



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

Full Blast 1

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KSA - Edition

Contents of Teacher's Manual

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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 1 First Intermediate School - First Semester, the first book in the series, effectively meets the needs of learners with little or no previous exposure to the English language. It leads students towards level A1 (Basic User/Breakthrough) of the CEF.

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 or a cross-curricular 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, pronunciation as well as the language skills practised in each module. Also, a table of contents for the Workbook and the Grammar Book.
- A Hello section and four modules. Each module is divided into a cover page, five lessons, a Round-up section and a culture or a cross-curricular page.
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- A speaking section including pair work activities.
- 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 vocabulary, grammar, communication, reading and writing development tasks and provides students with further practice of 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 about 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 necessary 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 of the structures taught in each module.

Student's audio CD


The **FREE Student's audio CD** includes vocabulary, dialogues, texts, listenings, pronunciations and the culture and cross-curricular pages 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 get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- Background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes which give more detailed information about the new linguistic items presented in each lesson.
- The tracks (▶▶ 22 = Track 22) for all the recorded material included in 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

Hello

This section familiarises students with the English alphabet, basic vocabulary and classroom language. Students are also introduced to the English-speaking world, clearly demonstrating that English is an international language spoken in many countries and different societies.

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

• Different types of texts

There is a variety of reading material: factual texts, comic strips, 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 of 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, surveys, memory games, spot the differences games, etc.). By doing so, the amount of time students speak is increased significantly and cooperation among students is encouraged. In addition, pair and group work help to lessen students' communicative stress. Verbal and/or visual prompts are always provided to facilitate the students' task.

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.

These 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 got 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 and Cross-curricular pages

At the end of every module there is a culture or a cross-curricular page. This page is related to the topic of the preceding module and further introduces students to different cultures or cross-curricular topics. 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

Hello

1 What's your name? ▶▶ 2

FUNCTIONS

Greeting and introducing oneself

VOCABULARY

and Hello Hi What's your name?
I'm... / My name's...

A. Aim: to present ways of introducing oneself

- Introduce yourself to the class. Say: *Hello! I'm ...*
- Ask Ss to look at the pictures of the three boys. Explain to them that these are the main characters in the book.
- Play the CD and have Ss listen and follow in their books. Tell them to underline any unknown words at the same time.
- Play the CD again and pause after each child so that Ss can repeat what they hear.

B. Aim: to give Ss practice in introducing themselves

- Draw Ss' attention to the speech bubble.
- Choose a student and introduce yourself. Say: *Hi! I'm ... What's your name?*
- Encourage the student to answer: *Hello! My name's ...*
- In pairs, Ss take turns to introduce themselves.
- Go round the class helping Ss when necessary.

Optional activity

- Tell Ss to stand up and pretend they are at a place where they do not know anybody.
- Encourage Ss to go round the class and introduce themselves, shaking hands with the person they are talking to, if they wish.

2 The alphabet ▶▶ 3

FUNCTIONS

Identifying the letters of the alphabet
Spelling

VOCABULARY

first name How do you spell...? surname

A. Aim: to present the alphabet

- Ask Ss to look at the letters of the English alphabet.
- Ask Ss to pronounce any of the letters they know.
- Point out to Ss that these are the capital letters.
- Play the CD and have Ss listen and follow in their books.
- Play the CD again and pause after each letter so that Ss can repeat the letter they hear.
- Point out to Ss the vowels (A, E, I, O, U) and explain that the rest are consonants.
- Draw Ss' attention to the lower case letters.
- Have Ss do the activity.
- Check Ss' answers by writing the capital letters on the board.

B. Aim: to give Ss practice in spelling their names

- Draw Ss' attention to the speech bubble. Translate the questions into Ss' L1.
- 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.



3 Numbers ▶▶4,5

FUNCTIONS

Identifying numbers 0-1000
Asking for and giving personal information (phone number, age)

VOCABULARY

zero-one hundred How old are you? I'm... (years old)
What's your phone number?

A. Aim: to present the numbers 0-9

- Draw Ss' attention to the picture and ask them what it is (*a smartphone*).
- Ask Ss if they know any numbers in English.
- Play the CD and have Ss listen and follow in their books.
- Play the CD and pause after each number so that Ss can repeat what they hear.

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

- Draw Ss' attention to the speech bubble. Explain to Ss that numbers are read out one by one.
- Draw Ss' attention to the NOTE. Point out to Ss that the number 0 in a phone number is read *oh* and when a phone number includes the same number twice successively, it is read *double + the number* (e.g. *44 = double four*).
- Choose a student and act out the dialogue.
- Point out that they can talk about their home numbers or their mobile phone numbers.
- Get Ss to do the activity in pairs and go round the class helping Ss when necessary.

