretches...*, etc.).
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity. Point out that this is a postcard.
- Check the answers with the class.

KEY

1. where 2. who/that 3. which/that 4. where
5. which/that 6. (which/that) 7. (which/that)

4 Listen

Aim: to give Ss practice in listening for specific information and taking notes

- Ask Ss to read through the facts. Make sure they haven't got any unknown words.
- Play the CD twice and have Ss do the activity.
- Ask Ss what kind of information they're listening for (*some details regarding Uluru, a famous landmark in Australia*).
- Check the answers with the class.

KEY

1. Rock 2. Australia 3. 450km 4. 348m 5. 350,000

LISTENING TRANSCRIPT

OK, can everyone hear me? Good. Right, the bus will be arriving at Uluru in a short while. So, I'd just like to tell you a few things about it. Uluru is the aboriginal name but you might also hear people calling it Ayers Rock, after Sir Henry Ayers, a famous Australian politician. Now, as you know, Uluru is right in the centre of Australia. That's why it's quite a journey to get there. In fact, the nearest large town is Alice Springs, which is 450km away. But lucky for us, these days you can fly to Ayers Rock airport, which is a 20-minute bus ride away. Now, Uluru is one of Australia's most famous landmarks. It's a huge sandstone rock and it's 348 metres high. It is a very popular tourist site and 350,000 people visit it every year. Visitors can climb the rock, but local aboriginal people prefer that you don't, because it's a very important place for them. But feel free to take pictures and explore the area. I think...let me see...yes, you can just see Uluru in the distance on your left.

Post-listening

- Ask Ss some questions:

What is Uluru? One of Australia's most famous landmarks. Who gave his name to it? Sir Henry Ayers, a famous Australian politician.

Is it difficult to get to Uluru? Generally yes, but these days you can fly to Ayers Rock Airport, which is close to the site.

Can visitors climb the rock? Yes, they can.

Is Uluru popular? Yes, it's a very popular tourist site.

5 Speak

Aim: to give Ss practice in asking and answering questions about two famous landmarks

- Divide Ss into pairs.
- Ask Ss to go to pages 61 and 62.
- Ask Ss to read their texts and ask and answer questions to exchange information.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue in class.

Suggested answers

A: Where is Lake Titicaca?

B: It's between Peru and Bolivia.

A: How high above sea level is it?

B: It's 3810m above sea level.

A: How deep is it?

B: It's 281m deep.

A: What does Titicaca mean?

B: It means 'puma rock'.

A: Why does it have this name?

B: Probably because its shape is like that of a puma which is hunting.

B: OK, now what about the Palace of Culture and Science? Where is it?

A: It's in Warsaw, Poland.

B: How tall is it?

A: It's 231m tall.

B: When did it use to be the tallest building in Europe?

A: From 1955 to 1957.


B: How many floors has it got?


A: It's got 42 floors.

B: What do they use the building for today?

A: Today it's an office building.

6 Write

A. Aims:  to provide Ss with general guidelines for writing postcards

 to give Ss an overview of which tenses to use when writing a postcard

- Have Ss read through the table and do the activity.

B. Aim: to give Ss practice in writing a postcard to a friend

- Explain to Ss that they have to imagine they're on a trip and write a postcard to a friend.

Suggested answer

Hi Robert,

I'm writing to you from Lakeside! It's where my aunt and uncle live and I'm spending a few days with them. You remember my cousin, Peter, right? He bought me a camera, which I use to take lots of pictures. He's taking me to different interesting places where there is lots to do. For example, yesterday, we went to a place called Blue Tower, which is a big rock tower near the beach. It was amazing! Tomorrow he's taking me to see some ancient ruins just outside the town. I'll send you some pictures which I took with my new camera. Anyway, see you soon,

Danny

FUNCTIONS

Talking about an itinerary
Referring to conditions and their results

STRUCTURES

Future *will*
Conditional Sentences Type 1
Time Clauses (Present-Future)

VOCABULARY

Words

architecture book (v) capital city coach
drive (n) end (v) excitement followed by
gorgeous holy ideal landscape last (v)
let me know make up one's mind tour

Phrases

Forget it! I'm pulling your leg! You know what?
You're right there.

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and the pictures in the vocabulary section.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.


1 Read  21


A. Aim: to introduce the topic of the reading activity and activate Ss' background knowledge

- Ask Ss to read through the questions and initiate a short discussion.

Suggested answers

- *Would you like to go on a city tour?*
Yes, I'd love to. It's a great way to explore a city you've never visited.
- *Which places in your country are popular with tourists?*
Some of them are the old Jeddah, the Corniche, the National Museum of Saudi Arabia, the Kingdom Tower, Naseef House and many more.

B. Aims:  to present vocabulary, structures and functions in the context of an e-mail and a holiday itinerary

 to give Ss practice in reading for specific information

- Ask Ss to look at the holiday itinerary and tell you where it may be found (*in a travel magazine, a brochure, etc.*).
- Ask them if they have ever been to the places mentioned in the itinerary and elicit answers.
- Tell Ss to guess what the e-mail and the holiday itinerary are about, but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books. Tell them to check their predictions and underline any unknown words at the same time.
- Ask Ss some comprehension questions:

*Who is visiting Saudi Arabia? Yossif.
Why does Ibrahim think February is a good month to travel to the country? Because it's not a very hot month.
How many days does the tour last? It lasts 4 days.
Where does the tour start from? It starts from Jeddah.
How will you go to the Prophet's Mosque? By coach.
What is Hail? A beautiful oasis in the centre of the Najd.
Where does the tour end? In Riyadh.*

- Explain any unknown words and choose Ss to read the e-mail and the holiday itinerary aloud.
- Have Ss read through the questions 1-6 and check understanding.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

1. No, he isn't. Ibrahim is going with him.
2. No, they aren't.
3. It's famous for its Islamic architecture.
4. You can see pictures and videos of the city.
5. You can go sightseeing, walk around the city or just go shopping.
6. You will visit the largest camel market in Asia, the National Museum and the old city of Riyadh.

Post-reading

Aim: give Ss the opportunity to elaborate on the topic of the text

- Ask Ss:

Do you think the tour is complete? Would you add anything more to it? I think this is a good tour, but I would add some traditional restaurants, where visitors can try traditional Saudi food.

C. Aim: to help Ss understand conversational English

- Have Ss read the texts again and do the activity.
- Check the answers with the class.

KEY

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

2 Grammar

- Aims:** ▶ to help Ss revise the use of Future *will*
 ▶ to present and give Ss practice in using
 Conditional Sentences Type 1 and Time Clauses

Future *will*

- Ask Ss to read through the tables with the formation of the Future *will*.
- Ask Ss about its formation (***will - will not/won't + the base form of the verb***). Point out to them that *will* remains the same in all persons.
- Remind Ss that we usually use the full forms when we write and the short forms when we speak or when we want to be informal.

Conditional Sentences Type 1

- Ask Ss to read through the first four examples and draw their attention to the words in bold. Check Ss' background knowledge of the use and formation of Conditional Sentences Type 1.
- Elicit the following answers: we use Conditional Sentences Type 1 for things which are possible in the present or future. Also, we use the Present Simple in the if-clauses while we use the Future *will* / some modal verbs / the Imperative in the main clauses respectively.
- Point out to Ss that we use a comma to separate the if-clause from the main clause only if the if-clause is before the main clause.
- Draw Ss' attention to the NOTE and explain it. Point out that we can use *unless* in Conditional Sentences instead of *if...not*. Write the following example on the board: *Unless you stop eating sweets, you won't lose weight*. Ask Ss to come up with a few examples of their own.

Time Clauses (Present - Future)

- Ask Ss to read through the *time clauses* and draw their attention to the words in bold. Make sure they haven't got any unknown words.
- Point out that the words *after, before, when, until* and *as soon as* are used to introduce time clauses which are always accompanied by main clauses.
- Ask Ss to look carefully at the examples and tell you how we form the time and the main clauses. Elicit the answers that we use the Present Simple for the time clauses and the Future *will* for the main clauses.
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

3 Listen ▶▶ 22

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions 1-3.
- Play the CD twice and have Ss do the activity.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers. Play the CD a second time.
- Check the answers with the class.

KEY

1. b 2. c 3. b

LISTENING TRANSCRIPT

1.
Adam Hey, John! What are you reading?
John It's a travel magazine. There are some pictures here about Green Springs. There is a travel agency which plans day trips there.
Adam Let me see... It seems like a great place.
John You know what? We could go there at the weekend. What do you say?
Adam Sounds good, but it's an expensive trip. 100 euros for a day trip?
John Is that by train?
Adam No, but it's only an hour's coach journey.
John That's not long at all.
Adam You're right there. And we have plenty of time to walk around the city, too. I hear it's beautiful.
2.
Tom So, when are you leaving for Spain, Peter?
Peter In four days. I can't wait!
Tom That's fantastic. Where are they taking you?
Peter On the first two days we are going to the capital city for some sightseeing.
Tom Oh, I love Madrid!
Peter Then we are visiting Barcelona for three days. It's a lovely city with amazing architecture.
Tom Yes, it is. So, where does the trip end?
Peter On the last day, we are going to Granada.
Tom Well, bring me back something.
3.
Ian My brother and I are going on holiday, but we can't make up our minds about where we want to go.
Jack Well, I got this information from the travel agency. Take a look. What about the mountains? This place looks nice.
Ian Yes, it does. But I think maybe I prefer something close to the sea.
Jack Well, then book this holiday here. Hills Grove: small village close to the sea, with amazing landscapes.
Ian Hmm, looks great actually.
Jack So, when are we leaving?
Ian We?
Jack Relax, I'm only pulling your leg! Ha ha! Enjoy your trip.

4 Speak

Aim: to give Ss practice in using the structures and vocabulary presented in this lesson through pair work

- Divide Ss into pairs and ask them to look at the two options and read the speech bubble.
- Choose a student and act out the dialogue.

Suggested answer

- A:** If we go on a countryside holiday, we can enjoy the landscape and relax.
B: Yes, but if we visit the city, we can go sightseeing and do lots of shopping.
A: Good point. However, if we choose the countryside holiday, we will stay in a traditional cottage, which is much nicer than a hotel.
B: Yes, but the hotel in the city is 5-star!
A: Sure, but if we book that, we will pay 900 euros for 5 nights.
B: How much will we pay if we book the cottage?
A: Just 500.
B: Hmm.. What else can we do if we go to the country?
A: We can enjoy the fresh air and try local food!
B: So, no museums, restaurants and parks...
A: And no shopping probably.
B: Difficult decision. I'd say the city. It's got more things to do.
A: It's more expensive, but let's do it!

- Have Ss do the activity and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

FUNCTIONS

Talking about art
Finding things in common

STRUCTURES

All / Both / Neither / None / Either

VOCABULARY

allow at the same time campaign city council
clean up complain continue culture encourage
eventually exhibition explain express let
loads of odd piece public place react realise
receive ruin successful work of art

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 phrases *art attack* (it refers to a lot of artistic activity).
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Read ▶▶23

A. Aim: to introduce the topic of the reading activity and activate Ss' background knowledge

- Ask Ss to look at the pictures and ask them the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *What kind of art do you like?*
I like all kinds of art, especially modern art.
- *What's your opinion about open air museums?*
I think they are a great idea. They give people the opportunity to admire art while walking around their city.

B. Aims: ▶ to present vocabulary, structures and functions in the context of a dialogue about art

▶ to give Ss practice in reading for gist

- Ask Ss to look at the picture and guess what the dialogue 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 predictions.
- Tell them to underline any unknown words at the same time.

KEY

Tom is taking part in a recycled art competition.

- Ask Ss some comprehension questions:

What did Tom use for his art? He used plastic, paper and metal.

What do Ali and Bill think about it? That it's something someone wants to recycle.

What does Tom call his art? He calls it 'The thing'.

Do Tom's parents let him work inside the house? No, they don't.

Why did Tom make this work of art? Because he wants to take part in the 'Green Art' campaign.

Who is organising it? The city council.

What did the city council receive? Many letters from people who were all complaining about rubbish and wanted to clean up the area.

Who will take part in the exhibition? Students.

What are they going to do with the most successful works of art? They are going to put them in public places.

What do the boys decide in the end? To take part in the competition, too.

Does Tom think they will win? No, he thinks he will.

C. Aim: to give Ss practice in looking for specific information

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

KEY

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

- Explain any unknown words and have a few Ss read the dialogue aloud.

2 Vocabulary

Aim: to give Ss practice in distinguishing between words which can be easily confused

- Ask Ss to read through each set of sentences.
- Refer Ss to the words in the texts and provide them with definitions if necessary.
- Have Ss do the activity and check their answers.

KEY

1. complain
2. react
3. explain
4. understand
5. realise
6. let
7. allow
8. suggest
9. encourage

Language Plus

explain = to make sth clear or easy to understand

complain = to say that sth is wrong or not satisfactory

react = to act in a way as a direct result of sth else

understand = to know the meaning of sth

realise = to understand or become aware of a situation

allow (both informal and formal, can be used in the passive form and it's followed by *to*) = to permit

let (more informal, it can't be used in the passive and is not followed by *to*) = to allow sth to happen or sb to do sth

encourage = to strongly advise sb to do sth

suggest (is usually followed by verbs ending in *-ing*) = to give an idea for other people to consider

- Have Ss produce their own sentences using the new verbs.

3 Grammar

Aim: to present *All / Both / Neither / None / Either* and give Ss practice in using them in context

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Refer Ss to the first sentence. Explain that *all* is used to state that something is true for more than two people or things while *none* states that something isn't true for more than two people or things. Give them an example, e.g. *All of you are students. None of you is/are teachers.* Point out that *none* is followed by *is* or *are*.
- Refer Ss to the second example and ask them when they think we use *both* and *neither* (*we use both to state that something is true for two people or things and neither to state that something isn't true for two people or things*).
- Write on the board: *Jack and Mark like cars, but they can't drive*, and ask them to rewrite this sentence using *both* and *neither*. (*Both Jack and Mark like cars, but neither of them can drive*).
- Read out the last example and ask Ss to tell you when they think we use *either* (*in affirmative sentences to state that something is true for any of the two people or things*).
- Ask Ss to look at the texts again and try to find some examples of *All / Both / Neither / None / Either* (...*neither of us realised...*, ...*who were all complaining...*, ...*you can both...*).
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Both, neither
2. All, none
3. None
4. Either, both

4 Pronunciation ▶▶ 24, 25

A. Aim: to have Ss differentiate between the /s/, /z/ and /ʃ/ sounds

- Play the CD and have Ss listen for the difference in pronunciation between **symbol**, **easy** and **wish**.
- Elicit the answer that **symbol** has a /s/ sound, **easy** has a /z/ sound and **wish** has a /ʃ/ sound.

B. Aim: to give Ss practice in differentiating between the /s/, /z/ and /ʃ/ sounds

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

KEY

- /s/: receive, mess
/z/: reason, design, realise
/ʃ/: exhibition, traditional, sure

5 Speak & Write

A. Aim: to give Ss practice in using the structures, functions and vocabulary presented in the lesson by elaborating on the topic of museums

- Divide Ss into pairs.
- Ask Ss to read through the questions and make sure that they haven't got any unknown words.
- Choose a student and act out the dialogue.

Suggested answer

A: Are there a lot of museums in your town/city?

B: Yes, there are.

A: What do you think of them?

B: I think they are really interesting and popular with tourists.

A: What kind of exhibits have they got?

B: Each museum has got different exhibits. There are museums which have pictures, books, clothes and videos of the past, or modern art museums, which have paintings and works of art. There are also other museums like the Museum of Natural History, the Museum of Children's Art, and many more.

A: Sounds really interesting.

- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some students to act out the dialogue in class.

B. Aim: to give Ss practice in writing a paragraph about museums in their town/city

- Tell Ss to use the ideas from activity 5A and write a paragraph.
- Allow Ss some time to write their paragraph.
- Choose some Ss to read out their paragraph.

Suggested answer

My city has a lot of great museums. There is the National Museum, which has everything you need to know about the history of the country. There are many museums that have to do with the history and culture of my country and show many exhibits like pictures, books, clothes and videos of the past. There is also the Museum of Children's Art, which has pictures and objects which children have made, from ancient times to the present. It's amazing. There is also the Museum of Natural History, the Museum of Modern Art and many more.

FUNCTIONS

Talking about famous people
Forming nouns from verbs
Expressing result

VOCABULARY

achievement advertisement argument best-seller
celebration chore college community cookbook
creation get rid of hopefully improve
improvement inform introduce make a difference
notice preparation Prime Minister recipe serve
simple spread (v) success task turn into

1 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 will be about.
- Elicit answers.
- Ask Ss to look at the pictures and read through the questions.
- Elicit answers.

Suggested answers

- *What do you know about these famous people?*
All three of them are famous athletes from Saudi Arabia and Egypt.
- *What are they famous for?*
Prince Abdulaziz Al-Faisal is famous around the world because of his race car driving performance and Yasser Al-Qahtani and Mohammed Aboutrika are well-known footballers.

Background note

- **Prince Abdulaziz Al-Faisal** (1983-): A professional race car driver from Riyadh, Prince Abdulaziz Al-Faisal is well-known for his excellent performance in racing events. He is the first Saudi to ever take part and win a GT3 European Championship Race.
- **Yasser Al-Qahtani** (1982-): A professional Saudi football player who plays for the Al-Ain FC in UAE Pro-League. A few years ago, he held the record of the most expensive footballer in the history of Saudi Arabia.
- **Mohammed Aboutrika** (1979-): Aboutrika is a professional footballer from Egypt. At the moment he plays for the Al-Ahly team and the national football team of Egypt. In 2008, he came second in the African Footballer of the Year award.

2 Read ▶▶26

A. Aims: ▶ to present vocabulary, functions and structures in the context of a text about a famous person

▶ to give Ss practice in reading for gist

- Draw Ss' attention to the picture of the saucepan and the title. Ask Ss to guess what the text will be about.
- Ask them if they know Jamie Oliver and if they've ever seen any of his TV shows. Then, draw Ss' attention to the book covers on the left and ask them what they think these are (*cookbooks written by Jamie Oliver*).
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Have Ss do the activity.

- Check the answer with the class.

KEY

b

- Ask Ss some comprehension questions:

*Where did Jamie Oliver grow up? In Essex.
Where did he study to become a chef? In Westminster Catering College.
What was he doing when he was noticed by the BBC? He was working in The River Café, in Fulham, London.
What did he become famous for? For his simple, healthy but delicious creations.
What does he want to do in the USA? He wants to inform people about the importance of home-made healthy food.*

B. Aim: to give Ss practice in guessing the meaning of some of the words and phrases presented in the lesson

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

KEY

1. b 2. a 3. a 4. b

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

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the questions.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

1. At his parents' restaurant in Essex.
2. On the BBC.
3. He prepared lunch for the Prime Minister.
4. He gave it a relaxed, friendly and cool style, turning food preparation into a fun activity instead of a boring chore.
5. He helped schools in the UK by trying to improve their dinners.
6. He tried to get people to start eating healthily.

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

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the text

- Ask Ss the following questions:

*Do you like cooking shows? Yes, I do. / No, I don't.
Do you think what Jamie did at schools in the UK was important? Yes it was, because kids should learn about healthy food from a young age.
What do you like eating at school? Do you prefer junk food or home-made food? I like eating healthy sandwiches and salads. I never eat junk food.*

- Elicit answers and initiate a short discussion.

3 Vocabulary

Aim: to present and give Ss practice in forming nouns by adding suffixes (-ion, -ation, -ment) to verbs

- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to read through the sentences 1-8.

- Draw Ss' attention to the words in bold capitals at the end of each sentence and make sure they haven't got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. preparations 2. collection 3. information
4. advertisement 5. celebration 6. organisations
7. achievement 8. argument

4 Listen ▶▶27, 28

A. Aim: to give Ss practice in guessing about Prince Abdulaziz Al-Faisal and listening to check their predictions

- Draw Ss' attention to the picture and ask them if they recognise him (*it's Prince Abdulaziz Al-Faisal*). Then ask them to tell you what they know about Prince Abdulaziz Al-Faisal.
- Ask them to read through the questions and have them do the activity.
- Play the CD and have Ss check their answers.
- Check the answers with the class.

KEY

1. Riyadh. 2. In 1983.
3. He's an athlete and race car driver. 4. In 2005.

LISTENING TRANSCRIPT

Host You are listening to Sports Radio. With me today is Hashim Salman, who will give us some more 'Facts about the Famous'. Who is it this week, Hashim? A big star?

Hashim Well, they don't get any bigger. He's from Riyadh, Saudi Arabia, and he was born in 1983.

Host I'm going to need more than that to guess.

Hashim He's a racing car driver and ...

Host An athlete... I know! It's Prince Abdulaziz Al-Faisal!

Hashim That's right and he started racing in...

Host 2003?

Hashim No, in 2005, actually.

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

- Ask Ss to read through the sentences 1-6 and make sure they haven't got any unknown words.
- 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.

KEY

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

LISTENING TRANSCRIPT

Hashim OK, let's learn a bit more about Saudi Prince Abdulaziz Al-Faisal. As I said, he grew up in Riyadh, but now lives in Jeddah.

Host Did he study in Riyadh?

Hashim That's right. He went to King Faisal School and then studied politics at King Saud University, both in Riyadh.

Host I thought the Prince studied abroad.

Hashim He did. After that, he studied politics at the University of London.

Host Oh, yes. I read somewhere that he speaks English very well.

Hashim Yes, he does. And he didn't stop there. After that, he went to Jeddah to study Marketing.

Host Amazing. So, you said he started racing in 2005. How did that happen?

Hashim He saw racing as a hobby in the beginning. A lot of people say that even he didn't know how talented he was. And then, of course, he started winning races.

Host What was his first year as a professional driver like?

Hashim Very good. But every year he seems to get better.

Host What was his best year?

Hashim Well, in one year he took part in 9 races and won three of them! One of them was the Porsche GT3 Cup Challenge.

Host That's very impressive.

Hashim There is more. Prince Abdulaziz became the first Saudi driver to take part in and win the FIA GT3 European championship race.

Host Well, that's all the time we have for today. Tune in tomorrow for more 'Facts about the Famous'.

5 Speak

Aim: to give Ss practice in revising the structures, functions and vocabulary presented in this lesson by talking about famous people through pair work

- Draw Ss' attention to the pictures.
- Ask Ss if they recognise these people and if they like them.
- Ask Ss to read through the speech bubble.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue in class.