C. Aim: to present the numbers 10-100

- Read out the numbers 10-100 slowly and clearly once.
- Play the CD and pause after each number so that Ss can repeat what they hear.
- Write the number 22 on the board and ask Ss what they think the English word for it is.
- Elicit an answer from Ss. (*twenty-two*)
- Explain to Ss that all the numbers from thirty-one to ninety-nine are formed in the same way as numbers twenty-one to twenty-nine.
- Point out to Ss the difference between *thirteen - thirty*, *fourteen - forty*, *fifteen - fifty*, etc.

D. Aim: to present the numbers 110-1000

- Read out the numbers 110-1000 slowly and clearly once.
- Play the CD and pause after each number so that Ss can repeat what they hear.
- Write the number 120 on the board and ask Ss what they think the English word for it is.
- Elicit an answer from Ss. (*a hundred and twenty*)
- Explain to Ss that all the numbers from a hundred to a thousand are formed in the same way as mentioned above.

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

- Say: *I'm ... years old*. Then choose a student and ask: *How old are you?*
- Encourage him/her to answer.
- Draw Ss' attention to the speech bubble.
- Point out to Ss that it is not necessary to say *years old* when answering the question *How old are you?*
- Get Ss to do the activity in pairs and go round the class helping Ss when necessary.

Optional activity

Invite some Ss to the board and say numbers so that they can write them.

Hello

4 In the classroom ▶▶ 6,7,8

FUNCTIONS

Identifying classroom objects

STRUCTURES

Plurals (regular -s)

a/an

this/that

VOCABULARY

apple bag bin board book chair
classmate computer desk door here orange
pen pencil pencil case rubber ruler school
sharpener student teacher there umbrella
window

A. Aim: to present some classroom objects

- Ask Ss to look at the picture of the classroom.
- Ask Ss to read through the words in the box.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class and explain any unknown words.
- Ask Ss to locate the objects in their classroom.

KEY

2. door
3. teacher
4. computer
7. desk
9. chair

B. Aim: to present and give Ss practice in using the plural number of nouns

- Draw Ss' attention to the grammar box and explain it.
- Ask Ss what they notice about the formation of nouns in plural (*most nouns take -s.*)
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

KEY

one board, one door, one teacher, two computers,
four students, seven desks, six windows, six chairs

C. Aim: to present and give Ss practice in using the indefinite article a/an

- Draw Ss' attention to the grammar box and say *a pen* and *an umbrella*.
- Write the phrases on the board and underline the letter **p** in *pen* and the letter **u** in *umbrella*.
- Explain to Ss that both *a* and *an* have the same meaning.
- Ask Ss why they think the article is different in each case (*a is used before consonant sounds, an is used before vowel sounds*).
- Refer Ss to the Grammar Reference (p. 65).
- Ask Ss to look at the words and the respective pictures while you are reading them out.
- Help Ss deduce the meaning of the words by relating them to the content of the corresponding pictures.
- Have Ss do the activity.

- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY

a book, a pencil, a rubber, a pen, a sharpener,
a school bag, an apple, an umbrella, an orange,
a ruler, a pencil case

- Ask Ss to tell you what they have got in their school bags.
- Elicit answers.

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

- Draw Ss' attention to the grammar box and explain it.
- Ask Ss to look at the pictures and draw their attention to the words in bold and the positions of the ruler and the rubber in relation to the hands.
- Ask Ss to tell you what the difference between *this* and *that* is (**this** is for objects that are near us and **that** is for objects that are far from us).
- Refer Ss to the Grammar Reference (p. 65).
- Point to your book and have Ss say: *This is a book.*
- Point to an object that is at a distance from you and have Ss say: *That is a/an ...*
- Point to your pen and ask Ss: *What's this? (It's a pen.)*
- Point to a distant object and ask Ss: *What's that? (It's a/an ...)*
- Point to some other objects in the classroom and have Ss practise *this* and *that*.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY

1. This
2. That
3. that
4. this



5 The English-speaking world ▶▶ 9

VOCABULARY

Countries-Nationalities

Australia - Australian
 Canada - Canadian
 Ireland - Irish
 New Zealand - New Zealander
 South Africa - South African
 UK - British
 USA - American

Aim: to present English-speaking countries and the respective nationalities

- Ask Ss to tell you if they know where English is spoken around the world.
- Elicit answers.
- Ask Ss to look at the map.
- Point out to Ss that *Canada, the USA (the United States of America), Ireland, the UK (the United Kingdom), South Africa, New Zealand* and *Australia* are English-speaking countries, while the words next to them are the respective nationalities.
- Play the CD and pause so that Ss can repeat what they hear.