Suggested answer

A: I think King Abdullah bin Abdulaziz Al Saud is famous all over the world.

B: I agree. And his father is King Ibn Saud.

A: That's right. The founder of Saudi Arabia.

B: Of course. King Abdullah is well-known because of his love for our country.

A: Also, everyone knows him for his love for religion and history.

B: People love the King, not just in Saudi Arabia, but also around the world.

FUNCTIONS

Expressing opinion
Describing places/sights
Writing a description of a place

VOCABULARY

Places to see in a town/city

ancient ruins avenue bridge palace square
university

Other words and phrases

along as for attract attraction attractive cosy
dull entertainment fascinating historic
holiday destination impressive statue such as
unforgettable well-known worth

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 will be about.
- Elicit answers.

1 Vocabulary ▶▶29

Aim: to present places in a town/city

- Ask Ss to look at the picture and read through the list of words and phrases.
- Explain to Ss that they should match the words and phrases with the places in the picture.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.
- Check the answers with the class.

KEY

university	2	square	6
mosque	8	statue	7
ancient ruins	5	bicycle lane	1
palace	3	bridge	4

- Ask Ss the question in the rubric.
- Elicit answers.

2 Listen ▶▶30, 31

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

- Draw Ss' attention to the pictures and ask them if they have ever been to Madrid and if so, which places they visited.
- Have Ss read through the places in Madrid and ask them if they have heard of any of them.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY

Museo del Prado	✓
a tapas restaurant	✓
Bernabéu Stadium	✓
Faunia Nature Park	✓

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

- Ask Ss to read through the sentences 1-6 and check their understanding.
- Play the CD and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

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

LISTENING TRANSCRIPT

- Mark** Hi, Ricky!
- Ricky** Hello there.
- Mark** So you're back from your trip to Madrid, then. How was it?
- Ricky** Great.
- Mark** Did you go last year, too?
- Ricky** No, it was my first time.
- Mark** Did you visit any museums?
- Ricky** Yeah, my dad loves art, so we spent almost a day at the Museo del Prado.
- Mark** Is that where the famous Picasso painting is? You know... Ermmm...
- Ricky** Guernica?
- Mark** Yes, that's it.
- Ricky** No, that's in the Museo Reina Sofia, but we didn't have time to go there.
- Mark** Where else did you go?
- Ricky** We walked around a lot and saw some nice statues.
- Mark** Hey, what about Spanish food? Did you go to a tapas restaurant?
- Ricky** Yeah, we went to a tapas place near the main square.
- Mark** You mean 'plaza'.
- Ricky** That's right.
- Mark** Hey, what is tapas, anyway?
- Ricky** It is basically lots of different small snacks. Some with meat, others with fish, tomato, bread. Little tasty bites, and you eat them standing up.
- Mark** Sounds nice, I bet you went on a guided tour of the Bernabéu Stadium, right?
- Ricky** Are you kidding? Of course I did. Real Madrid is my favourite Spanish team.
- Mark** Did you go and see a match?
- Ricky** No. No tickets.
- Mark** So, what was your favourite place?
- Ricky** Faunia Nature Park.
- Mark** What? A zoo?
- Ricky** Not just a zoo. It's a huge place where they keep all the animals in their natural habitat.
- Mark** What? So they have indoor jungles with wild animals and insects?
- Ricky** Yes. And a polar region with snow and penguins.
- Mark** Cool!
- Ricky** Cool? It was freezing in there. And the best thing is it's fun, but you learn all about the environment, too.
- Mark** Next time I'm in Madrid, I'm definitely going.

3 Speak & Write ▶▶32

- A. Aims:** ▶ to help Ss prepare for the writing activity
- ▶ to provide Ss with a sample description of a place
 - ▶ to give Ss practice in understanding the structure of a description of a place
- Draw Ss' attention to the pictures of Budapest and ask them if they have ever been to Budapest or if they know anything about it.
 - Ask Ss to read through the description and underline any unknown words at the same time. Alternatively, you can have Ss read out the description in parts.
 - Ask Ss to read through the questions and check their understanding.
 - Have Ss do the activity.
 - Check the answers with the class.

KEY

describe what tourists can do there	3
give his opinion about the place	4
describe the most important sights	2
give general information about the place	1

- Ask Ss some comprehension questions:

*Where is Budapest? In Hungary.
Which river divides Budapest into two parts? The River Danube.
What attractions has Castle Hill in Buda got? It's got historic attractions such as the Royal Palace and lots of museums.
What can you see in Pest? The Parliament Building and Heroes' Square.
In what ways can you explore the city? You can go on a bike tour, on a cruise on the Danube, or you can walk.
What should you definitely visit before leaving Budapest? Margaret Island.
What can you do if you want to have some fun? You can go to the zoo.*

- Explain any unknown words.

B. Aim: to give Ss practice in finding specific vocabulary in the text

- Ask Ss to read through the box. Point out that we use a variety of adjectives when writing a description in order to make our text more interesting.
- Refer Ss to the description of Budapest and tell them to underline adjectives which are similar in meaning to the adjectives given in the activity.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. attractive
2. well-known
3. fascinating
4. dull
5. impressive, wonderful

- C. Aims:** ▶ to give Ss practice in talking about an interesting place they have visited
- ▶ to prepare Ss for the writing activity
- Draw Ss' attention to the speech bubble.
 - Allow Ss some time to make their notes.
 - Choose a student and act out the dialogue.

Suggested answer

- A:** What's the name of this place?
B: It's called Coventry.
A: Where is it?
B: It's in the UK.
A: What are some of the most interesting sights?
B: The town square, some ancient ruins, statues and many beautiful buildings.
A: Do they attract many tourists?
B: Yes, they do.
A: What can visitors do there?
B: They can go sightseeing, visit the nearby Warwick castle, do some shopping and taste local food.
A: What did you like the most?
B: The friendly people.

- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

D. Aims: ▶ to give Ss practice in writing a description about a place they know well for a travel magazine

- ▶ to provide Ss with a concise plan for writing a description of a place

- Ask Ss to read through the plan for a description of a place and elicit examples of what they have to write about.
- Point out to Ss that they should use the information they used in activity C.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their descriptions.
- Choose some Ss to read out their descriptions.

Suggested answer

Coventry is a city in the West Midlands in England. With a population of over 300,000, it is the 11th largest city in the UK. The city has an old but also modern atmosphere, with sites from ancient times to the present day.

There are many places worth visiting. There is the town square, which is one of the most well-known in the city for its attractive little shops. Another place you can visit is the ruins from the bombings of World War II. Other attractions include the nearby castle of Warwick, if you want a taste of the past.

Coventry is famous for its entertainment options. Don't leave without stopping at the shopping centres downtown and definitely visit one of the many cute restaurants and cafés. Another thing you can do is visit the flea markets, which usually take place on Sunday, and buy anything from old furniture to books.

You'll have a great time in Coventry, especially because its friendly people will make you feel very welcome. You will definitely want to go back.

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should calculate and write down their scores.

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

Vocabulary

A.

KEY

1. height
2. landscape
3. allows
4. improvement
5. destination
6. reacted
7. unforgettable
8. litre

B.

KEY

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

Grammar

C.

KEY

1. (which / that)
2. who / that
3. where
4. (who / that)
5. where
6. who / that
7. where

D.

KEY

1. will see
2. will call, make
3. will miss
4. don't attend, won't do
5. realises, will get
6. invite

E.

KEY

1. Either 2. All 3. Neither 4. Both 5. none 6. all

Communication 33

F.

KEY

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

Speak

- Ask Ss to look at the prompts and read through the speech bubble. Make sure that they haven't got any unknown words.
- Choose a student and act out the dialogue.

Suggested answer

A: If we go to Riyadh, we can visit the National Museum of Saudi Arabia.

B: OK. What about Jeddah? If we go there, we can see the Jeddah fountain.

A: Of course. There is also Buraydah. If we visit it, we can buy delicious dates.

B: Good idea. What else?

A: We have to visit Makkah. If we do, we can visit the Masjid al-Haram.

- Get Ss to do the activity and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.


Write


- Draw Ss' attention to the prompt and elicit examples of what they have to write about.
- Allow Ss some time to write their paragraphs. Choose some Ss to read out their paragraphs.

Suggested answer

If we go to Jeddah, we must go see the Jeddah fountain. If we have time, we can admire the open air art that is all around the city. There are many museums to visit if we want to, like the Jeddah Regional Museum of Archaeology and Ethnography.

Now I can...

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 through 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.

Rhyming Corner 34

- Draw Ss' attention to the title of the rhyme.
- Ask Ss to guess what the rhyme will be about.
- Accept all answers.
- Ask Ss to read through the rhyme without worrying about the correct order.
- Ask Ss to guess the correct order before listening to it.
- Play the CD and have Ss listen to the rhyme carefully and check their answers.
- Check the answers with the class and explain any unknown words.

KEY

1. c 2. b 3. a 4. d
5. g 6. e 7. f 8. h

- Ask different Ss to recite the rhyme.



Culture page

Mega Museums ▶▶35

Aim: to introduce Ss to various aspects of the culture of various countries

A.

- Draw Ss' attention to the title and the pictures and ask them to tell you what the text is about (*two of the largest and most famous museums in the world*).
- Ask Ss to tell you if they are familiar with these museums, or if not, what they can guess about them.
- Elicit answers, but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

When did the National Museum of Saudi Arabia open? In 1999.

What does the museum look like on the outside? It looks like a hill of sand.

Why do people call it a desert oasis? Because of its impressive gardens.

How many floors has it got? Eight.

What can visitors see in the National Museum of Saudi Arabia? They can see manuscripts, antiques and models of the two holy mosques of Makkah and Madinah.

How much does the entrance cost? SAR15.

Where is 'The Met'? It's next to Central Park, in New York City.

What are some things a visitor can see at 'The Met'? Works of art, costumes, photographs, antique weapons and armour.

B.

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

KEY

1. M 2. M 3. N 4. N 5. N

- Explain any unknown words and choose Ss to read out the texts.
- Ask Ss if there are any famous or important museums in their country, what the exhibits are, etc.

Broaden your mind

- 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 main picture on the page. Ask them what they can see and elicit an answer (*a young boy who is holding some books*).
- Help Ss deduce the meaning of the phrase *Broaden your mind* (*increase the range of your knowledge and experience, travel, try new things, etc*).
- Ask Ss:

How old is he? He's about 14
What does he look like? He's slim, with brown hair and brown eyes.
What do you think the picture tells us? That he likes learning new things.

- Elicit answers.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and initiate a short discussion.

Suggested answers

- *What do you think broadens a person's mind?*
Reading, trying to learn new things and new languages, travelling and meeting interesting people.
- *How do you think learning a language helps broaden the mind?*
I think it helps by making our mind combine information, use background knowledge and build new knowledge on it. Also, it teaches us about the culture of that country where the language is spoken, so it offers us a closer look into another world.
- *Do you get excited about new experiences?*
Yes, I do. I always like learning new things and travelling to new places with my family.

- Ask Ss to look at the pictures A-E.
- Ask Ss to tell you what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.

KEY

picture A: p. 36
 picture B: p. 34
 picture C: p. 40
 picture D: p. 38
 picture E: p. 42

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

FUNCTIONS

Talking about summer camps
Talking about experiences

STRUCTURES

Present Perfect Simple

VOCABULARY

accommodation all year round astronaut available
break (n) cost (n) course direct experiment
extra include martial arts monthly opportunity
out of the ordinary packed lunch per price
produce protect robot scientific similar skill
train (v) training weekly

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 will be about.
- Elicit answers.

1 Read **CD2 ▶▶ 2**

A. Aim: to prepare Ss for the reading activity

- Ask Ss to read through the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *Have you ever been to a summer camp?*
Yes, I have. I went to an English language learning summer camp last year.
- *If yes, what was it like? Did you enjoy it?*
Yes, I did. It was fantastic. We had English lessons in the mornings, and in the afternoons, we had conversations in English and practised with the other kids.
- *If not would you like to go to one?*
I would like to go to a summer camp that can teach me new skills.

- B. Aims:**
- ▶ to give Ss practice in making predictions about the content of three advertisements based on visual prompts
 - ▶ to present vocabulary, structures and functions in the context of three advertisements
 - ▶ to give Ss practice in identifying the main idea of three advertisements
- Ask Ss to look at the pictures and ask them the question in the rubric.
 - Elicit answers but do not correct Ss at this stage.
 - Point out that these are advertisements and explain the fact that full sentences are not always used. Tell Ss that they should learn to interpret what information is given without worrying about the missing language.
 - Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
 - Check Ss' predictions.

KEY

Suggested answers

In Space Camp children do experiments and learn about space.

In Documentary-making Camp children learn how to produce documentaries.

In Martial Arts Camp children take up martial arts and do several activities.

- Ask Ss some comprehension questions:

What can you design and build at Space Camp? Your own space station and design your own lunar robot.

What does the cost of Space Camp include? Meals, housing, clothing and activities.

What ages is Documentary-making camp for? For 14-17 year-olds.

What can you do at Documentary-making Camp? You can write, produce and direct a 3-minute documentary.

How much does Documentary-making Camp cost? 1500 euros for a week.

What kind of skills can you learn at Martial Arts Camp? Skills which can help protect you in dangerous situations.

What do students need to bring every day? A packed lunch. How can students go home after they finish at Martial Arts Camp? There is a bus service that takes them home every day.

C. Aim: to give Ss practice in guessing the meaning of some of the vocabulary presented in the lesson

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

KEY

1. e 2. h 3. f 4. b 5. d
6. g 7. c 8. a 9. i

D. Aim: to give Ss practice in reading for specific information

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

KEY

1. B 2. A 3. C 4. A
5. C 6. A, B 7. C 8. C

- Explain any unknown words and have Ss read out the advertisements.

2 Grammar

Aims: ▶ to present and give Ss practice in using the Present Perfect Simple and time expressions

- ▶ to present the difference between *have gone* and *have been*

- Ask Ss to read through the examples.
- Explain that this is the Present Perfect Simple of the verbs *be*, *decide*, *try*, *want* and *do*.
- Check Ss' previous knowledge of the tense by asking them to tell you if they remember its formation (*it is formed with have/has and the past participle of the main verb*).
- 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*). On the other hand, each irregular verb forms the past participle in a different way. Refer Ss to the irregular verbs list on page 74.

- Ask Ss about the formation of the negative and interrogative forms.
- Elicit answers and ask Ss to come up with their own examples.
- Ask Ss to tell you some more time expressions that we use with the Present Perfect Simple (e.g. *never, so far, once, just, yet, already*).
- Ask to read through the NOTE and draw their attention to the explanations in brackets.
- Explain the difference between *have gone* and *have been* and ask them to come up with their own examples.
- Ask Ss to underline all the examples of the Present Perfect Simple in the advertisements (*Have you always wanted... Have you ever thought about... ...if you've never done... ...have always wanted to... ...have never had the chance*).
- Refer Ss to the Grammar Reference (p. 66-67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | | |
|--------------------|------------------|--------------|
| 1. Have...finished | 2. has gone | 3. have read |
| 4. has...been | 5. hasn't spoken | 6. have done |

Optional activity

- Write some activities students do at camps on the board, e.g. make a fire, camp in the forest, go hiking, take pictures of birds, go fishing, do sports, plant trees, build things, go swimming, etc.
- Then, write some questions, e.g. Have you ever...? How many times have you...? Would you like to try/learn...?
- Divide Ss into pairs and explain to them that they have to ask each other questions using the activities and the phrases on the board.
- Get Ss to do the activity and go round the classroom helping them when necessary.

3 Listen ▶▶3

Aim: to give Ss practice in listening for specific information and taking notes

- Draw Ss' attention to the leaflet and ask them what they think people do at an Art Camp.
- Elicit answers and initiate a short discussion.
- Draw Ss' attention to the TIP and explain it.
- Have Ss read through the leaflet and guess what kind of information is missing.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.

KEY

- | | | |
|----------------|------------------|---------------|
| 1. photography | 2. photo album | 3. Exhibition |
| 4. 175 | 5. Accommodation | |

- If necessary, play the CD again in order to clarify any questions Ss may have.

LISTENING TRANSCRIPT

John Hey, have you decided where you want to go this summer?

Eric What, you mean summer camp?

John Yeah, because I've found this new one, and it looks really good. Here, check out this leaflet.

Eric Let me see. Art Camp... Looks good.

John There are lots of activities. Painting, drawing, computer graphics...

Eric Yeah, but there's no photography. That's what I'm interested in.

John Yes, there is. It's on Sunday. You can choose that or comic making.

Eric Well, I'd choose photography for sure.

John I knew you'd like that. And check this out, you can also make your own photo album!

Eric Oh, yeah. On Tuesday. This camp looks perfect for me.

John Me too. I really want to learn some pottery. And at the end of the week, there's a big exhibition with the art you've made.

Eric Great! How much does it cost?

John It's 175 euros for the week.

Eric That's not bad. Where do you stay? Do they have rooms or something?

John It's not that kind of camp. You stay there all day long but you go home in the evening.

Eric So there's no accommodation. That's OK.

John Well, what do you think?

Eric Let's go for it.

4 Speak

Aim: to give Ss the opportunity to elaborate on the topic of the reading text

- Divide Ss into pairs or groups.
- Have Ss discuss the questions and go round the class helping them when necessary.

Optional activity

- Explain to Ss that they have to create a summer camp advertisement. Point out that their camps should have something special or original.
- Allow Ss some time to do the activity. They can work in pairs or small groups.
- Have Ss present their advertisements to the class.

Suggested answer

A: If you could go to one of these three camps, which one would you choose?

B: I'd choose the space camp, for sure!

A: Why is that?

B: Because I love science and I love anything that has to do with space.

A: Do you think that summer camps are a good learning experience for children?

B: Yes, I do. I think they can help children a lot because they learn new things while having fun at the same time.

A: Is there any other camp that you'd like to go to?

B: Yes, actually.

A: Which one?

B: There is a poetry camp that sounds really interesting. You learn popular poems and learn how to write your own, too.

FUNCTIONS

Talking about sign language
Distinguishing between the Present Perfect Simple and the Past Simple
Linking past and present time

STRUCTURES

Present Perfect Simple vs Past Simple

VOCABULARY

annoyed apologise chest circle communicate
curious deaf discuss fist gesture sign (v/n)
sign language stare step on wonder (v)

Expressions

Beats me Big deal Count me in Have a go
I doubt it It's great

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 *express yourself* (to make one's feelings/thoughts known either through words or gestures. Art is also a way in which people express themselves.).
- Ask Ss to guess what the lesson will be about and elicit answers.
- Ask Ss in what ways they usually express themselves and initiate a short discussion.

1 Read ▶▶4

A. Aim: to prepare Ss for the reading activity

- Ask Ss to read through the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *What do you know about sign language?*
I know that it's a way in which deaf people can communicate. I would like to learn more about it.
- *Do you know anyone who uses sign language?*
No, I don't. I have only heard about people who use sign language.

Background note

Sign language is a language which uses visually transmitted patterns: manual communication, body language and lip patterns in order to convey meaning. It is typically used in deaf communities which include not only deaf people or hard of hearing people but also their family, friends and interpreters. Hundreds of sign languages are in use today around the world and every language has its own sign language. Some of them are legally recognised while others are not.

- B. Aims:**
- ▶ to give Ss practice in making predictions about the content of the dialogues based on visual prompts
 - ▶ to present vocabulary, structures and functions in the context of the two dialogues
 - ▶ to give Ss practice in identifying the main idea of the dialogues
- Draw Ss' attention to the first picture 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. Tell them to underline any unknown words at the same time.

KEY

A lot of people have stepped on him and he is annoyed.

- Ask Ss some comprehension questions:

What language is the boy using to communicate with people? Sign language.

Do all signs mean letters? No, some of them mean words or phrases.

How did Ali learn about sign language? He had watched a documentary about deaf people and sign language the previous day.

What do the boys decide to do when they get to Ali's house? They decide to find out on the Net what the boy's gesture means.

What did Ali find on the Internet? A website about sign language.

What sign did the boy make on the bus? He made a circle on his chest with his fist.

What do the boys decide in the end? To learn sign language.

- Choose Ss to read the dialogues aloud.

C. Aim: to help Ss understand conversational English

- Ask Ss to read through the expressions 1-5 and the equivalent phrases a-e.
- Have Ss do the activity.
- Help Ss deduce the meaning of the phrases they don't know by referring them to the dialogues and by giving them some examples.
- Check the answers with the class.

KEY

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

D. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the questions.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

1. Because he stepped on him and, according to him, he didn't apologise.
2. That he's hungry or something.
3. No, they can't.
4. It has short videos that show you how to sign.
5. By making a circle on your chest with your fist.
6. He wants to learn sign language at the youth club.

- Explain any unknown words.

2 Vocabulary

Aim: to give Ss practice in distinguishing between easily confused words

- Ask Ss to read through each set of sentences and do the activity.
- Check the answers with the class and provide Ss with any necessary explanations.

Language Plus

look (at) = to direct your eyes in order to see

watch = to look at sb/sth for a period of time and observe what is happening, especially on TV (e.g. a documentary, the news)

notice = to become aware of sb/sth especially by looking

stare = to look at sb/sth for a long time, often impolitely

talk (about) = to communicate and exchange ideas or information

speak = to communicate in a specific language

say = to state / to tell sb sth (goodbye, etc.)

tell = to say sth to sb, to give information or instructions

discuss = to have a conversation with sb

wonder = to ask yourself questions about sth

think = to believe, have an opinion about sth

imagine = to form an idea or picture of sth in your mind

KEY

- | | | | |
|----------|-------------|-----------|------------|
| 1. watch | 2. notice | 3. stare | 4. Look |
| 5. speak | 6. discuss | 7. Tell | 8. say |
| 9. talk | 10. imagine | 11. think | 12. wonder |

3 Pronunciation ▶▶5,6

A. Aim: to have Ss differentiate between the /əʊ/ and /aʊ/ sounds

- Play the CD and tell Ss to repeat and listen for the difference in pronunciation between **know** and **now**.
- Elicit the answer that **know** has an /əʊ/ sound and **now** has an /aʊ/ sound.

B. Aim: to give Ss practice in differentiating between the /əʊ/ and /aʊ/ sounds

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

KEY

/əʊ/: home, over, show, totally
/aʊ/: doubt, crowded, council, allow

4 Grammar

Aims: ▶ to have Ss differentiate between the Present Perfect Simple and the Past Simple

▶ to present and give Ss practice in using the Present Perfect Simple and the Past Simple in context

- Ask Ss to read through the examples and have Ss identify the tenses of the verbs in bold (**‘ve heard** = Present Perfect Simple, **heard** = Past Simple).
- Check Ss' background knowledge of the difference between the two tenses (*the Present Perfect Simple describes an action which has happened in the past but we do not know when exactly (before), whereas the Past Simple describes an action which happened in the past and we know exactly when (yesterday)*).
- Provide Ss with further examples, then ask them to come up with their own.
- Ask Ss which time expressions are used with the Past Simple (*ago, yesterday, last night, in..., etc.*) and which with the Present Perfect Simple (*already, yet, so far, once, twice, etc.*).

- Refer Ss to the Grammar Reference (p. 67).
- Ask Ss to underline all the examples of the two tenses in the text (*Past Simple: What happened, ...didn't even apologise, ...made a strange gesture..., I watched..., Did you know..., I didn't know..., said..., ...the boy on the train did, He made a circle..., Present Perfect Simple: ...have stepped..., You've been on that laptop..., Have you found...).*
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. hasn't come, went, hasn't returned
2. Have...already watched, watched
3. Did...talk, didn't see
4. have visited

Optional activity

- Divide Ss into two groups.
- Ask each group to think of a famous person (e.g. *an athlete, a scientist etc.*) without revealing it to the other group.
- The Ss of group 1 should start asking the Ss of group 2 questions in order to guess the famous person. Point out that they have to use the Present Perfect Simple and the Past Simple, e.g., *Has this person won any awards? Was this person born in Saudi Arabia?* etc.

5 Speak

Aim: to give Ss practice in revising the structures, functions and vocabulary presented in this lesson through pair work

- Divide Ss into pairs.
- Ask Ss to read the questions.
- Draw Ss' attention to the courses given as ideas.
- Choose a student and act out the dialogue.

Suggested answer

- A:** Do you like learning new things? Why/Why not?
B: Yes, I do! I like learning new things because it's really interesting.
A: Have you ever taken up an interesting course?
B: Yes!
A: What was it?
B: I took up a pottery course. It was fantastic.
A: When did you take it up?
B: Two years ago.
A: How long did it last?
B: It lasted a month.
A: Did you find it useful?
B: Yes, of course. We learned how to make plates and vases.
A: Would you like to take up a sign language course?
B: Not really.
A: Why not?
B: I prefer something creative, like a photography course.

- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue in class.

FUNCTIONS

Talking about the English language
 Learning to use appropriate tenses to link the past with the present
 Talking about the duration or result of an action
 Writing an article

STRUCTURES

for – since

VOCABULARY

Phrasal verbs

come across come round come up with look after
 look forward to look out look up

Other words and phrases

a (great) number of affect be informed business
 by chance definition develop enter for instance
 foreign frequently international non-native
 official language panic population series several
 take care of thanks to throughout topic variety
 web

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 will be about.
- Elicit answers.

1 Read ▶▶7

A. Aim: to prepare Ss for the reading activity and activate their background knowledge

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *What are the most popular languages that people learn in your country?*
 People in my country learn English, Chinese and Spanish.
- *Where can you see or hear English today?*
 You can see and hear English in newspapers and magazines, on the radio, on English-speaking documentaries, on the Internet, etc.
- *Do you think English is an important language? Why/Why not?*
 Yes, I do, because English is one of the languages in which people from different countries can communicate.

- B. Aims:**
- ▶ to present vocabulary, structures and functions in the context of an article
 - ▶ to give Ss practice in reading for gist
 - Ask Ss to look at the text and draw their attention to the teenagers and the phrases they say.
 - Ask Ss when we use these phrases and what they express. Then, ask them to guess what the text will be about.
 - Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
 - Ask Ss to read through the three titles and check their understanding.
 - Allow Ss some time to choose the best title for the text.
 - Check the answer with the class. Ask Ss to provide justifications for their answers.

KEY

c. English Around the World

- Ask Ss some comprehension questions:

In which countries is English the official language? The UK, the USA, Australia, New Zealand, etc.

Name some fields where English is used. Finance, business, science, transport, entertainment, computers, etc.

If you know English, what can you do on the web? You can look up almost anything and be informed about any topic.

What does 'threequel' mean? It means the third book etc. of a series.

What might happen in the future? Another language might be the language of international communication.

- Have Ss read the green and pink boxes on the right and guess the answers to the questions.
- Check the answers with the class.

KEY

vlog: video blog

screenager: a teenager who spends a lot of time using electronic devices

Italglish: Italian and English

Spanglish: Spanish and English

C. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the questions.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

1. $\frac{1}{4}$ of 7 billion people.
2. Yes.
3. Over 1 billion.
4. You can use computers more effectively and you can ask for information in a foreign country.
5. Words which people use frequently and come from a variety of fields that affect our everyday life.
6. In Singapore.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the article

- Ask Ss some questions:

Where can you see English today? On food packages, advertisements, signs, magazines, etc.

Have you ever been to an English-speaking country? Yes, I went to Canada two years ago.

Which English-speaking country would you like to visit? I'd like to visit Australia.

- Elicit answers and initiate a short discussion.

2 Vocabulary

Aim: to present phrasal verbs with *look* and *come*

- Explain to Ss what a phrasal verb is.

Language Plus

A **phrasal verb** consists of a verb (e.g. *get*, *break*) and an adverb (e.g. *back*) and/or one or more prepositions (e.g. *for*, *on*, *with*). The meaning of the phrasal verb is different from the meaning of the verb it includes. The phrasal verb **look forward to** is either accompanied by a noun or a verb -ing.

- Ask Ss to read through the sentences and draw their attention to the words in bold.
- Point out that these are phrasal verbs with *look* and *come*.
- Have Ss do the activity and go round the classroom helping them when necessary.
- Check the answers with the class.

KEY

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

3 Grammar

Aims: ▶ to present *for* and *since*

- ▶ to give Ss practice in using *for* and *since* in context

for-since

- Draw Ss' attention to the examples. Explain the uses of *for* and *since* (**for** refers to the duration of an action and is followed by a period of time while **since** refers to the time when the action started and is followed by a point in time).
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. since 2. for 3. for
4. since 5. for

4 Speak

Aim: to give Ss practice in using the vocabulary, structures and functions of the lesson through a class survey

- Divide Ss into pairs.
- Ask Ss to go to page 62.
- Have them read through the survey. Ask them if they have ever been asked to take part in a survey before.
- Have them do the activity.
- Go round the class helping Ss when necessary.
- Have a few pairs act out the dialogue.

Suggested answer

A: Hello, can I ask you a few questions?

B: Yes, of course.

A: What's your name?

B: My name is Jamal.

A: How old are you?

B: I'm 14.

A: How old were you when you started learning English?

B: I was 9.

A: How often do you have lessons?

B: I have lessons four times a week.

A: How many hours do you study?

B: I study an hour every day.

A: OK, and do you watch English documentaries or read magazines and books in English?

B: Yes, I do all of the above.

A: What about visiting English websites or playing computer games that are in English?

B: No, I don't like using my computer. But I have a penfriend who is English.

A: That's great. One last question: why are you learning English? Is it for studies, work, travelling? Or do you want to meet English-speaking people?

B: I study English because I like learning foreign languages. I also want to study and work abroad and travel to English-speaking countries.

A: Great. Thank you very much.

5 Write

Aims: ▶ to give Ss practice in writing an article

- ▶ to provide Ss with a concise plan for writing an article

- Ask Ss to read through the plan. Explain the plan by pointing out the information that each paragraph should include. If necessary, give Ss some further explanations on how an article should be written.
- Tell Ss to use ideas from activity 4 and write their article.
- Allow Ss some time to write their article.
- Choose some Ss to read out their article.

Suggested answer

I've always liked learning English. I have studied it for many years. In fact, I started when I was 8 years old. Now I have English lessons at school four times a week. I enjoy it very much, because I learn something new every time. Our teacher tells us to study hard, but I don't always have time. I usually study for about an hour or two every day and then some more at the weekend. Since last year, my English has improved a lot. That's what my teacher says. I hope that it will continue to improve.

The reasons I am learning English are many. First, it's a beautiful language. Also, it's very useful. It's the language of the Internet and a lot of universities around the world are English-speaking. I want to study and work in Australia for a few years, so I have to speak English very well to do that. English also helps you communicate with people from other countries.

FUNCTIONS

Talking about food and recipes
Talking about quantities
Giving and following instructions

VOCABULARY

Kitchen utensils

baking tray bowl fork frying pan knife plate
saucepan tablespoon (tbsp) teaspoon (tsp)

Verbs related to cooking

bake beat boil chop cool (v) cover dip fry
heat (v) melt mix overcook peel roast stir

Other words and phrases

cinnamon dough egg yolk flavour flour
freezer ingredient mixture napkin one by one
oven plain procedure shake

1 Warm-up

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

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Ask Ss to read through the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *What's your favourite dish? What's in it?*
My favourite dish is *bokhari*, a popular Saudi dish, which is made with chicken and rice.
- *Is there any kind of food that you don't like?*
Yes, I don't like foods that haven't got many spices in them.
- *What's the strangest food you've heard of? Would you try it?*
The strangest food I've heard of has to be Fruit Pizza, which you can make with lots of fruit and cheese. I don't think I'd like to try it though.
- *Do you like trying food from other countries?*
Yes, I do. I think food tells us a lot about the culture of a country and it's a delicious way to learn many new things!

2 Vocabulary ▶▶8

Aim: to present cooking utensils and verbs related to cooking through visual prompts

- Ask Ss to look at the pictures.
- Play the CD and have Ss to follow in their books.
- Draw Ss' attention to the words in bold.
- Help Ss deduce the meanings of the verbs.

3 Read ▶▶9

A. Aims: ▶ to present vocabulary and functions in the context of a recipe

▶ to give Ss practice in reading for gist

- Have Ss look at the picture and the title and tell you what they know or can guess about churros.
- Elicit answers but don't correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.

- Ask Ss some comprehension questions:

*How much flour do you need for the churros? 1 cup.
When do you remove the saucepan from the heat? After the dough forms a ball.
Where do you put the dough to make strips? In a cake decorating tube with a large star tip.
How long should the strips be? 7cm.
What colour should the churros be after they have been fried? Golden brown.
How can you eat churros? Plain or dipped in chocolate or hot chocolate.
What adds extra flavour to churros? Cinnamon.*

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

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

KEY

1. tablespoons of sugar
2. 2 tablespoons
3. 3-4 minutes
4. in a bag
5. chocolate
6. in the freezer
7. hot chocolate

C. Aim: to give Ss practice in identifying specific information in the recipe and transferring from verbal to visual information

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

KEY

1. ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✗ 6. ✓

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

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the recipe

- Ask Ss if they would like to try this dessert, then ask them to describe another dessert they have eaten or heard of.
- Elicit answers and initiate a short discussion.

Suggested answer

I would like to try this dish because I like cinnamon and chocolate. It sounds delicious. I once had pasta with chocolate, but I didn't like it very much.

4 Listen ▶▶10

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions and check their understanding.
- Play the CD twice and have Ss listen and do the activity.
- Check the answers with the class.

KEY

1. a 2. a 3. b 4. b

LISTENING TRANSCRIPT

- Host** So, let's get cooking!
- Chef** Today we're making fried chicken and vegetables, and later a potato salad.
- Host** Should I get the frying pan?
- Chef** Not yet. We need to cut the chicken into small pieces first and add them to the boiling water.
- Host** For how long?
- Chef** About fifteen minutes.
- Host** What about all these vegetables over here? Are we going to boil them, too?
- Chef** No. We'll peel the onion and chop it and we'll also chop half a red, a yellow and an orange pepper. This will give both flavour and colour to our meal.
- Host** I see.
- Chef** Now, the frying pan. Where's the olive oil?
- Host** How about adding some butter instead? It'll be even tastier.
- Chef** Yes, but it won't be as healthy.
- Host** OK then...
- Chef** Now, time for our potato salad. Let me remind everyone that we've already boiled the potatoes and it's time to continue.
- Host** Do you want me to help you peel them?
- Chef** Sure. After we do that, we must cut them into big pieces and put them in this big bowl.
- Host** OK...done. Now what?
- Chef** Now we add two boiled eggs cut into four pieces, half a cup of mayonnaise and half an onion chopped into very small pieces.
- Host** Should I mix?
- Chef** Sure...Oh, also add some salt. Take a spoon...No, no, no not a tablespoon. That's too much salt. There's a teaspoon by the knife. Use that.
- Host** Oh, OK.

5 Speak & Write

A. Aim: to give Ss practice in creating a recipe through pair work and prepare Ss for the writing task

- Divide Ss into pairs.
- Point out to Ss that they have to create a strange sandwich.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Have Ss present their recipes to the class.

Suggested answer

- A:** I think our sandwich should have fish in it.
- B:** A fish sandwich? That's strange.
- A:** I know! And maybe some eggs and mayonnaise.
- B:** OK. And what about if we chop some vegetables, in it, too?
- A:** Like what?
- B:** Maybe some onion and tomato.
- A:** That's great. What else?
- B:** Ermm... I think we also need some carrots.
- A:** And some cheese.
- B:** Oh! I don't think our sandwich is very tasty!
- A:** But it's strange!

B. Aim: to give Ss practice in writing a recipe

- Allow Ss some time to write their recipes.
- Choose some Ss to read out their recipes in class.

Suggested answer

Fish Delight

Ingredients

- fish or smoked salmon
- 2 eggs
- ¼ cup mayonnaise
- 1 onion
- 1 tomato
- 1 carrot
- cheese
- a sandwich roll

Procedure

- To prepare the fish, boil it for about 30 minutes in hot salted water.
- Remove from the heat and put aside.
- Boil the eggs for about ten minutes.
- When they are done, peel them and slice them.
- Peel and chop the onion and carrot. Slice the tomato.
- Slice the sandwich roll and start putting the ingredients inside.
- Start with the mayonnaise. Then add the fish, eggs, vegetables and cheese.
- Enjoy!

FUNCTIONS

Talking about school and school events
Writing an e-mail giving news

VOCABULARY**Words/Phrases related to education**

attend do well in fail get results get marks
miss pass revise sit (for)

Phrases for letters/e-mails

Here's the latest. How's life? Keep in touch.
Sorry I haven't written for so long.
What have you been up to lately?

Other words and phrases

be over fall asleep fire alarm for ages go off
make sure reply (n)

Warm-up

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

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Initiate a short discussion about school, Ss' favourite subjects, exams, classmates and generally school life.

Suggested answers

- *What's your favourite subject?*
It's History and Maths.
- *Do you do well in your exams?*
Usually yes, but only if I study.
- *Do you have a good time with your classmates?*
Yes, I do. We are good friends and often hang out after school.
- *What do you like about school?*
I like the lessons, because they are interesting. I've got lots of friends here, and it's nice to see them every day. Also, the school organises lots of nice activities and we learn lots of new things.

1 Vocabulary

A. Aim: to present and give Ss practice in using verbs related to school and education

- Ask Ss to look at the verbs and the phrases and get Ss to infer the meaning of the verbs based on the context.
- Explain to Ss that they should complete the sentences with the correct forms of the verbs.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. passed
2. missed
3. revise
4. failed, sit for / take, get
5. attend

2 Listen 

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

- Draw Ss' attention to the pictures and ask them what each place shows.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY

Picture b

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

- Ask Ss to read through the sentences.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. T 2. F 3. F 4. T 5. T 6. T 7. F

LISTENING TRANSCRIPT

Sam Hello, Jack.

Jack Hi, Sam. Did you hear about that fire at school today?

Sam Of course I did. I was there! We were having Science with Mr Jackson.

Jack I thought Mr Broad was your Science teacher.

Sam He was ill today. Anyway, he wanted to show us this big experiment, so we had to go outside.

Jack Yes, I saw you. I was in the library. I wondered where you were going.

Sam I missed the beginning of the experiment because I didn't have my notebook and had to go back to the science lab to get it. But as soon as I went back outside, there was a loud noise.

Jack Really loud.

Sam I think the whole school heard it. Anyway, the experiment went wrong and Mr Jackson's jacket caught fire.

Jack Was he hurt?

Sam No, he was fine. But he took it off and threw it onto a bush.

Jack Oh, no!

Sam You guessed it. The bush caught fire, too! Mr Jackson was screaming 'Stand back! Stand back!'

Jack Were you scared?

Sam Not really.

Jack I didn't hear the fire alarm.

Sam It wasn't a very big fire, really. I think Mr Jackson just panicked. Anyway, some other teachers came and put the fire out and it was all over very quickly.

Jack That was quite a lesson.

Sam Yes, it was.

3 Speak

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

- Ask Ss to look at the picture and describe it briefly.
- Ask Ss to read the questions.
- Draw Ss' attention to the TIP and explain it.
- Get Ss to do the activity in pairs or small groups and go round the class helping them when necessary.
- Choose some pairs or groups to do the activity in front of the class.

Suggested answer

I think the students have just got their test results. The boy sitting at the front desk failed his test and looks embarrassed and unhappy. The boy at the back is looking at his test results and looks very nervous. But I think he did well. The teacher is looking at the boy and is a bit disappointed with him. The boy will promise to start studying harder. This happened to me last time we got our tests back. I was upset because I didn't do well and promised my teacher and my parents to try harder next time.

4 Speak & Write ▶▶13

- A. Aims:**
- ▶ to help Ss prepare for the writing activity
 - ▶ to provide Ss with a sample e-mail giving news
 - ▶ to give Ss practice in identifying specific information in the e-mail
- Ask Ss to look at the layout of the text and tell you what it is (*an e-mail*).
 - Ask Ss to read through the e-mail and underline any unknown words at the same time.
 - Alternatively, you can have Ss read out the e-mail in parts.
 - Ask Ss to read through the questions and check their understanding.
 - Have Ss do the activity.
 - Check the answers with the class.

KEY

1. Brad.
2. He is writing to tell Abdullah what happened at school that day.
3. They're friends or e-pals.
4. **a.** third paragraph
b. second paragraph
c. first paragraph

- Ask Ss some comprehension questions:

What did Brad forget to do? To study for his History exam. How did Brad react when his friends told him about the exam? He panicked.

What happened when they were starting? The fire alarm went off and they all had to go and wait outside.

Did they take the exam when they allowed them back in? No, there wasn't enough time for the exam.

Why is Brad very lucky? Because it's Friday and he's got all weekend to revise.

- Explain any unknown words.

- B. Aims:**
- ▶ to help Ss identify which aspects to focus on when giving news
 - ▶ to give Ss practice in talking about something that happened at school through pair work
- Ask Ss to read through the questions in the speech bubble and check their understanding.
 - Allow Ss some time to make their notes.
 - Choose a student and act out the dialogue.
 - Get Ss to do the activity in pairs and go round the class helping them when necessary.
 - Choose some pairs to act out the dialogue.

Suggested answers

- *When did this happen?*
It happened last week.
- *Was it during a lesson? Which lesson?*
It was during our History lesson.
- *What exactly happened?*
It was a nice day so we had the window open. Suddenly, we heard something moving around our backpacks.
- *How did you feel?*
We were surprised. We didn't know what was going on.
- *How did you react?*
We started looking around to see where the noise was coming from.
- *How did your teacher react?*
Our teacher thought we were making the noise and told us to be quiet.

What happened in the end?

We all heard a "meow" sound. The next moment, a cat jumped on our teacher's desk, and we started chasing it around. It finally jumped out of the window.

- Get Ss to do the activity in pairs and go round the class helping them when necessary.
 - Choose some pairs to act out the dialogue.
- C. Aims:**
- ▶ to provide Ss with an outline and present set phrases we use when writing a letter/e-mail giving news
 - ▶ to present phrases/language used in informal letters/e-mails
 - ▶ to give Ss practice in using set phrases in context
- Draw Ss' attention to the phrases 1-6 and check their understanding.
 - Ask Ss to read through the plan and give them any necessary explanations about the structure of a letter or an e-mail.
 - Have Ss do the activity.
 - Check the answers with the class.

KEY

1. opening paragraph
2. closing paragraph
3. closing paragraph
4. opening paragraph
5. closing paragraph
6. main part

D. Aim: to give Ss practice in writing an e-mail giving their latest news

- Draw Ss' attention to the TIP and explain it.
- Refer Ss to the information in activity B and elicit examples of what they have to write about. Point out that they can choose to write about something totally different.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.

Suggested answer

Dear Omar,

How's life? Sorry I haven't written for so long, but I've been really busy with my exams. I'm writing to tell you what happened at school last week. You won't believe it! Remember Mr Allen, our History teacher? Well, we were having a lesson with him, when we started hearing some strange sounds. It was a nice day, so the window was open and we thought the noise was coming from outside. But suddenly, we heard something moving around our backpacks. Everyone felt surprised. We weren't afraid but we didn't know what was going on. Mr Allen thought we were making the noise and told us to be quiet. But of course, it wasn't us. In the end, we heard it. It was a cat! It jumped onto Mr Allen's desk and we all started chasing it. After about 5 minutes, it finally jumped out of the window. We couldn't stop laughing. Mr Allen was laughing too!

Anyway, that's all for now. Make sure you write and tell me all your news.

Take care

Ian

3

Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should calculate and write down their scores.

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

Vocabulary

A.

KEY

1. include
2. astronaut
3. official
4. panic
5. bowl
6. saucepan
7. Roast
8. apologise

B.

KEY

1. in
2. to
3. for
4. up
5. out
6. in
7. in
8. across

Grammar

C.

KEY

1. have looked after
2. has missed
3. haven't met
4. has worked, hasn't shown
5. haven't attended

D.

KEY

1. fell
2. Have...travelled, went, have been
3. Did...discuss, haven't seen, visited
4. has never tried

E.

KEY

1. since
2. ago
3. never
4. for
5. yet

Communication 14

F.

KEY

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

Speak

- Ask Ss to look at the pictures and read through the speech bubble. Make sure that they haven't got any unknown words.
- Choose a student and act out the dialogue.

Suggested answer

A: Have you ever been to the National Museum of Saudi Arabia?

B: Yes, I've been there twice and I'd like to go again.

A: I haven't been there yet.

B: What about the amusement park? Have you ever been to one?

A: No, I don't really like amusement parks. What about you?

B: I went to an amusement park last year, but I didn't like it very much.

A: Have you ever been to a nature park?

B: Yes, I have, many times. I love animals and nature. What about you?

A: I went to a nature park once, in July. It was beautiful.

- Get Ss to do the activity and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Write

- Draw Ss' attention to the prompt and elicit examples of what they have to write about.
- Allow Ss some time to write their paragraphs. Choose some Ss to read out their paragraphs.

Suggested answer

I have been to the National Museum of Saudi Arabia twice so far. The first time I went with my father, who wanted to show me the place. We went last year and spent the whole day at the museum. The second time I went with the school. We went there three months ago and I remember I liked it even more than the first time.

Now I can...

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 through 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.

Rhyming Corner ▶▶15

- Ask Ss to guess what the rhyme will be about.
- Accept all answers.
- Ask Ss to read through the words in the box and the rhyme without worrying about the correct answers.
- Ask Ss to guess the correct words before listening to it.
- Play the CD and have Ss listen to the rhyme carefully and check their answers.
- Check the answers with the class and explain any unknown words.

KEY

1. become 2. give up 3. Arabic 4. hello
5. class 6. Great 7. join 8. mind

- Ask different Ss to recite the rhyme.

The Arabic Language ▶▶16

A. Aim: to inform Ss about the Arabic Language

- Ask Ss to look at the title of the text and the main picture and tell you what the text is about (the Arabic language).
- 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. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Where does the Arabic language come from? It comes from an ancient language that existed in the 6th century CE.

Why is the Arabic language called the 'language of the Ḍād'? Because of a unique letter which only exists in the Arabic language.

Who spoke Arabic in the past? Only nomads or Bedouins who travelled across the middle-eastern countries.

How many people speak it today? More than 250 million.

What is the main reason Arabic is so popular? The Qur'an.

Why? Because it made Arabic the language of the Islamic religion.

Why did Bedouins use Arabic? They used it to write short stories and to communicate with people who spoke other languages.

How many spoken varieties of Arabic are there today? There are 12.

Who uses them? People in 28 countries.

Where can students learn the Qur'an? At schools and universities.

What is the Modern Standard Arabic like? It keeps a lot of grammar and words from the Qur'an, but also adds some new vocabulary that is closer to the modern-day world.

How many basic consonants does the abjadi have? 28.

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

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

KEY

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

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

Nature

- 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 main picture on the page.
- Ask Ss what they can see and elicit an answer (*a flash of lightning in the night sky*).
- Ask Ss:

*Are you afraid of lightning? No, I'm not./Yes, I am.
What's the difference between lightning and thunder?
Lightning is a bright flash of light whereas thunder is a loud sound. Also, lightning comes before thunder.
What do you do when there's a thunderstorm? I stay inside until it's over.*

- Elicit answers.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.

Suggested answers

- *Have you ever experienced extreme weather conditions?*
Yes, I have. A few years ago, there was a heatwave (a period of very hot weather) in my country. We usually have high temperatures, but this was extremely unusual.
- *Do you like watching nature documentaries? Have you ever learnt anything interesting?*
Yes, I love nature documentaries. I have learnt lots of interesting things, like the fact that many endangered animals are disappearing. I have also learnt about strange plants and creatures.

- Ask Ss to look at the pictures A-E.
- Ask Ss to tell you what each one of the pictures shows. Then ask Ss to go through the module and find where the pictures are.

KEY

picture A: p. 54
picture B: p. 57
picture C: p. 49
picture D: p. 52
picture E: p. 50

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

FUNCTIONS

Talking about nature and unusual plants

STRUCTURES

Prepositions of Time, Place and Movement

VOCABULARY

as well as branch climate drown dry enormous
 escape extraordinary grass hold (=contain)
 hold the record insect leaf lizard low natural
 nectar plant (n) rat root soil species square
 store (v) survive trap (v) tropical trunk up to
 useful wide wood

Warm-up**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and the pictures on both pages.
- Ask Ss to guess what the lesson will be about.
- Elicit answers and initiate a short discussion.

1 Read ▶▶ 17**A. Aims:** ▶ to give Ss practice in making predictions about the context of a text

▶ to present vocabulary, structures and functions in the context of a text

▶ to give Ss practice in identifying the main idea of each paragraph of the text

- Ask Ss to read the four sentences and guess which of them is not correct.
- Elicit answers but do not correct Ss at this stage.
- Draw Ss' attention to the title of the text and the accompanying pictures. Help Ss deduce the meaning of the word *extraordinary* (*special, not normal, strange*).
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Check Ss' predictions with the class.

KEY

Sentence 3 isn't true.

- Ask Ss some comprehension questions:

Where can one find baobab trees? In Africa and Australia.

How wide is their trunk? It can be 7-11 metres wide.

What have the pitcher plants got? A 'pitcher' full of liquid.

How do the plants trap insects? The plant's nectar attracts insects, which slip into the sticky liquid in the pitcher.

What happens next? The insects drown and the plant 'eats' them.

How much liquid can a pitcher plant species in Borneo hold? 3.5 litres.

How tall can bamboo be? Up to 30m.

Is bamboo a tree? No, it isn't. It's the largest member of the grass family.

Can you name a few things made of bamboo?

Furniture, paper, medicine, etc.

What record does bamboo hold? The record for being the fastest growing plant.

B. Aim: to give Ss practice in deducing the meaning of unknown words

- Draw Ss' attention to the TIP and explain it.
- Have Ss read the text again and do the activity but do not correct Ss at this stage.

C. Aim: to give Ss practice in defining the words of the previous activity

- Draw Ss' attention to the definitions and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|-------------|------------|
| 1. climate | 4. record |
| 2. enormous | 5. escape |
| 3. trapped | 6. survive |

D. Aim: to give Ss practice in reading for specific information

- Draw Ss' attention to the sentences and check their understanding.
- Refer Ss to the text again and have them do the activity.
- Check Ss' answers with the class.

KEY

1. T 2. F 3. T 4. T 5. F 6. F 7. T

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

Post-reading**Aim:** to give Ss the opportunity to elaborate on the topic of the text

- Ask Ss:

Suggested answers

Which of the plants in the text do you like the most? Why?

I like the pitcher plant the most, because it eats living things.

Have you ever seen any of these plants?

Yes, I've seen bamboo, but I would like to see a baobab and a pitcher plant one day.

Do you know of any other strange plants or trees?

Yes, I know about a plant called the 'flytrap', which, like the pitcher plant, traps insects and eats them.

Do you own, or have you ever seen anything made of bamboo?

Yes, I own a coffee table which is made of bamboo.

- Elicit answers and initiate a short discussion.

2 Vocabulary ▶▶ 18**Aim:** to give Ss practice in using some of the vocabulary presented in the lesson

- Draw Ss' attention to the words.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.
- Check the answers with the class.

KEY

- | | | | | | | | |
|--------|---|-------|---|-------|---|------|---|
| trunk | 3 | leaf | 1 | grass | 6 | soil | 7 |
| branch | 2 | roots | 4 | wood | 5 | | |

3 Grammar

- Aims:**
- ▶ to present prepositions of time, place and movement
 - ▶ to give Ss practice in using the prepositions of time, place and movement

Prepositions of Time

- Draw Ss' attention to the Prepositions of Time and check their understanding.
- Ask Ss to read the examples given and draw their attention to the words in bold. Then, ask them to come up with examples using other Prepositions of Time from the box.
- Ask Ss to find examples of time prepositions in the text (... *for thousands of years*, ... *during the difficult dry season*).

Prepositions of Place

- Draw Ss' attention to the Prepositions of Place and check their understanding.
- Ask Ss to read the examples given and draw their attention to the words in bold. Ask them to come up with their own examples.
- Ask Ss to find examples of prepositions of place in the text (... *into the sticky liquid*, ... *get trapped in there*).

Prepositions of Movement

- Draw Ss' attention to the Prepositions of Movement and check their understanding.
- Ask Ss to read the examples given and draw their attention to the words in bold. Then, ask them to come up with their own examples.
- Ask Ss to find a preposition of movement in the text (... *walking through*...).
- Refer Ss to the Grammar Reference (pp. 67-68).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. In, out of, behind
2. to, in, in, in, from, to
3. at, at, till, opposite

4 Listen ▶▶19, 20

- A. Aim:** to give Ss practice in listening for gist
- Draw Ss' attention to the phrases.
 - Play the CD and have Ss do the activity.
 - Check the answers with the class.

KEY

b

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

- Ask Ss to read through the table and check their understanding.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY

1. Both
2. Neither
3. Rafflesia
4. Both
5. General Sherman

- If necessary, play the CD again in order to clarify any questions Ss may have.

LISTENING TRANSCRIPT

Plants have been on the planet for billions of years, and they live just about everywhere. In this series, we look at plants that stand out from the rest.

Here I am, in the Indonesian rainforest. Walking through the jungle, I can see many plants and flowers, but none are as impressive as the one I'm looking for. It is quite simply the biggest flower in the world. Dr Joseph Arnold discovered it in 1818 and he named it after the explorer, Sir Thomas Stamford Raffles. The plant's name is Rafflesia. Now, they are difficult to find and they only last for 2-3 days. I haven't seen one yet, but I know one is near. That's because Rafflesia has a very strong smell. It smells like rotting dead bodies. It smells awful to us, but insects just love it. The plant attracts them from kilometres away... And there it is, in all its splendour.

I'm in California now, and I'm in a different kind of forest. It's the Sequoia National Park and all these trees around me are giant Sequoias. These trees live for thousands of years and reach heights of more than 70 metres. There is one, however, that is the largest of them all. They call it General Sherman, after the famous American soldier and hero, and it is the largest tree in the world. Now, it's not the tallest tree in the world, but it is 84 metres tall and it has got a huge 11 metre-wide trunk. Scientists say the wood in General Sherman would weigh 2100 tonnes, making it the heaviest living thing on the planet. In 2006, a branch fell from the tree. Now, because of General Sherman's size, this was no ordinary branch. It was 2 metres wide and 30 metres long, bigger than most trees. Scientists say it's natural for these trees to lose branches and the tree is in good health. So, even though it's about 2500 years old, it's still got a long life ahead.

5 Speak

- A. Aim:** to give Ss practice in using the vocabulary presented in the lesson through pair work

- Divide Ss into pairs.
- Ask Ss to make up a plant and give it a wild name. Point out that they have to describe what it looks like and what makes it different from ordinary plants.
- Choose a student and act out the dialogue.
- Have Ss talk in pairs and go round the class helping them when necessary.

Suggested answer

Our plant is called Jewelflora. It's a plant which has small leaves and its flowers look like earrings, rings and necklaces. The 'jewels' are red, blue and yellow. It's a beautiful plant and people can use it in medicine. It also smells great.

- B. Aim:** to give Ss practice in presenting their plants to the class

- Ask Ss to present their plants to the class.
- Have Ss vote for the most interesting one.

FUNCTIONS

Talking about extreme weather conditions
Asking for and giving confirmation
Agreeing / Disagreeing

STRUCTURES

Question tags

VOCABULARY

Words related to weather

blow cloud degrees drop (v) foggy lightning
rise shine storm temperature thunder wind

Expressions

a close shave give sb a hand hand sb sth
head back hold on tight mess around
quick thinking

Other words and phrases

behave deck grab hard (=strong) life jacket
rope seasick wave (n)

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 will be about.
- Elicit answers and initiate a short discussion.

1 Read  21

- A. Aims:**
- ▶ to give Ss practice in making predictions about the content of the dialogue based on visual prompts
 - ▶ to present vocabulary, structures and functions in the context of a dialogue
 - ▶ to give Ss practice in identifying the main idea of the dialogue
- Draw Ss' attention to the picture 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. Tell them to underline any unknown words at the same time.

KEY

Bill will not fall into the water because Tom will save him.

- Ask Ss some comprehension questions:

*What are the three friends doing? They're sailing.
Where is Bill's uncle? He's down below.
What's the weather like? There's a bad storm coming.
Does Ali feel seasick? No, he feels much better now.
Are they all wearing life jackets? Yes, they are.
What does Bill think he sees in the water? A dolphin.
What does Tom ask from Bill? Some help.
What happens to Bill? He loses his balance and almost falls overboard.
Who saves Bill? Tom.
How does Bill avoid falling into the water? He grabs a rope that Tom gives him.
Why does Bill apologise? What did he do wrong? He didn't help Tom but instead he was messing around and almost hurt himself.*

- Choose some Ss to act out the dialogue.

Language Plus

*Lightning and thunder are uncountable nouns. We often use the following expressions with these nouns:
a flash of lightning
a clap of thunder*

B. Aim: to give Ss practice in deducing the meaning of unknown phrases in the dialogue

- Have Ss read the dialogue again and do the activity.
- Check the answers with the class.

KEY

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

C. Aim: to give Ss practice in reading for specific information

- Ask Ss to read through the sentences and check their understanding.
- Refer Ss to the text again and have them do the activity.
- Check the answers with the class.

KEY

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

- Explain any unknown words.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the dialogue

- Ask Ss some questions:

*Have you ever been sailing? Yes, I've been sailing once. / No, I've never been sailing, but I would like to go one day.
Do you think sailing can be dangerous? Yes, I think sailing can be dangerous, especially when the weather is bad and you aren't experienced.
Have you ever experienced extreme weather conditions? Where were you? What happened? Well, I don't know if I would call it extreme, but it was difficult. A few years ago, I was fishing with my cousin. Suddenly, the weather changed. The wind was blowing hard and it started raining. We decided to go back, but the storm was very bad. We were afraid we'd fall into the water. Fortunately, the storm didn't last long. Imagine that Bill fell into the water. What would you do if you were one of his friends? If I were one of his friends, I'd fall into the water to save him. / If I were one of his friends, I'd call for help, because I'm not a very good swimmer.*

- Elicit answers and initiate a short discussion.

2 Vocabulary ▶▶22

Aim: to give Ss practice in guessing the meaning of words related to weather in the context of a text

- Ask Ss to look at the text and ask them what kind of text they think it is (*a diary page*).
- Play the CD and have Ss follow in their books.
- Draw Ss' attention to the words in bold. Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

shining: being bright

degrees: units of measurement for temperature

blowing: moving with a stream of air

lightning: a flash of bright light in the sky

rise: increase, go up

foggy: having a thick cloud close to the land making it hard to see

3 Grammar

Aim: to present and give Ss practice in using question tags

- Ask Ss to read through the examples and draw their attention to the short questions at the end of the sentences.
- Check Ss' background knowledge by asking them what these questions are (*question tags*).
- Ask Ss when they think question tags are used (*when we are not sure about something and we want to confirm it or when we are sure about what we are saying and we think the listener will agree*) and how they are formed (*with the auxiliary or modal verb of the sentence and a personal pronoun in the same person as the subject. If there is no auxiliary or modal verb in the sentence, we use do, does, did, etc., depending on the tense of the verb*).
- Give Ss some examples, then ask them to come up with their own.
- Refer Ss to the NOTE and explain it.
- Refer Ss to the Grammar Reference (p. 68).
- Ask Ss to underline all the question tags found in the dialogue (*isn't he, isn't it, shall we, aren't you, don't you, did you*).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. doesn't she

2. shall we

3. has he

4. didn't he

5. did you

6. will you

7. aren't they

4 Pronunciation ▶▶23, 24

A. Aim: to help Ss differentiate between rising and falling intonation in question tags

- Point out that it is the rising or falling intonation that indicates the difference in the function of the question tag.
- Point out the question in the rubric.
- Read the first example with rising intonation at the question tag. Explain that you are asking this question for them to confirm.
- Read the second example with falling intonation at the question tag. Explain that in this case you are making a statement that you expect them to agree with.
- Play the CD and tell Ss to repeat and listen for the difference in the meaning of the first question tag and the second.
- Elicit the answer that in the first question tag the speaker isn't sure about something and wants to confirm it while in the second the speaker is sure and expects the listener to agree.
- If necessary, play the CD again.

B. Aim: to give Ss practice in differentiating between rising and falling intonation

- Play the CD and pause after each sentence.
- Ask Ss to repeat each question tag and decide if the intonation is rising or falling.
- Check the answers with the class.

KEY

1. ↗

2. ↘

3. ↗

4. ↗

5. ↘

6. ↘

5 Speak

Aim: to give Ss practice in revising the structures and functions presented in this lesson through pair work

- Ask Ss to read through the speech bubble.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out their dialogues in class.

Suggested answer

A: You've got three brothers, haven't you?

B: No, I've got two, actually.

A: Oh, right. And you like Mathematics, don't you?

B: Yes, I do!

A: You travelled abroad last year, didn't you?

B: Yes, I did. I went to India.

A: And you liked it, didn't you?

B: Yes, I did. It was beautiful.

A: You walk to school, don't you?

B: No, I don't. I get the school bus.

A: Really? Your house is close to school, isn't it?

B: Yes, it is. But I don't like walking!

FUNCTIONS

Talking about experiences with wild animals
Narrating past events

STRUCTURES

Past Simple-Past Progressive
Time Clauses (when, while, as, as soon as)

VOCABULARY

Words and phrases

attack beast by accident chase courage
crocodile disturb hide hut injure jaw log
manage scare (away) scratch snap spin round
terrified turn out villager

Expressions

All of a sudden, ... Amazingly, ... As a result, ...
I couldn't believe my eyes! I held my breath.
To my surprise, ... (Un)fortunately, ... (Un)luckily, ...

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Explain to Ss that, wildlife connotations aside, *go wild* can also mean being enthusiastic about something.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Read ▶▶25

A. Aim: to prepare Ss for the reading activity

- Ask Ss the questions.
- Elicit answers and initiate a short discussion.

Suggested answers

- *What do you think is the most dangerous animal?*
I think lions and bears are the most dangerous animals, because of their size and strength.
- *Has an animal ever attacked or chased you?*
Yes, a big snake chased me once.
- *If yes, how did you feel?*
I felt terrified, because I thought it would bite me. Fortunately, some friends heard me shouting and saved me.

- B. Aims:**
- ▶ to help Ss practice in making predictions about the content of an article based on visual prompts
 - ▶ to present vocabulary, structures and functions in the context of an article about experiences with wild animals
 - ▶ to give Ss practice in reading for gist
- Draw Ss' attention to the title and the pictures.
 - Ask Ss to guess what the people's experiences were.
 - Elicit answers but do not correct Ss at this stage.
 - Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
 - Check the answers with the class.

KEY

Ramesh got close to a tiger which came to his village. He hid in a hut until the villagers scared it away. Andy accidentally stepped on a crocodile's tail. The crocodile started chasing him, but thankfully he got away.

- Ask Ss some comprehension questions:

Where does Ramesh live? In a village near the River Ganges, India.

Why do tigers have to find new sources of food? Because of climate change.

What was Ramesh doing when he saw a tiger? He was walking to his hut.

What did Ramesh do? He ran inside, hid and held his breath.

What did the tiger do? It scratched at his door.

How did Ramesh feel? He was terrified.

Who scared the tiger away? A group of villagers.

Where was Andy last year? In Australia.

What idea did he and his brother have? They had the idea of walking in the bush.

Where did Andy stand? On a crocodile's tail.

Was the crocodile slow? No, it wasn't.

How did he avoid the animal? He climbed a nearby tree.

What happened next? The crocodile got bored and left.

C. Aim: to give Ss practice in reading for specific information

- Ask Ss to look at the sentences and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. R 2. N 3. R 4. A 5. N 6. A 7. A

- Explain any unknown words.
- Choose Ss to read out the texts.

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the article

- Ask Ss:

Have you ever seen a tiger or a crocodile? Yes, I've seen both in a zoo. / No, I've never seen a tiger or a crocodile, but I would like to.

Which of the two animals do you think is more dangerous? I think both animals are dangerous, because they are both really fast and can kill humans very easily.

What would you do if you were Andy or Ramesh? If I were Andy or Ramesh, I would probably do the same and try to call for help. I think what they did was clever, because they protected themselves from being hurt.

- Elicit answers and initiate a short discussion.

2 Vocabulary

A. Aim: to present adverbs/adverbial phrases used in the narration of events

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

KEY

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

B. Aim: to give Ss practice in using the new expressions

- Draw Ss' attention to the sentences and have them do the activity. Check the answers with the class.

KEY

- | | |
|----------------|--------------------|
| 1. fortunately | 3. unfortunately |
| 2. suddenly | 4. To our surprise |

- Draw Ss' attention to the TIP and explain it.
- Encourage Ss to find synonyms of some of the words/phrases (e.g. suddenly= unexpectedly, fortunately= luckily, amazingly= surprisingly, etc.).

3 Grammar

Aims: ▶ to have Ss differentiate between the Past Simple and the Past Progressive and use both tenses in context

▶ to present time clauses

- Draw Ss' attention to the first example. Point out that **while** is used to link two clauses describing actions which were happening at the same time in the past.
- Ask Ss to read the second example. Explain the use of the Past Simple and the Past Progressive in the same sentence using **while** (to introduce an action of longer duration) and **when** (to introduce an action of shorter duration that interrupts the action of longer duration).
- Go round the class asking Ss questions: e.g. *What were you doing at 10 o'clock yesterday? What were you doing when it started raining?*
- Draw Ss' attention to the third and the fourth examples and explain that **as** (followed by Past Progressive) and **as soon as** (followed by Past Simple) also link main clauses and time clauses.
- Point out that when the time clause comes before the main clause, they are separated by a comma.
- Ask Ss to look for examples of time clauses in the text (e.g. ... killed a villager ... while he was collecting ..., ... I couldn't believe my eyes when I saw ..., It appeared suddenly as I was walking to my hut, He was looking for a good place to take a photo while I was walking by a river, As soon as my brother returned, I told him about ..., etc.). If time permits, ask Ss to come up with their own examples.
- Refer Ss to the Grammar Reference (p. 68).
- Have Ss do the activity. Check the answers with the class.

KEY

1. arrived, were listening
2. were sitting, jumped
3. was trying, came, scared
4. realised, rang
5. was fishing, were swimming

4 Speak

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

- Divide Ss into groups of three.
- Draw Ss' attention to the pictures and have them tell you what they can see (a shark, a snake and a polar bear). Ask Ss to read the prompts and the questions.
- Explain that each student has to tell a story based on one of the pictures. Ask Ss to go through the questions in the box.
- Draw Ss' attention to the TIP and explain it.
- Tell Ss that they can use the text on p. 52 as a guide.
- Get Ss to do the activity in groups and go round the class helping them when necessary.
- Have a few groups present their stories to the class.

Suggested answers

- Last summer, I went fishing with my uncle. While he was fishing, I was taking pictures. It was a beautiful day. Suddenly, a shark appeared out of nowhere and attacked the boat! It was terrifying! I took this picture as my uncle was trying to get us back to safety.
- It was a sunny Sunday morning and my family decided to have a picnic. I was reading a book, while my parents were talking. All of a sudden, I heard something moving through the grass. When I turned around, I saw it coming towards me. I am not afraid of snakes, so I took this picture. My dad panicked, thinking that it would bite us. But after the snake disappeared into the grass, I kept reading my book!
- A group of us were in Canada on holiday and while we were hiking, I felt something was following us. Soon enough, we saw it. A huge white bear came running down a hill. We couldn't believe our eyes! We got into a hut and hid for a while. I think it was hungry, which made us more frightened! As it was leaving, I took this picture. When we went back to the hotel, I e-mailed my family to tell them what had happened.

5 Write

A. Aims: ▶ to prepare Ss for the writing task

▶ to give Ss an overview of which tenses, time linkers and expressions/phrases to use when narrating events

- Draw Ss' attention to the information explaining which tenses, time linkers and expressions/phrases they should use when narrating events.
- Have Ss do the activity.
- Check the answers with the class.

Suggested answers

- **Tenses: a) Past Simple:** ...killed..., ...I couldn't believe..., ...when I saw..., It appeared..., I started running..., ...it didn't chase me..., ...I hid inside and held my breath, ...I heard it..., I was terrified, ...villagers managed..., ...I went..., ...we had the silly idea..., ...I stood on a log..., ...I thought it was a log, It turned out..., It span round and snapped..., ...missed my leg, ...I managed to find..., ...crocodiles were slow, ...I was wrong, ...I climbed..., ...it got bored and went back..., As soon as my brother returned, I told him..., All he said was 'Did you get a photo of it?'
- **b) Past Progressive:** ...while he was collecting..., ...as I was walking..., He was looking..., ...while I was walking...
- **Time linkers:** while, when, as, Then, after a while, At some point, After a while, As soon as
- **Expressions/phrases:** I couldn't believe my eyes, Fortunately, luckily

B. Aim: to give Ss practice in writing a narrative

- Tell Ss to choose a picture from activity 4 and write a story.
- Allow Ss some time to write their story.
- Choose some Ss to read out their story.

FUNCTIONS

Talking about natural disasters
Sequencing past actions and events

STRUCTURES

Past Perfect Simple

VOCABULARY

Natural disasters

earthquake (=quake) flood tsunami volcano

Vocabulary related to natural disasters

break out cause (v) collapse damage (n) death destroy
erupt evacuate flood (v) homeless medical supplies missing
put out rescue (v) rescue team rubble smoke (n) survivor

Other words

exact massive occur resident unknown warn

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 *tragedy* (a sad or catastrophic event) by looking at the pictures in activity 1.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Vocabulary ▶▶26

- A. Aims:**
- ▶ to prepare Ss for the topic of the reading activity by introducing vocabulary related to natural disasters
 - ▶ to give Ss practice in guessing the meaning of unknown words related to natural disasters

- Draw Ss' attention to the sentences and the pictures.
- Allow Ss some time to do the matching activity.
- Play the CD and have Ss listen and check their answers.

KEY

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

- Draw Ss' attention to the words in bold and ask them to guess their meaning based on the context of the sentences.
- Draw Ss' attention to the TIP and explain it.
- Check the answers with the class.

KEY

collapse: fall to the ground

trapped: unable to escape from a place

rubble: piles of broken stone and bricks, especially after an earthquake

occur: happen

damage: harm

destroy: ruin

flooded: covered with water

homeless: without a home

break out: begin suddenly

evacuate: to move people out of a place

erupt: explode

smoke: vapour and gases caused by sth burning

- Ask Ss to produce some sentences using the new words.
- Point out that earthquakes, floods, tsunamis, lightning, volcano eruptions, etc. are *natural disasters*. Make sure that they understand what a *natural disaster* is (= a natural event, i.e. not caused by humans, that affects the environment and usually leads to environmental, financial and/or human losses).

B. Aim: to give Ss practice in using vocabulary related to natural disasters

- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.

Suggested answer

In 2011, a flood in Rio de Janeiro, Brazil caused the death of about 1,000 people.

2 Read ▶▶27

A. Aims: ▶ to give Ss practice in making predictions about the content of the reading texts

▶ to present vocabulary, functions and structures in the context of two news articles

▶ to give Ss practice in reading for gist

- Draw Ss' attention to the two texts.
- Ask Ss to look at the headlines of the two news articles and guess which natural disasters the articles are about.
- Elicit answers but do not correct Ss at this stage.
- Explain that headlines are not complete sentences, because they need to be concise and attract the readers' attention. There are usually no pronouns, prepositions, articles or conjunctions in headlines and the words used often carry more than one meaning. In this case, *Killer wave* is a reference to a tsunami, while *Massive quake hits Haiti* (A massive earthquake hits Haiti) is an incomplete sentence.
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Check the answer with the class.

KEY

1st article: earthquake, tsunamis 2nd article: earthquake

- Ask Ss if they have heard of these events and if so, what additional information they know about them. Initiate a short discussion.

Background note

- On 26 December, 2004, an earthquake of great magnitude (measuring 9.3 on the Richter scale) occurred in the Indian Ocean, off the west coast of Sumatra, Indonesia. Because the earthquake was followed by a terrible tsunami, which affected many countries in the vicinity, this was reported as one of the greatest and deadliest natural disasters of contemporary history. The tsunami killed more than 230,000 people, while countless others were injured and left homeless.
- Somewhere between Cuba and Puerto Rico, there is an island called Hispaniola. Haiti is the country which lies on the west part of Hispaniola, with Dominican Republic being the east part. On 13 January, 2010, a tremendous earthquake, measuring 7.0 on the Richter scale hit Haiti, which is considered to be among the most impoverished nations in the Western hemisphere. The quake lasted only about 35 seconds, but it was an unprecedented disaster which destroyed the capital, Port-au-Prince and killed about 300,000 people.

- Ask Ss some comprehension questions:

What happened deep under the Indian Ocean in December, 2004? The biggest earthquake in more than forty years.

What followed? Massive tsunamis.

How high were the waves? They were up to 30 metres high.

How have people been affected by the disaster? Tens of thousands died and thousands were injured, or are missing and hundreds of thousands are homeless.

What happened in Haiti's capital in January 2010? An earthquake completely destroyed the city.

What time did the earthquake hit? At 16:53 local time.

What damage did the earthquake cause? Nearly all the buildings collapsed with thousands of residents and tourists trapped under the rubble.

Did other countries help Haiti? Yes, rescue teams from all over the world arrived in order to save as many people as they could.

Why were the injured people dying? Because there weren't enough doctors or medical supplies.

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

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

KEY

1. On 26th December, 2004.
2. The earthquake.
3. Indonesia, India and Sri Lanka.

4. A Science teacher who was there on holiday warned them that a tsunami was coming so they evacuated the area.
5. In Haiti's capital, Port-au-Prince.
6. They rescued people.
7. That there aren't enough doctors and medical supplies.

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

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the news articles

- Ask Ss some questions:

Do earthquakes and tsunamis often occur in your country? Tsunamis don't usually occur in my country, but sometimes earthquakes do.

If you could go to Haiti and help people, would you do it? Yes, I would like to help people in Haiti. It is important to help others when they need us.

Do you know what you have to do if an earthquake hits? Yes, I do. There are lots of things you can do to protect yourself and your family. The most important things to remember are: drop, cover and hold on. This means you should drop down onto your hands and knees, cover your head and body under a strong desk or table and hold on until the earthquake stops.

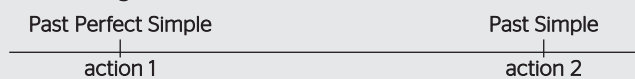
- Elicit answers and initiate a short discussion.

3 Grammar

Aims: ▶ to present the formation and use of the Past Perfect Simple

▶ to give Ss practice in sequencing past events

- Ask Ss to look at the first example and draw their attention to the words in bold.
- Explain the formation of the Past Perfect Simple (**had followed by the past participle of the verb**).
- Point out that the Past Perfect Simple is used for an action which was completed before a specific point in the past or for an action which happened before another one in the past.
- Explain that *by* is a time expression which is used with the Past Perfect Simple and that other time expressions are: *before, already, ever, never, after, by the time, etc.*
- Ask Ss to make sentences with the Past Perfect Simple.
- Ask Ss to look at the second example. Explain that the first action is *had prepared* and for this reason the Past Perfect Simple is used, whereas *returned* is the second action, therefore the verb is in the Past Simple.
- Draw the following diagram on the board, to illustrate the chronological order of the two tenses.



- Ask Ss to come up with some examples of their own.
- Refer Ss to the news articles and ask them to find some examples of the new tense (e.g. *we had evacuated the beach and had moved...*, *...survivors had rescued...*, *...had also found...*).
- Refer Ss to the Grammar Reference (p. 68).
- Have Ss do the activity. Check the answers with the class.

KEY

- | | |
|---------------------------|------------------------|
| 1. had finished, went | 4. had warned, erupted |
| 2. Had...come, got | 5. hadn't woken up |
| 3. arrived, had collapsed | |

4 Listen ▶▶ 28, 29

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

- Have Ss read the phrases and explain any unknown words. Ask Ss to guess what the news report is about.
- Play the CD and have Ss listen and tick the events that happened.
- Check the answers with the class.

KEY

river overflowed, roads flooded, bridges collapsed

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

- Ask Ss to read through the sentences 1-6 and make sure they haven't got any unknown words.
- Play the CD twice and have Ss do the activity.
- Check the answers with the class.

KEY

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

LISTENING TRANSCRIPT

- Reporter** This is James Thompson live from Blackford, where it hasn't stopped raining for the past two days. Mr Jenkins, a town council member, is here to inform us about the situation at the moment.
- Mr Jenkins** This is the worst flood the town has experienced in the past 30 years. We cannot describe the damage and, more importantly, there are about 300 residents in danger as we speak.
- Reporter** That's a big number.
- Mr Jenkins** I know. We had asked residents to evacuate their homes yesterday when the river began overflowing. Unfortunately, many of them decided to stay and can't get out.
- Reporter** I can see the rescue teams trying to help.
- Mr Jenkins** They've got a tough job because all the roads are flooded. The amount of water is incredible! Three out of the four bridges have collapsed so the rescue teams are using helicopters and boats.
- Reporter** Thank you, Mr Jenkins. Oh, there's rescue team leader, Robert Simpson. Mr Simpson, will you please tell us what your teams are doing?
- Mr Simpson** Well, there are rescue teams all over the town. We're evacuating all the old buildings first. You see, a few have collapsed and we're worried that more will fall.
- Reporter** Do you mean we have deaths?
- Mr Simpson** Fortunately, we had evacuated the buildings before they collapsed. I'm sorry, but I have to get back to work. At the moment we're evacuating the hospital.
- Reporter** Thank you for your time... Excuse me, sir. I see that you just got out of a boat. What happened?
- Survivor** Oh, it's a long story. I live near the river. I was in my house when the water started coming in from everywhere. I can't swim so I ran upstairs, but soon the water started coming up the stairs. Fortunately, one of the rescue teams heard me screaming and here I am.
- Reporter** You're very lucky...

5 Speak

Aim: to give Ss the opportunity to revise the vocabulary presented in the lesson

- Divide Ss into pairs. Draw Ss' attention to the pictures.
- Explain the activity.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some groups to act out the dialogues.

Suggested answers

A: So, can you tell us what happened?

B: Yes. We were having dinner when suddenly, we saw smoke coming from the kitchen. We just thought that the chef had burnt something.

A: When did the fire break out?

B: I'd say around 8:30. At first, we didn't panic, but when the waiters started shouting, we knew we were in danger.

A: Was anybody injured or trapped in the restaurant?

B: Yes, unfortunately, one of the waiters stayed behind because he was trying to evacuate the place. At some point, a wall collapsed and he was trapped in the rubble.

A: Who rescued him?

B: The firefighters. While they were in the building, they heard someone calling for help. He was very scared, like the rest of us.

FUNCTIONS

Describing one's feelings
Narrating a story

VOCABULARY

amazed answer (n) cliff cry disappointed
disappointing edge engine exhausted exhausting
faint fly frightened frightening hang land (v)
mayor nightmare oasis pull relieved shocked
shocking surprising twin woods

Expressions

Just in time Without thinking...

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 will be about.
- Elicit answers.

1 Vocabulary

A. Aim: to differentiate between adjectives ending in *-ing* and *-ed*

- Ask Ss to read the two examples.
- Draw Ss' attention to the adjectives in bold.
- Help Ss deduce that the adjective *boring* describes what the documentary was like, while the adjective *bored* describes how the people felt. In short, adjectives ending in *-ing* usually describe the effect that sth/sb has on someone's feelings, whereas adjectives ending in *-ed* describe someone's feelings.
- Encourage Ss to come up with their own examples using adjectives ending in *-ing* and *-ed*.

B. Aim: to give Ss practice in differentiating between adjectives ending in *-ing* and *-ed*


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


KEY

1. amazing 2. frightening 3. shocked
4. exhausted 5. disappointing 6. surprised

- If necessary, provide Ss with further explanations.

2 Listen  30, 31

A. Aims:  to give Ss practice in making predictions about a radio interview based on visual prompts

 to give Ss practice in listening for gist

- Ask Ss to look at the picture and describe it (*there's a man standing alone in the middle of the desert looking at something in the sky and a broken-down aeroplane in the background*).
- Ask Ss to look at the given words and check understanding.
- Draw Ss' attention to the TIP and explain it.
- Have Ss do the activity but do not correct them at this stage.
- Play the CD and have Ss listen and check their predictions.
- Check the answers with the class.

KEY

engine, faint, oasis, thirsty, bird, fly, land

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

- Play the CD twice and have Ss do the activity.
- Check the answers with the class.

KEY

a. 1 b. 4 c. 8 d. 3 e. 5 f. 6 g. 2 h. 7

LISTENING TRANSCRIPT

Host So, it's been almost three months since your accident, and you've been pretty quiet about what happened... Until now.

Peter That's right, I don't usually like to talk about my private life, but this is one story I need to tell.

Host Carry on.

Peter Well, I was flying over a desert when I heard some weird noises coming from my engine, so I decided to land.

Host In the middle of the desert?

Peter There was nothing else I could do. As soon as I landed my plane, I tried to call for help, but the radio wasn't working. At first, I didn't know what to do so I just stayed in the plane hoping someone would come looking for me. But then I started getting very thirsty so I decided to try and find an oasis or something in the desert.

Host Was that a good idea?

Peter No, but I didn't know that at the time. After hours of walking in the burning sun, I was exhausted. I began feeling very dizzy and suddenly I fainted. I don't know how long I was out for. But when I opened my eyes, I saw a bird above my head. It was flying in circles and then it left. Then it came back and started circling around me again.

Host Really? That's strange.

Peter I felt like it was trying to tell me something, trying to help me, so I followed it.


Host Are you saying a bird saved your life?


Peter I know it sounds crazy, but that little bird led me to an oasis. There, I had water until a helicopter finally came and got me out of there.

Host That's amazing!

3 Speak & Write  32

A. Aims:  to help Ss prepare for the writing activity

 to provide Ss with a sample description of a story

 to point out some important features for Ss to include in their story

- Draw Ss' attention to the story and ask them to read it.
- Ask Ss some comprehension questions:

Where did Henry and his twin brother go last summer? They went camping in the mountains with their friends. What happened one morning? Mike got up earlier than the rest of the boys and went for a walk in the woods. What did Henry shout when he woke up? 'Where's Mike?'

What did Henry ask the other boys to do? He asked them to follow him.

What did they hear while they were walking? They heard Mike calling for help.

Where was Mike? He was hanging off the edge of a cliff. How did Henry react? He pulled his brother up and hugged him.

How did Henry know about this? He had just felt it.

- Explain any unknown words.
- Ask Ss to read through the questions and explain to them that they should justify their answers when it is possible.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. The writer uses the following past tenses: the Past Simple (*decided, got up, went, woke up, shouted, looked, thought, saw, wasn't, got, began, was, told, kept, heard, was, started, reached, couldn't, found, pulled, hugged, was, asked, did you know, didn't know*), the Past Progressive (*were still sleeping, was hanging*) and the Past Perfect Simple (*had had, had just felt*).
2. The writer uses linking words expressing time (e.g. **in the beginning**, *the other boys thought...*, **...when they saw that...**, *They kept walking till...*), contrast (e.g. **...but Henry didn't know...**) and result-consequence (e.g. **...so he went for a walk...**).
3. The writer uses the following adjectives to describe the main character's feelings: *frightened, worried, scared, relieved*.
4. The first paragraph introduces the main characters (*Henry and Mike*) and describes the setting of the story (*the boys went camping last summer and one morning Mike got up earlier and went for a walk*). The second paragraph describes what happened (*Henry and the rest of the boys started looking for Mike who was missing. They found him and saved him from falling off a cliff*). The third paragraph describes what happened in the end and makes a comment on Henry's feelings (*Henry had felt that his twin brother was in danger*).

B. Aim: to provide Ss with general guidelines and a concise plan of a story

- Ask Ss to look at the plan and check their understanding.
- Explain the plan in detail and refer to the story in activity 3A to give them some examples.

C. Aim: to give Ss practice in using linking words

- Draw Ss' attention to the box and explain to them that they should use the linking words/phrases to join sentences.
- Have Ss read through the sentences and check their understanding.
- Ask Ss to do the activity. Point out that more than one answer may be correct.
- Check the answers with the class.

Suggested answers

1. As soon as/When I heard a loud noise, I ran outside.
2. We were exploring the cave when we found an old coin. / As/While we were exploring the cave, we found an old coin.
3. The train had left by the time Hamid arrived at the station. / When Hamid arrived at the station, the train had left.
4. The boys broke the neighbour's window so they're in trouble. / The boys are in trouble because they broke the neighbour's window.
5. Mike was exhausted so he stopped hiking. / As/ Because Mike was exhausted, he stopped hiking.

D. Aims: ► to prepare Ss for the writing activity

► to have Ss narrate their stories and listen to their classmates' stories

- Ask Ss to go to page 63 and look at activity A.
- Divide Ss into groups of three.
- Draw Ss' attention to the pictures and ask them to tell you what they can see.
- Have Ss read through the boxes and explain to them that they should use these prompts to tell their story.
- Have Ss do the activity in groups. Point out that they have to give the story an ending.
- Check the answers with the class.

KEY

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

- Have Ss look at activity B and the prompts in the boxes.
- Have Ss tell their stories in groups.
- Ask Ss to listen carefully to the other groups' stories and if time permits, discuss the different endings.

Suggested answers

It was a hot summer night and Mark was having a bad dream about a volcano which had erupted. As soon as he woke up the next morning, he told his parents about it. However, they didn't believe him and told him that it was just a bad dream.

While he was walking to school, he noticed that some animals were behaving strangely. It looked like they were trying to run away from something. Mark remembered what he had dreamt of the previous night and decided to run to the town hall to inform the Mayor about it.

Luckily, the Mayor believed him and within half an hour he appeared on TV to warn the residents, who immediately packed their bags and evacuated the area. Mark was relieved. Minutes after everybody had driven to safety, the nearby volcano erupted, causing unbelievable damage to the whole area. It was thanks to Mark that an entire town escaped death.

E. Aim: to give Ss practice in writing a story based on visual and written prompts

- Refer Ss to the story in activity 3D and the prompts on p. 63.
- Point out to Ss that they should use the prompts and follow the plan in activity 3B.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their stories.
- Choose some Ss to read out their stories.



Round-up

To be most effective, the exercises in the round-up section should be completed and checked in class. Ss should calculate and write down their scores.

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 4 through various activities

Vocabulary

A.

KEY

1. destroyed, survived
2. shocked, broken
3. wood, temperature
4. as a result, collapsed
5. held
6. disturb, scared
7. a cliff, frightening

Grammar

B.

KEY

1. didn't it
2. will you
3. shall we
4. does he
5. will they

C.

KEY

1. was cleaning, escaped
2. was hiding, found
3. was sitting, broke, fell, didn't break
4. saw, fainted

D.

KEY

1. erupted, had evacuated
2. realised, didn't have, had left
3. went, hadn't been
4. landed, had read

E.

KEY

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

Communication

F.

KEY

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

Speak

- Ask Ss to look at the prompts and read through the speech bubble. Make sure that they haven't got any unknown words.
- Choose a student and act out the dialogue.

Suggested answer

A: Had you been to the supermarket before they came to your house?

B: No, I just went to the shop round the corner. The supermarket is quite far.

A: What about soft drinks? Had you bought any before they came?

B: Yes, I had. I had bought lots of them.

A: And had you made any sandwiches?

B: No, I hadn't. My friends actually helped me make them when they arrived.

A: OK. Had you bought any new computer games?

B: Yes, I had already bought two new ones.

- Get Ss to do the activity and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Write

- Draw Ss' attention to the prompts and elicit examples of what they have to write about.
- Allow Ss some time to write their paragraphs. Choose some Ss to read out their paragraphs.

Suggested answer

Before my friends came to my house, I had tidied my room and had bought some soft drinks from the corner shop. I had also bought two new computer games, because I know my friends love them. I hadn't had time to go to the supermarket, because it's quite far and I hadn't made any sandwiches, so when my friends arrived, we made them together.

Now I can...

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 through 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.

Rhyming corner ▶▶ 34

- Draw Ss' attention to the title of the rhyme.
- Ask Ss to guess what the rhyme will be about.
- Accept all answers.
- Ask Ss to read through the rhyme without worrying about the correct answers.
- Ask Ss to guess the correct words before listening to it.
- Play the CD and have Ss listen to the rhyme carefully and check their answers.
- Check the answers with the class and explain any unknown words.

KEY

1. seas
2. rain
3. goes
4. remember
5. good
6. water

- Ask different Ss to recite the rhyme.



Culture page

Food around the world

Aim: to introduce Ss to various aspects of the culture of various countries

- Draw Ss' attention to the title and the pictures and ask them to tell you what the text is about (*some traditional dishes from different countries*).
- Ask Ss to tell you if they are familiar with these dishes. Also, ask what dish their country is famous for, how it is made, etc.
- Elicit answers.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

What is bokhari made with? It's made with chicken and rice.

When do some Saudis eat bokhari? They eat it at the end of Ramadan, during the Eid al-Fitr.

What's in an enchilada? Meat, cheese, sour cream, vegetables and chilli peppers.

What does salsa mean in Spanish? It means sauce.

Which Mexican sauce contains chocolate? Mole.

What's a very common ingredient in Hungarian cooking? Paprika.

What kind of meat does the recipe for goulash include? Beef.

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

KEY

1. Because it contains cinnamon, clove, cumin, nutmeg, cardamon and shaiba leaves.
2. In Saudi cooking or coffee.
3. At the end of Ramadan, to celebrate Eid al-Fitr.
4. It's a kind of flat bread.
5. It's a sauce made with green chilli peppers.
6. It includes beef, potatoes, tomatoes, onions, paprika, caraway seeds and other herbs.
7. A cold night.

- Explain any unknown words and choose Ss to read out the texts.
- Ask Ss if they would like to try some of these dishes and why. Also, ask them to tell you their favourite dish, the ingredients used, etc.

WORKBOOK KEY

1a

- A.**
 1. plans
 2. fancy
 3. get
 4. ring
 5. come
 6. lost

B.

1. often comes
 2. aren't having, are reading
 3. rarely eat, don't like, love
 4. are you going, don't know, are thinking
 5. is talking, don't believe
 6. is...leaving, leaves
 7. Does...work

C.

1. Abdullah doesn't need to go to the bank today.
 2. Frankie is playing football at nine o'clock tomorrow morning.
 3. Do you have fish for dinner on Sundays?
 4. Does Bill like Mathematics?
 5. Hugh doesn't speak Chinese.
 6. Kareem isn't sleeping at the moment.

D.

Open exercise

E.

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

1b

- A.**
 1. do, e
 2. play, d
 3. go, f
 4. do, h
 5. go, a
 6. do, c
 7. go, g
 8. go, b

B.

1. more difficult
 2. faster, more careful
 3. early, later
 4. worst, better
 5. most boring
 6. larger
 7. popular
 8. most exciting

C.

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

D.

1. isn't as expensive as the car.
 2. is the highest mountain in Africa.
 3. know as many tricks as Jake.
 4. it doesn't rain as often as it does in London.
 5. as tiring as cycling.

E.

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

1c

- A.**
 1. rugs
 2. pottery
 3. atmosphere
 4. grow
 5. member

B.

1. Neil can't stand carpentry.
 2. Danny isn't fond of extreme sports.
 3. My parents are enthusiastic about going to Rome.
 4. Oliver finds museums boring.
 5. Jane is interested in rug making.
 6. My friends aren't really into arts and crafts any more, but I am.

C.

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

D.

1. anywhere
 2. somewhere
 3. no
 4. everywhere
 5. Every
 6. something
 7. someone
 8. Nobody
 9. anything

E.

Open exercise

1d

- A.**
 1. formal
 2. striped
 3. fashion
 4. spotted
 5. casual
 6. baggy
 7. checked

B.

1. pair
 2. fashion
 3. match
 4. sparkly
 5. teenager

C.

1. went
 2. couldn't
 3. needed
 4. found
 5. had
 6. bought
 7. wasn't
 8. was
 9. got
 10. saw
 11. wanted
 12. said
 13. gave
 14. wore
 15. ripped
 16. didn't know
 17. didn't have
 18. was

D.

1. used to play football all the time
 2. didn't use to have practice on Saturdays

3. used to go by car every day
 4. didn't use to wear a cap a few years ago

E.

1. F 2. E 3. F
 4. E 5. D 6. E

1e

A.

1. bossy
 2. stubborn
 3. humour
 4. selfish
 5. nervous
 6. confident

B.

2. My brother was thinking about buying a new car, but he changed his mind at the last minute.
 3. Yusef was upset, so his friends went round his house to cheer him up.
 4. My cousin Abdulaziz is confident and easy-going.
 5. I don't get along with Andy because he is quick-tempered and we fight all the time.
 6. My friends and I sometimes walk or ride our bikes to school.
 7. Dean's little brother can be annoying sometimes, so we don't really hang out with him.
 8. Do you want to go bowling or play computer games?

C.

Suggested answer
 Tom's got a great personality. He's outgoing and loves meeting people. He is also very active: he goes jogging every day and plays tennis at the

weekend. However, he can be a bit stubborn sometimes and it's difficult to change his mind about anything. Tom and I do lots of things together. For example, we do our homework together. We also go mountain biking or hang out at his house.

1 Round-up

A.

1. round
 2. trick
 3. practises
 4. fan
 5. professional
 6. match
 7. pottery
 8. rely

B.

1. are...wearing
 2. Do...like
 3. are...shouting
 4. take
 5. aren't going
 6. don't need

C.

1. Rick doesn't listen to the news very often.
 2. What time did you go jogging yesterday?
 3. Are you going to an art exhibition next weekend?
 4. Steven is wearing baggy jeans at the moment.
 5. Thomas lived in South Africa when he was young.

D.

1. nobody
 2. no
 3. somewhere
 4. anyone
 5. Everything
 6. something
 7. some

- E.**
 1. are baggier than these jeans.
 2. isn't as outgoing as Wayne.
 3. is the most interesting we'll find.
 4. isn't as dangerous as skysurfing.
 5. Brad is as quick-tempered as Conner.

- F.**
 1. b 2. a 3. b
 4. a 5. c 6. c

- G.**
 1. NM 2. F 3. T
 4. NM 5. F 6. T
 7. T

2a

- A.**
 1. waterfall
 2. tower
 3. pyramid
 4. canyon
 5. complex
 6. fact
 7. metre
 8. kilogram

- B.**
 1. thirty-four centimetres
 2. 300m
 3. twenty-nine kilometres
 4. 70g
 5. two hundred and fifteen kilograms/ kilos
 6. 540t
 7. ninety-nine millilitres
 8. 78l

- C.**
 1. (who/that)
 2. where
 3. who/that
 4. (which/that)
 5. who/that
 6. which/that
 7. where
 8. who/that

- D.**
Cross out the following words:
 1. he

2. it
 3. it
 4. there
 5. them

- E.**
 1. which runs through Paris.
 2. which Allan directed in 2011.
 3. who broke the 100m and 200m world records in 2009.
 4. where the US Open Tennis Championship takes place every summer.

- F.**
 1. d 2. b 3. e
 4. a 5. c

2b

- A.**
 1. last
 2. gorgeous
 3. coach
 4. architecture
 5. landscape
 6. Book

- B.**
 1. will get
 2. will be, misses
 3. want
 4. will you, doesn't come
 5. make
 6. finds, won't drive

- C.**
Suggested answers
 1. Mahmud will finish reading the newspaper before he goes to the shops.
 2. Tom will make up his mind after he looks at all the designs.
 3. We won't go and meet Ali until he calls us.
 4. Rob will give Andy his present when he goes to his house.
 5. As soon as I paint my flat, I will call you.

- D.**
Suggested answers
 2. If I go to Willerton Zoo, I will feed the elephants.
 3. If I order a sofa today, I will pay for it next year.
 4. If I take part in the painting competition, I may win.
 5. If I join Turnby Sports club today, I will get a free T-shirt.
 6. If I visit the National Gallery, I will see Picasso's paintings.

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

2c

- A.**
 1. clean up
 2. successful
 3. complain
 4. eventually
 5. ruined
 6. explained

- B.**
 1. a 2. b 3. b 4. b
 5. b 6. b 7. a 8. b

- C.**
 1. Both, neither
 2. Either, both
 3. None
 4. Neither
 5. none
 6. All
 7. neither

- D.**
 1. Neither of them is wearing casual clothes. Both of them are wearing formal clothes.
 2. None of them live on land. All of them live in the sea.
 3. Both of them are playing computer games. Neither of them is watching a documentary.
 4. All of them are taking the underground to

- work. None of them is taking the bus to work.
 5. Neither of them can swim. Both of them can fly.
 6. All of them are in the park. None of them are at home.

2d

- A.**
 1. cookbook
 2. college
 3. introduce
 4. inform
 5. task
 6. success

- B.**
 1. improvement
 2. organisation
 3. information
 4. creation
 5. celebration
 6. advertisements
 7. invitation
 8. argument

- C.**
 1. bestseller
 2. difference
 3. serves
 4. community
 5. Prime Minister
 6. notice
 7. hopefully

- D.**
 achievement: e
 chore: d
 get rid of: c
 preparation: f
 simple: a
 turn into : b

1. chore
 2. achievement
 3. simple
 4. preparation
 5. get rid of
 6. turn into

- E.**
 1. He was a famous architect who was born in Spain in 1852.
 2. He was a Catalan architect who worked together with

- Gaudí.
 3. In the years 1904-1906.
 4. They used stone, glass and other materials.
 5. It's over 5000 square metres.
 6. Yes, you can. It's now a museum which is open to the community and tourists.

2e

- A.**
 1. bicycle lane
 2. university
 3. palace
 4. bridge
 5. ancient ruins
 6. square
 7. statue
 8. mosque

- B.**
 1. fascinating/historic/impressive/well-known/interesting
 2. attractive/fascinating/historic/impressive/well-known/interesting
 3. attractive/fascinating/historic/impressive/well-known/interesting
 4. attractive/cosy/fascinating/historic/impressive/interesting
 5. attractive/fascinating/historic/impressive/interesting
 6. fascinating/interesting
 7. tasty
 8. attractive/cosy/impressive/well-known
 9. attractive/fascinating/historic/impressive/unforgettable/well-known/interesting

2 Round-up

- A.**
 1. distance
 2. ruined

3. regret
4. explain
5. improvement
6. notice
7. unforgettable
8. task

B.

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

C.

1. who/that
2. where
3. which/that
4. (which/that)
5. (which/that)

D.

Suggested answers

1. As soon as I get home, I will ring you./ I will ring you as soon as I get home.
2. If it rains tomorrow, I might not visit the Grand Canyon.
3. I will get very angry unless Ken cleans up the garden.
4. If you want to go skateboarding, go to the park!
5. I will visit the square before I go to the lake.
6. I'll never talk to you again unless you give me back my mobile.
7. When my best friend comes, we'll study for the test.

E.

1. Either
2. both
3. All
4. none
5. neither

F.

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

G.

Date: Monday, 17th

April

Coach will leave at:

7:30am

Name of person to

meet: Dr Bill Porter

Museum meeting

time: 8:30am

Museum meeting

place: outside the museum shop

Topic: Ancient Greek Art

3a

A.

1. accommodation
2. opportunity
3. training
4. experiment
5. available
6. cost
7. skills
8. break

B.

1. always
2. yet
3. so far
4. just
5. already
6. ever, before
7. never

C.

1. haven't done, have tried
2. Has...directed
3. haven't finished
4. has planted, hasn't produced
5. Have...brought
6. has made

D.

1. He hasn't told us the price yet.
2. Has he ever done anything out of the ordinary?
3. Robert has never tried snowboarding.
4. I've never met an astronaut before.
5. I have always wanted to learn Chinese.
6. I saw William twice yesterday.
7. We have already visited the art exhibition.

E.

Suggested answers
2. have been to the

supermarket.

3. have gone to the football match.
4. has been surfing.

F.

1. a 2. b 3. a 4. b

3b

A.

1. b 2. b 3. c
4. b 5. c 6. c

B.

1. was
2. asked
3. had
4. didn't know
5. could
6. felt
7. started
8. have had
9. have learnt
10. hasn't been

C.

1. have never seen it before
2. went there last weekend
3. haven't found it yet
4. ended two days ago
5. have just arrived

D.

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

E.

1. F 2. T 3. T 4. F
5. T 6. F 7. F

3c

A.

1. b 2. b 3. c 4. a
5. c 6. a 7. b 8. a

B.

1. We haven't seen Gavin since he got his new job.
2. Ned has rung me four times since I saw him this morning.
3. Kelly hasn't checked her e-mails since she arrived at home.
4. I haven't spoken Spanish since I

travelled to Spain last year.

5. Oliver has entered many competitions since he left school.
6. We have visited Abdullah three times since he moved to Dammam.

C.

1. Lee has downloaded many programs since this morning.
2. Ian has watched two documentaries since this morning.
3. Jack has had Ace for 7 years.
4. Bill and his little brother have visited the park twice since last week.
5. Jake has had this/his car for a long time.
6. Mark has played in 10 tournaments since he was eleven years old.
7. Mike and Jim have made lots of paper planes since this morning.
8. Samantha has read 50 pages since ten o'clock.
9. Tom and Darren have worked together on many projects since 2007.
10. The two men have known each other for many years.

3d

A.

M	G	N	B	X	O	C	W	N	K
U	T	F	O	R	K	I	M	A	R
A	C	Y	W	A	N	Y	T	P	E
D	O	U	L	I	I	F	D	K	E
L	K	D	C	N	F	H	K	I	M
Z	S	A	U	C	E	P	A	N	J
L	S	G	B	W	R	L	F	V	J
L	R	I	N	B	Q	A	M	O	S
V	J	P	F	S	H	T	Y	E	R
H	Q	B	A	O	V	E	N	Q	X

1. knife

2. bowl

3. saucepan

4. oven

5. plate

6. napkin

7. fork

B.

1. Ingredients
2. Procedure
3. Peel
4. chop
5. fry
6. Beat
7. mix
8. cool

3e

A.

1. in
2. for
3. over
4. off
5. for
6. in
7. up

B.

1. failed
2. sure
3. missed
4. fell
5. revise
6. attended
7. gets

C.

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

3 Round-up

A.

1. training
2. curious
3. official
4. overcook
5. revise
6. extra
7. available
8. panic

B.

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

C.

1. The dessert has already been in the fridge for an hour.
2. I haven't discussed the situation with my parents yet.
3. We have been here waiting for the train since nine o'clock.
4. My sister has sent me three e-mails so far.

5. I have never beaten an egg before.
6. The fire alarm has gone off three times since this morning.

D.

1. trained
2. Have...looked
3. hasn't done
4. stepped, didn't say
5. hasn't come
6. Did...attend

E.

1. have been
2. sent
3. moved
4. has been
5. Have...finished
6. saw

F.

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

G.

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

4a

A.

1. leaf
2. trunk
3. branch
4. grass
5. rat
6. roots
7. lizard
8. soil
9. wood

B.

1. during
2. from, till
3. at
4. ago
5. after, at
6. at
7. since
8. in

C.

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

D.

1. in, at, opposite
2. in front of, next to, behind
3. in, above

4. in, under

E.

1. On
2. to
3. for
4. during
5. through
6. in
7. at

4b

A.

1. cloud
2. temperature
3. foggy
4. drop
5. winds
6. rise
7. storms
8. lightning

B.

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

C.

1. didn't he, isn't it, shall we, won't he
2. are you, weren't you, do you
3. have you, don't you, aren't you, doesn't he

D.

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

E.

1. F 2. F 3. NM 4. F
5. F 6. NM 7. T 8. F

4c

A.

1. hut
2. terrified
3. courage
4. attacked
5. crocodiles
6. beast
7. villagers

B.

1. hid
2. breath
3. round, scratch
4. injured
5. disturb

C.

1. Did...tell, had, were returning, did... happen, was driving, jumped, didn't hit, was trying, crashed
2. saw, was running, forgot, called, were having, asked

D.

1. What did James do as soon as he saw his dad? He hid behind a tree.
2. What did Lucy see yesterday? She saw a rat.
3. What were Bill and Jack doing at seven o'clock yesterday evening? They were playing computer games.
4. What was Jake doing while he was watching a documentary? He was eating popcorn.

E.

1. While my brother was taking pictures, he stepped on my sunglasses by accident.
2. Everyone was playing in the garden when it started raining.
3. As Jim was chasing Peter, he fell and broke his leg.
4. The fire alarm went off as soon as the fire started.
5. My mum was peeling the potatoes while Lynn was making the salad.

F.

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

4d

A.

1. flooded, deaths
2. put
3. medical
4. occurred

5. volcano

6. warned, damage

B.

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

C.

1. Had Sheila prepared dinner by 9pm? Yes, she had.
2. Had Lee and Ted painted the wall by noon? No, they hadn't.
3. Had Peter found his cat by Friday? Yes, he had.
4. Had Mark fallen asleep by midnight? No, he hadn't.
5. Had Michael returned the books by 2pm? Yes, he had.

D.

Suggested answers

1. The building collapsed after the rescue team had arrived.
2. The family had evacuated the house before they called for help.
3. By the time the medical supplies arrived, the man had died.
4. James had fallen asleep when his son entered the room.
5. George bought the jacket after he had checked its price.
6. By the time the authorities warned the villagers, smoke had started coming out of the volcano.

E.

1. had
2. felt
3. decided
4. collapsed
5. stopped
6. shouted
7. reached

8. had flooded

9. had collapsed

10. arrived

4e

A.

1. disappointed, disappointing
2. exhausting, exhausted
3. frightening, frightened
4. amazed, amazing
5. interesting, interested
6. shocking, shocked

B.

1. pull
2. edge
3. crying
4. woods
5. land
6. mayor

C.

1. In the beginning
2. Suddenly
3. However
4. until
5. I held my breath
6. To my surprise
7. but
8. at that moment

4 Round-up

A.

1. rubble
2. storm
3. engine
4. Smoke
5. death
6. survive
7. relieved
8. homeless

B.

1. clouds
2. blowing
3. survivor
4. unknown
5. store
6. grass
7. exact
8. nightmare

C.

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

- D.**
1. visited
 2. was preparing
 3. decided
 4. were walking
 5. saw
 6. looked
 7. wanted
 8. was climbing
 9. heard
 10. was
 11. let
 12. landed
 13. hurt
 14. were playing
 15. was sitting

- E.**
1. hadn't done, returned
 2. arrived, realised, had left
 3. didn't come, hadn't invited
 4. had had, got
 5. left, had finished
 6. was, hadn't eaten

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

- G.**
1. Because it often rains there and there are rarely any serious problems.
 2. They saw the living room, which looked like a lake.
 3. They were trying to get the furniture off the wet floor.
 4. Because the whole town had flooded and they couldn't help everyone.
 5. Exhausted, but relieved.
 6. No, they didn't.

**Consolidation:
Modules 1-4**

- A.**
ANIMALS: crocodile, rat, lizard (bear)
WORDS RELATED TO WEATHER: lightning, thunder, storm (tsunami)
SIGHTS: palace, square,

- ancient ruins (museum)
UNITS OF MEASUREMENT: metre, tonne, kilogram (gram)
PERSONALITY: bossy, stubborn, selfish (easy-going)
ADJECTIVES DESCRIBING CLOTHES: baggy, checked, striped (spotted)
ARTS&CRAFTS: sewing, patchwork, pottery (rug making)

- B.**
1. woods
 2. fond
 3. agreed
 4. exhausted
 5. disappointed
 6. frightened
 7. nightmare
 8. answer
 9. relieved

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

- D.**
1. a
 2. b
 3. b
 4. a
 5. b

- E.**
1. caused
 2. cosy
 3. staring
 4. landscape
 5. height
 6. rely on
 7. excitement
 8. attack

- F.**
1. Are the children doing, never study, are playing football
 2. don't know
 3. is travelling, always visits
 4. is shouting
 5. have

- G.**
1. for
 2. go
 3. written

4. most, in
 5. who
 6. since
 7. use
- H.**
1. spent
 2. was sleeping, rang
 3. Did you find, were cleaning
 4. hadn't talked
 5. wasn't
 6. had changed
 7. learnt
 8. hadn't studied, failed

- I.**
1. aren't I
 2. haven't they
 3. didn't he
 4. doesn't he
 5. will he
 6. shall we
 7. isn't it
 8. will you

- J.**
1. everyone/everybody
 2. something, somewhere
 3. somebody/someone, anything/anyone/anybody
 4. anywhere, everywhere
 5. nobody/no one

- K.**
1. If we get home early, we'll go out for dinner.
 2. We won't go to bed unless we finish our homework.
 3. If you don't hurry, you'll miss the plane.
 4. We will tidy the house before our parents arrive.
 5. Diane will go shopping when she has money.

- L.**
1. between
 2. around
 3. During
 4. past
 5. opposite
 6. under

7. By the time
 8. through
- M.**
1. have you known
 2. met, were
 3. didn't buy, didn't have
 4. have visited
 5. cost
 6. stole
 7. Have you drunk
 8. haven't used
 9. Did you see

- N.**
1. where
 2. who/that
 3. (which/that)
 4. who/that
 5. who/that
 6. (which/that)

- O.**
1. Building 2 is taller than Building 1. Building 3 is the tallest of the three.
 2. Building 1 is as old as Building 2. Building 3 is the oldest of the three.

- P.**
1. none
 2. both
 3. Neither
 4. All, None
 5. Either
 6. Both, neither

- Q.**
Open exercise

GRAMMAR BOOK KEY

Module 1 (1a)

Presentation

- the weather
- he's studying for his exams
- 20th of February
- is thinking of inviting

A.

- works
- starts
- doesn't finish
- likes
- enjoys
- is thinking
- is taking

B.

- Does Mahmud speak Chinese?
- Saleh rarely argues with his friends.
- Emily is seeing the/her doctor this afternoon.
- Water freezes at 0°C.
- Alice is coming round tomorrow.
- Muna and Aisha are watching a documentary at the moment.
- Is Abdullah helping his brother with his Maths homework now?
- Charlie doesn't spend his time chatting over the phone.
- This/The soup smells delicious!
- Does your grandmother ring you every day?

C.

- Is Brian making a sandwich now? Yes, he is.
- Are Jack and Frank wearing T-shirts today? No, they aren't. They are

wearing jumpers.

- Do people in the UK drive on the right? No, they don't. They drive on the left.
- Is John learning Italian this year? No, he isn't. He's learning Spanish.
- Does Ameen play tennis three times a week? Yes, he does.

D.

- are...doing, usually go, 'm staying
- does...cost, don't remember, costs
- 'm watching
- don't think, 'm thinking
- do...live, live, are staying, is painting

E.

- b
- c
- b
- c
- a
- b
- c

Module 1 (1b)

A.

- more expensive
- largest
- much
- most interesting
- worse
- worst
- more comfortable
- carelessly
- colder
- more
- easier
- coolest

B.

- c
- d
- a
- f
- e
- b

C.

- a
- a
- b
- c
- c
- b
- b

D.

- Hotel 2 is the cheapest of the three hotels.
- Hotel 3 isn't as

expensive as Hotel 1.

- Hotel 1 is the newest of the three hotels.
- Hotel 3 is as old as Hotel 2.
- Hotel 1 has got more rooms than Hotel 2.
- Hotel 1 has got the most rooms of all.
- Every year Hotel 2 opens earlier than Hotel 3.
- Every year Hotel 1 stays open the longest of the three hotels.

E.

- isn't as popular as the café.
- is friendlier than Mark.
- is more interesting than this one.
- works as hard as Aminah.
- as much as he likes going mountain biking.
- is the best student of all.
- is more difficult than skiing.
- is the easiest water sport of all.

Module 1 (1c)

Presentation

- T
- F
- T
- T

A.

- Everybody
- Everything
- no
- nowhere
- nothing
- some
- anybody
- any, any, some

B.

- b
- b
- a
- c
- b
- a

C.

- something
- somewhere
- any
- no
- some
- everything
- anything

D.

- no
- anybody
- Every
- nothing
- something
- Nobody
- some
- everything
- anything
- any

Module 1 (1d)

A.

- arrived, got
- visited, didn't come
- Did...remember, forgot
- didn't have

B.

- organised, won
- did...spend
- took
- ripped, bought
- didn't let
- didn't match
- didn't explain
- did...have

C.

- My parents didn't use to give me pocket money ten years ago.
- Did your dad use to go fishing when you lived by the lake?
- My brother didn't use to play computer games when he was a teenager.
- My mother used to bring me breakfast in bed when I was younger.

D.

- a
- a
- b
- b
- a
- c
- a
- c

Revision: Module 1

A.

- c
- c
- c
- a
- a
- b
- c
- a
- b
- c
- a

B.

- some
- Everything
- anyone
- any
- anywhere
- Nobody

C.

- He used to play computer games every day before he became a hockey player.
- He used to hang out with his friends a lot before he became a hockey player.
- He didn't use to go to the gym before he became a hockey player.
- He didn't use to train every day before he became a hockey player.
- He didn't use to travel a lot before he became a hockey player.

D.

- there is more traffic than (there is) in the countryside.
- isn't as interesting as History.
- isn't as expensive as the jacket.
- is bigger than Linda's.
- as much money on clothes as my cousin.

- E.
 1. 'm thinking, think
 2. do...see, 'm seeing
 3. are...having, have

Use of English

1. up
 2. into
 3. up
 4. about
 5. of
 6. out
 7. along
 8. for

Module 2 (2a)

- A.
 1. where
 2. which
 3. who
 4. where
 5. who

- B.
 1. where
 2. who / that
 3. which / that
 4. (which / that)
 5. who / that
 6. where
 7. (which / that)
 8. (who / that)
 9. who / that
 10. where
 11. (who / that)
 12. which / that
 13. where

- C.
 2. That's a problem (which/that) we all have to think about carefully.
 3. That's my friend, who/that is in the football team.
 4. Last night, we went to a restaurant (which/that) we didn't really like.
 5. They live in a flat where I used to live two years ago.
 6. There's the guide who/that showed us the pyramids yesterday.
 7. I ate a chicken

sandwich which/that tasted awful.

- D.
 2. ...the American astronomer who/that discovered the dwarf planet Pluto in 1930.
 ...the dwarf planet (which/that) the American astronomer Clyde Tombaugh discovered in 1930.
 3. ...the French painter who/that spent about ten years on the island of Tahiti in the Pacific Ocean.
 ...the island in the Pacific Ocean where the French painter Paul Gauguin spent about ten years.

- E.
 1. it
 2. he
 3. there
 4. it
 5. there
 6. them

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

1. Niagara Falls is a great waterfall which/that is in North America.
 2. Football is a sport (which/that) many people in Saudi Arabia play.
 3. A national park is an area of land where people can go and enjoy nature.
 4. The Makkah Clock Tower is a famous landmark which/ that stands out in Makkah.
 5. A doctor is someone (who/that) people see when they are ill.

Module 2 (2b)

- A.
 1. will/'ll leave
 2. rains
 3. goes
 4. get
 5. won't go
 6. take
 7. start
 8. won't speak
 9. play
 10. don't forget
 11. will be
 12. doesn't rain

- B.
 1. you'll be in Oxford in/by 7:00.
 2. the door won't open.
 3. we'll finish early.
 4. she won't wear it.
 5. won't go to school.
 6. you'll be hungry.

- C.
Suggested answers
 2. When Bill returns home, he'll have dinner.
 3. Before Richard washes his car, he'll go to the gym./ Before Richard goes to the gym, he'll wash his car.
 4. Ronnie won't go to bed until he finishes the jigsaw puzzle.

- D.
 1. b 2. b 3. b
 4. c 5. a 6. a
 7. a 8. c 9. b

- E.
Suggested answers
 1. Unless we find money for the tickets, we can't go to the match.
 2. If you want to stay healthy, you must eat a lot of vegetables and dairy products.
 3. Dave will go out with his friends

after he finishes his homework.

4. If I go to the skating rink tomorrow, I'll call you.
 5. Ann will have dinner before she goes to bed.
 6. If you need help, call me.

Module 2 (2c)

Presentation

1. None
 2. Both
 3. both

- A.
 1. All
 2. either
 3. none
 4. Both
 5. neither
 6. None, All
 7. Both, Neither
 8. All
 9. None

- B.
 1. Both of them are famous football players.
 2. All of the three children are noisy.
 3. None of the students in my class thought the exam was difficult.
 4. Neither of them wants a new car.
 5. None of them like Chinese food.
 6. Both of them are police officers.

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

- D.
 1. Both of them are exciting. Neither of them is boring.
 2. None of them have got green umbrellas. All of them have got red umbrellas.
 3. All of them are

playing baseball. None of them are playing football.

4. Both of them are washing the car. Neither of them are cleaning the house.

Revision: Module 2

- A.
 1. where
 2. where
 3. (which/that)
 4. who/that
 5. who/that
 6. (who/that)
 7. where

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

- C.
 1. None of the children at school ate their lunch. It was horrible! ✓
 2. All five boys went jet skiing. ✓
 3. All students who are taking part in the poetry competition must be here by 9 o'clock. ✓
 4. Neither of the two teachers could read Peter's handwriting. It wasn't very clear. ✓
 5. B: Either is OK. ✓
 6. Neither of them speak French. ✓
 7. Both Sahar and Aisha are fifteen. ✓

- D.
 1. Both
 2. Either
 3. both
 4. neither
 5. All
 6. None

Use of English

1. up
 2. at
 3. of
 4. out

5. on
6. into
7. up
8. of

Module 3 (3a)

Presentation

1. Paul
2. Paul
3. Rob

A.

1. Has Omar called yet, he hasn't, have arranged, has made
2. have you ever ridden, I have, 've never done, 've always wanted
3. have looked, Have you seen, I haven't
4. Have you produced, I haven't, have directed

B.

1. John has visited the Science Museum.
2. the nicest trainers Bill has ever seen.
3. joke I've ever heard.
4. the children have enjoyed themselves like that.
5. sandwich Mark has eaten today.

C.

1. ever
2. recently
3. already
4. yet
5. before
6. twice
7. lately

Module 3 (3b, 3c)

A.

1. worked out
2. bought
3. have you already eaten
4. 've seen
5. have read
6. Have you ever been

B.

1. Mark has lost ten kilos since he started going to the gym.
2. My brother hasn't had any accidents, since he bought a new car.
3. Faisal hasn't gone out with his friends since he found that/ a new job.
4. Alan hasn't played basketball since he broke his leg.

C.

1. I've known Bill since he was ten.
2. Tom hasn't had a job since last month.
3. We have had this car since 1995.
4. Adam and Ian have been in this neighbourhood for twenty years.
5. My father has worked for this company for ten years.
6. It hasn't rained for two days.
7. I have wanted to become an astronaut since I was a child.
8. The children haven't watched TV for days.

D.

1. Omar has already bought a new computer. He bought it on Saturday.
2. Lisa hasn't prepared dinner yet.
3. Our teacher hasn't corrected our homework yet.
4. My brother has already painted his room. He painted it last month.
5. We have already

ordered some pizzas.

We ordered them half an hour ago.

8. Martin hasn't washed his car yet.

E.

1. has never tried
2. has been
3. Have...taken, took
4. have already done
5. went, spent
6. have always wanted, 've only been
7. have...known
8. finished
9. Have...read
10. Has...already discussed, spoke, apologised

F.

1. have spent
2. visited
3. went
4. have been
5. arrived
6. took
7. saw
8. have always wanted
9. haven't decided

Revision: Module 3

A.

1. written
2. returned
3. went
4. was
5. been
6. didn't go
7. spent
8. Did you know
9. taken
10. 've never tried

B.

1. since
2. for
3. since
4. for
5. since

C.

1. went to that café a week ago
2. have you ever tried
3. have already seen that

4. has never been to

5. moved to this neighbourhood 5 months

6. have been late for class twice

Use of English

1. look up
2. look after
3. came across
4. went off
5. come round
6. looking forward to
7. Look out
8. came up with

Module 4 (4a)

Presentation

1. in
2. near
3. In
4. to
5. behind
6. up
7. down
8. At
9. During
10. until

A.

in, on, at, at, between, next, on, under

B.

1. around
2. from
3. along, off
4. out of
5. over, into
6. past
7. towards

C.

for, at, at, at, in, by, for, at, on, in, for

D.

1. a 2. c 3. b
4. c 5. a 6. a
7. b 8. b 9. a
10. a 11. a 12. c 13. b

Module 4 (4b)

Presentation

1. Kevin's brother.
2. Yes, he has.
3. At Bob's house.

A.

1. g 2. e 3. a 4. f
5. c 6. h 7. d 8. b

B.

1. isn't he
2. have you
3. didn't he
4. will you
5. hasn't it
6. could he
7. shall we
8. isn't there
9. hasn't she
10. are they

C.

2. They play tennis
3. It's snowing in the mountains
4. He missed the plane

Module 4 (4c)

Presentation

1. He was walking home from school.
2. It was a huge cat with bright orange eyes.
3. An old man.
4. It disappeared into the forest.
5. No, he doesn't.

A.

1. were...saying, wasn't listening
2. was studying, was having
3. were playing
4. were ordering, was writing
5. was John doing, were skating
6. was baking, was doing
7. was raining, were fixing
8. Was Mark sleeping
9. was leaving
10. was cooking
11. was chasing
12. was hiding

B.

2. Abdulaziz phoned while you were taking a shower.

3. John was watching the news on TV while he was eating dinner.
4. When Sahar sat at her/the desk, she started doing her homework.
5. The students stopped talking as soon as their teacher entered the classroom.
6. As soon as Peter saw the tiger, he ran.

C.

- 1) 1. was standing
2. heard
3. thought
4. realised
5. turned
6. saw
7. was trying

2)

1. was sitting
2. were getting
3. left
4. went
5. rang
6. was going
7. fell
8. broke

3)

1. was driving
2. was going
3. saw
4. stopped
5. closed
6. opened
7. were coming

4)

1. woke up
2. was shining
3. was having
4. phoned
5. decided
6. arrived
7. disappeared
8. started
9. came
10. drove

D.

1. did...return

2. got
3. were...doing
4. happened
5. was working
6. were
7. did...see
8. was writing
9. looked
10. saw
11. was riding
12. reached
13. was turning
14. didn't see
15. hit
16. fell
17. didn't stop
18. drove
19. called
20. reported
21. Did...manage
22. couldn't
23. was

E.

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

Module 4 (4d)

Presentation

1. They heard that a terrible fire had broken out in the city centre.
2. They went straight to the fire.
3. No, they didn't.

A.

1. was
2. played
3. did
4. came
5. arrived, had cooked
6. fell

B.

1. bought, had tried
2. had written
3. hadn't tidied, arrived
4. had never played, moved
5. had prepared, called
6. hadn't washed, got
7. threw away
8. did...realise, had lost
9. had finished, saw
10. had typed
11. met, had visited

12. had warned, occurred

C.

1. had left
2. had lost
3. had returned
4. had climbed
5. hadn't slept
6. had saved

D.

Suggested answers

2. Sally went to the shopping centre after she had done her homework.
3. The cat got in the house because Mr Jones had forgotten to close the door.
4. When the Smiths arrived at the airport, the plane had taken off.
5. By the time Mary got home, the basement had flooded.
6. Saud went to university after he had finished school.
7. By the time the documentary ended, Karim had fallen asleep.

E.

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

Revision: Module 4

A.

1. were playing, phoned
2. were enjoying, was studying
3. were...making, was trying
4. got, were watching
5. was getting, called
6. weren't listening, explained
7. was doing, saw
8. Did...visit, went
9. tasted, realised
10. were walking, found

B.

- Suggested answers**
1. We were cooking dinner when the fire broke out.
2. As I was walking down the street, I slipped and fell.
3. Kevin was talking on the phone while Bob was studying.
4. John called the police as soon as he saw the crocodile.

5. As Tina was cooking, she burnt her arm.
6. Ralph was waiting at the bus stop when it started raining.
7. As soon as they arrived, they jumped into the pool.
8. Peter was having lunch while Steve was working.

C.

1. at
2. up/down
3. in, in
4. from
5. next, on
6. on, in
7. towards
8. at

D.

1. isn't it
2. shall we
3. will you
4. aren't I
5. weren't you
6. isn't she
7. didn't you
8. doesn't it

E.

1. a
2. c
3. b
4. b
5. a
6. b
7. b
8. c
9. c

10. c

11. c

Use of English

1. out
2. by
3. out
4. in
5. To
6. on
7. around
8. of
9. out

Class CD tracklist

CD 1			CD 2		
Track	Module/Lesson	Listening Activity	Track	Module/Lesson	Listening Activity
1	Titles		1	Titles	
2	1a	1. Read / B	2	3a	1. Read / B
3	1a	3. Listen	3	3a	3. Listen
4	1b	1. Vocabulary	4	3b	1. Read / B
5	1b	2. Read / A	5	3b	3. Pronunciation / A
6	1c	2. Read / A	6	3b	3. Pronunciation / B
7	1c	5. Listen	7	3c	1. Read / B
8	1d	2. Vocabulary	8	3d	2. Vocabulary
9	1d	4. Read / A	9	3d	3. Read / A
10	1d	6. Pronunciation / A	10	3d	4. Listen
11	1d	6. Pronunciation / B	11	3e	2. Listen / A
12	1e	1. Vocabulary	12	3e	2. Listen / B
13	1e	3. Listen / A	13	3e	4. Speak & Write
14	1e	3. Listen / B	14	3 Round-up	Communication / F
15	1e	4. Speak & Write	15	3 Round-up	Rhyming Corner
16	1 Round-up	Communication / G	16	3 Culture page	The Arabic Language
17	1 Round-up	Rhyming Corner	17	4a	1. Read / A
18	1 Culture page	Youth centres	18	4a	2. Vocabulary
19	2a	2. Vocabulary	19	4a	4. Listen / A
20	2a	4. Listen	20	4a	4. Listen / B
21	2b	1. Read / B	21	4b	1. Read / A
22	2b	3. Listen	22	4b	2. Vocabulary
23	2c	1. Read / B	23	4b	4. Pronunciation / A
24	2c	4. Pronunciation / A	24	4b	4. Pronunciation / B
25	2c	4. Pronunciation / B	25	4c	1. Read / B
26	2d	2. Read / A	26	4d	1. Vocabulary / A
27	2d	4. Listen / A	27	4d	2. Read / A
28	2d	4. Listen / B	28	4d	4. Listen / A
29	2e	1. Vocabulary	29	4d	4. Listen / B
30	2e	2. Listen / A	30	4e	2. Listen / A
31	2e	2. Listen / B	31	4e	2. Listen / B
32	2e	3. Speak & Write	32	4e	3. Speak & Write
33	2 Round-up	Communication / F	33	4 Round-up	Communication / F
34	2 Round-up	Rhyming Corner	34	4 Round-up	Rhyming Corner
35	2 Culture page	Mega Museums	35	4 Culture page	Food around the world

Suggested Pacing Chart for Full Blast 5

The weekly pacing chart on pages 73-79 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-two.

So, 16 weeks x 4 sessions per week = 64 sessions **minus** 2 session for holidays = 62 sessions altogether.

Fourteen sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 2 sessions (cover page and lesson a)
- 2 sessions (lesson b)
- 2 sessions (lesson c)
- 2 sessions (lesson d)
- 1 session (lesson e)
- 3 sessions (round-up – SB, WB, GB, project)
- 1 session (cross-curricular/culture page)
- 1 session (test)

Furthermore, the following sessions have also been determined:

- At the end of the semester:
- ✓ 2 sessions for the Consolidation: Modules 1-4
- ✓ 2 sessions for the Self-assessment section and remedial work before the Final Exam.
- ✓ 2 sessions for remedial work

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 two sessions rather than four, thus reaching a total of 62 sessions (15 weeks X 4 sessions plus 2 sessions in week 16).

Abbreviations used in pacing charts

Ss = Students
p. = page
pp. = pages

NOTES:

Be sure to familiarise students with their book at the beginning of the first session.

Recommended homework for every session:

It is suggested that the Ss are asked to study the active vocabulary of each session.

Also, they should be given a few sentences from each session to copy and study for dictation.

In class:

Always check homework at the beginning of each session.

Make sure that students understand what activities they have to do for homework, as well as how they should be done.

When doing projects, have a few Ss present their work to the rest of the class. (Be sure to have a different student presenting each time so that all students are given the chance to present a project.)

Week 1

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • 1 <i>Teen Trends</i> p. 5 Discuss cover page of module 1. • 1a <i>Let's meet up</i> pp. 6-7 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • 1a <i>Let's meet up</i> p. 76 Assign activities A, B, C for homework. 	<ul style="list-style-type: none"> • <i>Module 1 (1a)</i> pp. 130-131 Do presentation and explain grammar boxes in class. Do activity A p. 131 in class. • Assign activities B, C on p. 132 for homework.
Session 2	<ul style="list-style-type: none"> • 1a <i>Let's meet up</i> p. 7 Do activities 3, 4 in class. 	<ul style="list-style-type: none"> • 1a <i>Let's meet up</i> p. 77 Assign activities D, E for homework. 	<ul style="list-style-type: none"> • <i>Module 1 (1a)</i> p. 133 Do activities D, E in class Do the speaking activity in class and assign the writing activity for homework.
Session 3	<ul style="list-style-type: none"> • 1b <i>Try something new</i> pp. 8-9 Do activities 1, 2, 3 in class. 	<ul style="list-style-type: none"> • 1b <i>Try something new</i> pp. 78-79 Assign activities A, E for homework. 	—————
Session 4	<ul style="list-style-type: none"> • 1b <i>Try something new</i> p. 9 Do activities 4, 5 in class. 	<ul style="list-style-type: none"> • 1b <i>Try something new</i> pp. 78-79 Assign activities B, C, D for homework. 	<ul style="list-style-type: none"> • <i>Module 1 (1b)</i> pp. 134-137 Do presentation and explain grammar boxes in class. Do activities A, B p. 135 in class. Assign activities C, D, E on pp. 136-137 for homework. Do the speaking activity in class and assign the writing activity for homework.

Week 2

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>1c Be creative!</i> pp. 10-11 Do activities 1, 2, 3 in class. 	<ul style="list-style-type: none"> • <i>1c Be creative!</i> pp. 80-81 Assign activities A, B, E for homework. 	_____
Session 2	<ul style="list-style-type: none"> • <i>1c Be creative!</i> p. 11 • Do activities 4, 5 in class and assign activity 6 for homework. 	<ul style="list-style-type: none"> • <i>1c Be creative!</i> pp. 80-81 Assign activities C, D for homework. 	<ul style="list-style-type: none"> • <i>Module 1 (1c)</i> pp. 138-140 Do presentation and explain grammar boxes in class. Do activities A, B on p. 139 in class. Assign activities C, D on pp. 139-140 for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 3	<ul style="list-style-type: none"> • <i>1d In fashion</i> pp. 12-13 Do activities 1, 2, 3, 4 in class. 	<ul style="list-style-type: none"> • <i>1d In fashion</i> p. 82 Assign activities A, B for homework. 	_____
Session 4	<ul style="list-style-type: none"> • <i>1d In fashion</i> p. 13 Do activities 5, 6, 7A in class. Assign activity 7B for homework. 	<ul style="list-style-type: none"> • <i>1d In fashion</i> pp. 82-83 Assign activities C, D, E for homework. 	<ul style="list-style-type: none"> • <i>Module 1 (1d)</i> pp. 141-143 Do presentation and explain grammar boxes in class. Do activities A, B p. 142 in class. Assign activities C, D on pp. 142-143 for homework. Do the speaking activity in class and assign the writing activity for homework.

Week 3

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>1e Being a friend</i> pp. 14-15 Do activities 1, 2, 3, 4A, 4B, 4C in class. Assign activity 4D for homework. 	<ul style="list-style-type: none"> • <i>1e Being a friend</i> p. 84 Assign activities A, B, C for homework. 	_____
Session 2	<ul style="list-style-type: none"> • <i>1 Round-up</i> p. 16 Do activities A-G in class. 	<ul style="list-style-type: none"> • <i>1 Round-up</i> p. 85 Assign activities A-D for homework. 	<ul style="list-style-type: none"> • <i>Revision: Module 1</i> p. 144 Assign activities A, B on p. 144 for homework.
Session 3	<ul style="list-style-type: none"> • <i>1 Round-up</i> p. 17 Do the speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>1 Round-up</i> p. 86 Assign activities E-G for homework. 	<ul style="list-style-type: none"> • <i>Revision: Module 1</i> pp. 144-145 Assign activities C, D, E, Use of English for homework.
Session 4	_____	<ul style="list-style-type: none"> • <i>1 Project</i> p. 87 	_____

Week 4

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>1 Culture page</i> p. 18 	_____	_____
Session 2	<i>Test Module 1</i> (in Test CD/CD-ROM)		
Session 3	<ul style="list-style-type: none"> • <i>2 Standing out</i> p. 19 Discuss cover page of module 2. • <i>2a Landmarks</i> pp. 20-21 Do activities 1, 2, 3 in class. 	<ul style="list-style-type: none"> • <i>2a Landmarks</i> p. 88 Assign activities A, B, C for homework. 	<ul style="list-style-type: none"> • <i>Module 2 (2a)</i> pp. 146-147 Do presentation and explain grammar boxes in class. Do activities A, B on p. 147 in class. Assign activities C, D on p. 148 for homework.
Session 4	<ul style="list-style-type: none"> • <i>2a Landmarks</i> p. 21 Do activities 4, 5, 6 in class. 	<ul style="list-style-type: none"> • <i>2a Landmarks</i> p. 89 Assign activities D, E, F for homework. 	<ul style="list-style-type: none"> • <i>Module 2 (2a)</i> p. 149 Assign activities E, F on p. 149 for homework. Do the speaking activity in class and assign the writing activity for homework.

Week 5

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>2b A tour</i> p. 22 Do activity 1 in class.	• <i>2b A tour</i> pp. 90-91 Assign activities A, E for homework.	_____
Session 2	• <i>2b A tour</i> p. 23 Do activities 2, 3, 4 in class.	• <i>2b A tour</i> pp. 90-91 Assign activities B, C, D for homework.	• <i>Module 2 (2b)</i> pp. 150-153 Do presentation and explain grammar boxes in class. Do activities A, B, D on pp. 151-152 in class. Assign activities C, E pp. 152-153 for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 3	• <i>2c Art Attack</i> pp. 24-25 Do activities 1, 2 in class.	• <i>2c Art Attack</i> p. 92 Assign activities A, B for homework.	_____
Session 4	• <i>2c Art Attack</i> p. 25 Do activities 3, 4, 5 in class.	• <i>2c Art Attack</i> pp. 92-93 Assign activities C, D for homework.	• <i>Module 2 (2c)</i> pp. 154-156 Do presentation and explain grammar boxes in class. Assign activities A-D pp. 155-156 for homework. Do the speaking activity in class and assign the writing activity for homework.

Week 6

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>2d Famous faces</i> pp. 26-27 Do activities 1, 2, 3 in class.	• <i>2d Famous faces</i> p. 94 Assign activities A, B, C for homework.	_____
Session 2	• <i>2d Famous faces</i> p. 27 Do activities 4, 5 in class.	• <i>2d Famous faces</i> p. 95 Assign activities D, E for homework.	
Session 3	• <i>2e The place to go</i> pp. 28-29 Do activities 1, 2, 3 in class.	• <i>2e The place to go</i> p. 96 Do activities A, B in class.	_____
Session 4	• <i>2 Round-up</i> p. 30 Do activities A-F in class.	• <i>2 Round-up</i> p. 97 Assign activities A-D for homework.	• <i>Revision: Module 2</i> p. 157 Assign activities A, B for homework.

Week 7

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>2 Round-up</i> p. 31 Do the speaking, writing and rhyming activities in class.	• <i>2 Round-up</i> p. 98 Assign activities E, F, G for homework.	• <i>Revision: Module 2</i> p. 158 Assign activities C, D, Use of English for homework.
Session 2	_____	• <i>2 Project</i> p. 99	_____
Session 3	• <i>2 Culture page</i> p. 32	_____	_____
Session 4	<i>Test Module 2</i> (in Test CD/CD-ROM)		

Week 8

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>3 Broaden your mind</i> p. 33 Discuss cover page of module 3 • <i>3a A learning experience</i> pp. 34-35 Do activity 1 in class. 	<ul style="list-style-type: none"> • <i>3a A learning experience</i> pp. 100-101 Assign activities A, F for homework. 	_____
Session 2	<ul style="list-style-type: none"> • <i>3a A learning experience</i> p. 35 Do activities 2, 3, 4 in class. 	<ul style="list-style-type: none"> • <i>3a A learning experience</i> pp. 100-101 Assign activities B, C, D, E for homework. 	<ul style="list-style-type: none"> • <i>Module 3 (3a)</i> pp. 159-161 Do presentation and explain grammar boxes in class. Assign activities A-C on pp. 160-161 for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 3	<ul style="list-style-type: none"> • <i>3b Express yourself</i> pp. 36-37 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • <i>3b Express yourself</i> pp. 102-103 Assign activities A, D for homework. 	_____
Session 4	<ul style="list-style-type: none"> • <i>3b Express yourself</i> p. 37 Do activities 3, 4, 5 in class. 	<ul style="list-style-type: none"> • <i>3b Express yourself</i> pp. 102-103 Assign activities B, C, E for homework. 	<ul style="list-style-type: none"> • <i>Module 3 (3b, 3c)</i> p. 162 Do presentation and explain grammar box a in class. Assign activities A, D, E pp. 163-164 for homework.

Week 9

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>3c Do you speak English?</i> pp. 38-39 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • <i>3c Do you speak English?</i> p. 104 Assign activity A for homework. 	_____
Session 2	<ul style="list-style-type: none"> • <i>3c Do you speak English?</i> p. 39 Do activities 3, 4, 5 in class. 	<ul style="list-style-type: none"> • <i>3c Do you speak English?</i> pp. 104-105 Assign activities B, C for homework. 	<ul style="list-style-type: none"> • <i>Module 3 (3b, 3c)</i> pp. 162-165 Do presentation and explain grammar box b in class. Assign activities B, C, F on pp. 163-165 for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 3	<ul style="list-style-type: none"> • <i>3d A taste of culture</i> pp. 40-41 Do activities 1, 2, 3 in class. 	<ul style="list-style-type: none"> • <i>3d A taste of culture</i> p. 106 Assign activities A, B for homework. 	_____
Session 4	<ul style="list-style-type: none"> • <i>3d A taste of culture</i> p. 41 Do activities 4, 5 in class. 	<ul style="list-style-type: none"> • <i>3 Round-up</i> p.109 Assign activity G for homework. 	_____

Week 10

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>3e School days</i> pp. 42-43 Do activities 1, 2, 3, 4 in class. 	<ul style="list-style-type: none"> • <i>3e School days</i> p. 107 Assign activities A, B, C for homework. 	_____
Session 2	<ul style="list-style-type: none"> • <i>3 Round-up</i> p. 44 Do activities A-F in class. 	<ul style="list-style-type: none"> • <i>3 Round-up</i> p. 108 Assign activities A, B, C for homework. 	<ul style="list-style-type: none"> • <i>Revision: Module 3</i> p. 166 Assign activities A, B for homework.
Session 3	<ul style="list-style-type: none"> • <i>3 Round-up</i> p. 45 Do the speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>3 Round-up</i> pp. 108-109 Assign activities D, E, F for homework. 	<ul style="list-style-type: none"> • <i>Revision: Module 3</i> p. 167 Assign activities C, Use of English for homework.
Session 4	_____	<ul style="list-style-type: none"> • <i>3 Project</i> p. 110 	_____

Week 11

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>3 Culture page</i> p. 46 	_____	_____
Session 2	<i>Test Module 3</i> (in Test CD/CD-ROM)		
Session 3	<ul style="list-style-type: none"> • <i>4 Nature</i> p. 47 Discuss cover page of module 4. • <i>4a The natural world</i> pp. 48-49 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • <i>4a The natural world</i> p. 111 Assign activity A for homework. 	_____
Session 4	<ul style="list-style-type: none"> • <i>4a The natural world</i> p. 49 Do activities 3, 4, 5 in class. 	<ul style="list-style-type: none"> • <i>4a The natural world</i> pp. 111-112 Assign activities B, C, D, E for homework. 	<ul style="list-style-type: none"> • <i>Module 4 (4a)</i> pp. 168-171 Do presentation and explain grammar boxes in class. Assign activities A-D on pp. 170-171 for homework. Do the speaking activity in class and assign the writing activity for homework.

Week 12

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>4b A change in the weather</i> pp. 50-51 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • <i>4b A change in the weather</i> pp. 113-114 Assign activities A, D, E for homework. 	_____
Session 2	<ul style="list-style-type: none"> • <i>4b A change in the weather</i> p. 51 Do activities 3, 4, 5 in class. 	<ul style="list-style-type: none"> • <i>4b A change in the weather</i> p. 113 Assign activities B, C for homework. 	<ul style="list-style-type: none"> • <i>Module 4 (4b)</i> pp. 172-173 Do presentation and explain grammar boxes in class. Assign activities A, B, C on p. 173 for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 3	<ul style="list-style-type: none"> • <i>4c Go wild!</i> pp. 52-53 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • <i>4c Go wild!</i> pp. 115-116 Assign activities A, B, F for homework. 	_____
Session 4	<ul style="list-style-type: none"> • <i>4c Go wild!</i> p. 53 Do activities 3, 4, 5 in class. 	<ul style="list-style-type: none"> • <i>4c Go wild!</i> pp. 115-116 Assign activities C, D, E for homework. 	<ul style="list-style-type: none"> • <i>Module 4 (4c)</i> pp. 174-178 Do presentation and explain grammar boxes in class. Assign activities A, B on p. 175 and D, E on pp. 177-178 for homework. Do activity C on p. 176 in class. Do the speaking activity in class and assign the writing activity for homework.

Week 13

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>4d What a tragedy!</i> pp. 54-55 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • <i>4d What a tragedy!</i> p. 117 Assign activities A, B for homework. 	_____
Session 2	<ul style="list-style-type: none"> • <i>4d What a tragedy!</i> p. 55 Do activities 3, 4, 5 in class. 	<ul style="list-style-type: none"> • <i>4d What a tragedy!</i> pp. 117-118 Assign activities C, D, E for homework. 	<ul style="list-style-type: none"> • <i>Module 4 (4d)</i> pp. 179-181 Do presentation and explain grammar boxes in class. Assign activities A-E pp. 180-181 for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 3	<ul style="list-style-type: none"> • <i>4e Imagine that!</i> pp. 56-57 Do activities 1, 2, 3 in class. 	<ul style="list-style-type: none"> • <i>4e Imagine that!</i> p. 119 Assign activities A, B, C for homework. 	_____
Session 4	<ul style="list-style-type: none"> • <i>4 Round-up</i> p. 58 Do activities A-F in class. 	<ul style="list-style-type: none"> • <i>4 Round-up</i> p. 120 Assign activities A, B, C for homework. 	<ul style="list-style-type: none"> • <i>Revision: Module 4</i> pp. 182-183 Assign activities A, B, C for homework.

Week 14

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>4 Round-up</i> p. 59 Do the speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>4 Round-up</i> pp. 120-121 Assign activities D-G for homework. 	<ul style="list-style-type: none"> • <i>Revision: Module 4</i> p. 183 Assign activities D, E, Use of English for homework.
Session 2	_____	<ul style="list-style-type: none"> • <i>4 Project</i> p. 122 	_____
Session 3	<ul style="list-style-type: none"> • <i>4 Culture page</i> p. 60 	_____	_____
Session 4	<i>Test Module 4 (in Test CD/CD-ROM)</i>		

Week 15

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	_____	<ul style="list-style-type: none"> • <i>Consolidation: Modules 1-4</i> pp. 123-124 Do activities A-H in class. 	_____
Session 2	_____	<ul style="list-style-type: none"> • <i>Consolidation: Modules 1-4</i> pp. 125-126 Do activities I- Q in class. 	_____
Session 3	_____	<ul style="list-style-type: none"> • <i>Self-assessment</i> pp. 127-128 Do Self-assessment and remedial work. 	_____
Session 4	_____	<ul style="list-style-type: none"> • <i>Self-assessment</i> pp. 127-128 Do Self-assessment and remedial work. 	_____

Week 16

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1		Remedial work	
Session 2		Remedial work	



There are two sessions missing from the week above which correspond to the sessions not done due to holidays.

Suggested Pacing Chart for Full Blast 5 (for Holy Qur'an Memorization Schools)

The weekly pacing chart on pages 80-84 has been created for a sixteen-week semester, in which the students have three sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be forty-six.

So, 16 weeks x 3 sessions per week = 48 sessions **minus** 2 sessions for holidays = 46 sessions altogether.

Eleven sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 2 sessions (cover page and lesson a)
- 2 sessions (lesson b)
- 2 sessions (lesson c)
- 2 sessions (lesson d)
- 1 session (lesson e)
- 1 session (round-up – SB, WB)
- 1 session (test)

Furthermore, the following sessions have also been determined:

- At the end of the semester:
- ✓ 2 sessions for the Self-assessment section and remedial work before the Final Exam.

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 three, thus reaching a total of 46 sessions (15 weeks X 3 sessions plus 1 session in week 16).

Abbreviations used in pacing charts

Ss = Students
p. = page
pp. = pages

NOTES:

Be sure to familiarise students with their book at the beginning of the first session.

Recommended homework for every session:

It is suggested that the Ss are asked to study the active vocabulary of each session.

Also, they should be given a few sentences from each session to copy and study for dictation.

In class:

Always check homework at the beginning of each session.

Make sure that students understand what activities they have to do for homework, as well as how they should be done.

Culture / Cross-curricular pages:

These are optional and can be given to Ss as extra reading practice at home or they can be done in class if time permits.

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 1 <i>Teen Trends</i> p. 5 Discuss cover page of module 1. • 1a <i>Let's meet up</i> pp. 6-7 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • 1a <i>Let's meet up</i> p. 76 Assign activities A, B, C for homework.
Session 2	<ul style="list-style-type: none"> • 1a <i>Let's meet up</i> p. 7 Do activities 3, 4 in class. 	<ul style="list-style-type: none"> • 1a <i>Let's meet up</i> p. 77 Assign activities D, E for homework.
Session 3	<ul style="list-style-type: none"> • 1b <i>Try something new</i> pp. 8-9 Do activities 1, 2, 3 in class. 	<ul style="list-style-type: none"> • 1b <i>Try something new</i> pp. 78-79 Assign activities A, E for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>1b Try something new</i> p. 9 Do activities 4, 5 in class. 	<ul style="list-style-type: none"> • <i>1b Try something new</i> pp. 78-79 Assign activities B, C, D for homework.
Session 2	<ul style="list-style-type: none"> • <i>1c Be creative!</i> pp. 10-11 Do activities 1, 2, 3 in class. 	<ul style="list-style-type: none"> • <i>1c Be creative!</i> pp. 80-81 Assign activities A, B, E for homework.
Session 3	<ul style="list-style-type: none"> • <i>1c Be creative!</i> p. 11 • Do activities 4, 5 in class and assign activity 6 for homework. 	<ul style="list-style-type: none"> • <i>1c Be creative!</i> pp. 80-81 Assign activities C, D for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>1d In fashion</i> pp. 12-13 Do activities 1, 2, 3, 4 in class. 	<ul style="list-style-type: none"> • <i>1d In fashion</i> p. 82 Assign activities A, B for homework.
Session 2	<ul style="list-style-type: none"> • <i>1d In fashion</i> p. 13 Do activities 5, 6, 7A in class. Assign activity 7B for homework. 	<ul style="list-style-type: none"> • <i>1d In fashion</i> pp. 82-83 Assign activities C, D, E for homework.
Session 3	<ul style="list-style-type: none"> • <i>1e Being a friend</i> pp. 14-15 Do activities 1, 2, 3, 4A, 4B, 4C in class. Assign activity 4D for homework. 	<ul style="list-style-type: none"> • <i>1e Being a friend</i> p. 84 Assign activities A, B, C for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>1 Round-up</i> pp. 16-17 Do activities A-G and the speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>1 Round-up</i> pp. 85-86 Assign activities A-G for homework.
Session 2	<i>Test Module 1 (in Test CD/CD-ROM)</i>	
Session 3	<ul style="list-style-type: none"> • <i>2 Standing out</i> p. 19 Discuss cover page of module 2. • <i>2a Landmarks</i> pp. 20-21 Do activities 1, 2, 3 in class. 	<ul style="list-style-type: none"> • <i>2a Landmarks</i> p. 88 Assign activities A, B, C for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>2a Landmarks</i> p. 21 Do activities 4, 5, 6 in class. 	<ul style="list-style-type: none"> • <i>2a Landmarks</i> p. 89 Assign activities D, E, F for homework.
Session 2	<ul style="list-style-type: none"> • <i>2b A tour</i> p. 22 Do activity 1 in class. 	<ul style="list-style-type: none"> • <i>2b A tour</i> pp. 90-91 Assign activities A, E for homework.
Session 3	<ul style="list-style-type: none"> • <i>2b A tour</i> p. 23 Do activities 2, 3, 4 in class. 	<ul style="list-style-type: none"> • <i>2b A tour</i> pp. 90-91 Assign activities B, C, D for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	• <i>2c Art Attack</i> pp. 24-25 Do activities 1, 2 in class.	• <i>2c Art Attack</i> p. 92 Assign activities A, B for homework.
Session 2	• <i>2c Art Attack</i> p. 25 Do activities 3, 4, 5 in class.	• <i>2c Art Attack</i> pp. 92-93 Assign activities C, D for homework.
Session 3	• <i>2d Famous faces</i> pp. 26-27 Do activities 1, 2, 3 in class.	• <i>2d Famous faces</i> p. 94 Assign activities A, B, C for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	• <i>2d Famous faces</i> p. 27 Do activities 4, 5 in class.	• <i>2d Famous faces</i> p. 95 Assign activities D, E for homework.
Session 2	• <i>2e The place to go</i> pp. 28-29 Do activities 1, 2, 3 in class.	• <i>2e The place to go</i> p. 96 Do activities A, B in class.
Session 3	• <i>2 Round-up</i> pp. 30-31 Do activities A-F and the speaking, writing and rhyming activities in class.	• <i>2 Round-up</i> pp. 97-98 Assign activities A-G for homework.

Week 8

Sessions	Student's Book	Workbook
Session 1	<i>Test Module 2</i> (in Test CD/CD-ROM)	
Session 2	• <i>3 Broaden your mind</i> p. 33 Discuss cover page of module 3 • <i>3a A learning experience</i> pp. 34-35 Do activity 1 in class.	• <i>3a A learning experience</i> pp. 100-101 Assign activities A, F for homework.
Session 3	• <i>3a A learning experience</i> p. 35 Do activities 2, 3, 4 in class.	• <i>3a A learning experience</i> pp. 100-101 Assign activities B, C, D, E for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	• <i>3b Express yourself</i> pp. 36-37 Do activities 1, 2 in class.	• <i>3b Express yourself</i> pp. 102-103 Assign activities A, D for homework.
Session 2	• <i>3b Express yourself</i> p. 37 Do activities 3, 4, 5 in class.	• <i>3b Express yourself</i> pp. 102-103 Assign activities B, C, E for homework.
Session 3	• <i>3c Do you speak English?</i> pp. 38-39 Do activities 1, 2 in class.	• <i>3c Do you speak English?</i> p. 104 Assign activity A for homework.

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>3c Do you speak English?</i> p. 39 Do activities 3, 4, 5 in class. 	<ul style="list-style-type: none"> • <i>3c Do you speak English?</i> pp. 104-105 Assign activities B, C for homework.
Session 2	<ul style="list-style-type: none"> • <i>3d A taste of culture</i> pp. 40-41 Do activities 1, 2, 3 in class. 	<ul style="list-style-type: none"> • <i>3d A taste of culture</i> p. 106 Assign activities A, B for homework.
Session 3	<ul style="list-style-type: none"> • <i>3d A taste of culture</i> p. 41 Do activities 4, 5 in class. 	<ul style="list-style-type: none"> • <i>3 Round-up</i> p.109 Assign activity G for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>3e School days</i> pp. 42-43 Do activities 1, 2, 3, 4 in class. 	<ul style="list-style-type: none"> • <i>3e School days</i> p. 107 Assign activities A, B, C for homework.
Session 2	<ul style="list-style-type: none"> • <i>3 Round-up</i> pp. 44-45 Do activities A-F and the speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>3 Round-up</i> pp. 108-109 Assign activities A-F for homework.
Session 3	<i>Test Module 3 (in Test CD/CD-ROM)</i>	

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>4 Nature</i> p. 47 Discuss cover page of module 4. • <i>4a The natural world</i> pp. 48-49 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • <i>4a The natural world</i> p. 111 Assign activity A for homework.
Session 2	<ul style="list-style-type: none"> • <i>4a The natural world</i> p. 49 Do activities 3, 4, 5 in class. 	<ul style="list-style-type: none"> • <i>4a The natural world</i> pp. 111-112 Assign activities B, C, D, E for homework.
Session 3	<ul style="list-style-type: none"> • <i>4b A change in the weather</i> pp. 50-51 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • <i>4b A change in the weather</i> pp. 113-114 Assign activities A, D, E for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>4b A change in the weather</i> p. 51 Do activities 3, 4, 5 in class. 	<ul style="list-style-type: none"> • <i>4b A change in the weather</i> p. 113 Assign activities B, C for homework.
Session 2	<ul style="list-style-type: none"> • <i>4c Go wild!</i> pp. 52-53 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • <i>4c Go wild!</i> pp. 115-116 Assign activities A, B, F for homework.
Session 3	<ul style="list-style-type: none"> • <i>4c Go wild!</i> p. 53 Do activities 3, 4, 5 in class. 	<ul style="list-style-type: none"> • <i>4c Go wild!</i> pp. 115-116 Assign activities C, D, E for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>4d What a tragedy!</i> pp. 54-55 Do activities 1, 2 in class. 	<ul style="list-style-type: none"> • <i>4d What a tragedy!</i> p. 117 Assign activities A, B for homework.
Session 2	<ul style="list-style-type: none"> • <i>4d What a tragedy!</i> p. 55 Do activities 3, 4, 5 in class. 	<ul style="list-style-type: none"> • <i>4d What a tragedy!</i> pp. 117-118 Assign activities C, D, E for homework.
Session 3	<ul style="list-style-type: none"> • <i>4e Imagine that!</i> pp. 56-57 Do activities 1, 2, 3 in class. 	<ul style="list-style-type: none"> • <i>4e Imagine that!</i> p. 119 Assign activities A, B, C for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>4 Round-up</i> pp. 58-59 Do activities A-F and the speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>4 Round-up</i> pp. 120-121 Assign activities A-G for homework.
Session 2	<i>Test Module 4 (in Test CD/CD-ROM)</i>	
Session 3	Remedial work	<ul style="list-style-type: none"> • <i>Self-assessment</i> pp. 127-128 Do Self-assessment and remedial work.

Week 16

Sessions	Student's Book	Workbook
Session 1	Remedial work	



There are two sessions missing from the week above which correspond to the sessions not done due to holidays.

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