Language Plus

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

6 Family ▶▶ 10

VOCABULARY

baby boy brother father/dad girl
 grandfather grandmother grandparents man
 mother/mum parents sister woman

Aim: to present vocabulary related to family

- Draw Ss' attention to the words *woman/girl* and *man/boy* and help them deduce their meaning by looking at the pictures.
- Ask Ss to guess the meaning of the rest of the words by relating them to the content of the corresponding pictures.
- Make sure that Ss haven't got any unknown words.
- Play the CD and have Ss follow in their books and repeat the words they hear.

Language Plus

Dad and *Mum* are the informal equivalents for *Father* and *Mother* respectively.

Hello

7 Classroom language ▶▶ 11,12

FUNCTIONS

Understanding classroom language

STRUCTURES

Imperative (affirmative)

VOCABULARY

Can you repeat that, please?
 Close your books.
 friend
 How do you say... in English?
 I don't understand
 Listen...
 Look at the board
 Open your books
 Read the text
 Sit down
 Speak...
 Stand up
 Talk in pairs
 What does this word mean?
 Write...
 Yes, of course.

A. Aims: ▶ to present classroom language

▶ to present the Imperative

- Ask Ss to look at the pictures and read through the phrases underneath them.
- Help Ss deduce the meaning of any phrases they do not understand by relating them to the content of the corresponding pictures.
- Play the CD and have Ss number the phrases in the order they hear them.
- Check the answers with the class.
- If necessary, play the CD again and pause so that Ss can repeat the phrases.

KEY

- 1 Open your books.
- 2 Talk in pairs.
- 3 Speak.
- 4 Stand up.
- 5 Listen.
- 6 Look at the board.
- 7 Close your books.
- 8 Write.
- 9 Sit down.
- 10 Read the text.

- Draw Ss' attention to the grammar box and explain to them how we use the imperative (affirmative) to ask somebody to do something.

B. Aim: to familiarise Ss with phrases that will enable them to cope with various problems that arise in spoken interaction

- Draw Ss' attention to the speech bubble. Translate into Ss' L1.
- Ss should learn the questions/answers as set phrases, so do not explain the grammar in them.
- Play the CD and have Ss repeat what they hear.

8 Colours ▶▶ 13

FUNCTIONS

Identifying colours

VOCABULARY

black blue brown green grey orange
 pink purple red What colour is...? white
 yellow

A. Aim: to present colours

- Ask Ss if they know any colours in English.
- Ask Ss to read through the names of the colours in the box.
- Ask Ss to flick through the pages of *Hello* and find the splashes of colour.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.
- Play the CD and have Ss repeat the colours as they hear them.

KEY

- blue **p. 4**
 yellow **p. 8**
 black **p. 6**
 purple **p. 8**
 red **p. 6**
 orange **p. 7**
 white **p. 4**
 grey **p. 5**
 green **p. 7**
 pink **p. 5**
 brown **p. 7**

B. Aim: to give Ss practice in talking about colours

- Draw Ss' attention to the speech bubble. Make sure that they haven't got any unknown words.
- 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.

Who are you?

- 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.
- Tell Ss: *I'm + your name*.
- Go round the class asking Ss the question and eliciting an answer (*I'm + student's name*).
- Ask Ss to look at the main picture again.
- Ask Ss what they can see and elicit an answer (*three school children*).
- Ask Ss:

*Where are they?
What are they doing?
What are they wearing?
What can you say about them?
Are they happy? Why/Why not?*

- Elicit answers. Use Ss' L1 when necessary.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss to look at the pictures A-E.
- Ask Ss to guess 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. 15
picture B: p. 19
picture C: p. 10
picture D: p. 12
picture E: p. 16

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

Where are you from?

FUNCTIONS

Introducing oneself and others
Greeting
Asking for and giving personal information (name, nationality, age)

STRUCTURES

The verb *be* (I am, You are, We are)
Possessive Adjectives (my, your, our)
Question word (Where)

VOCABULARY

Countries-Nationalities

Brazil - Brazilian
China - Chinese
Egypt - Egyptian
England - English
France - French
Greece - Greek
Italy - Italian
Jordan - Jordanian
Mexico - Mexican
Morocco - Moroccan
Saudi Arabia - Saudi
Spain - Spanish

Phrases

And you?
(I'm) fine
How are you?
I'm from...
I live in...
Nice to meet you
Not bad
Really?
This is...
Where are you from?

Other words

but
new
thanks
too

Warm-up

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

- Draw Ss' attention to the title of the lesson.
- Point to yourself and say: *I'm from + country. I'm + nationality.* Write the sentences on the board.
- Point to a student and ask the question *Where are you from?*
- Elicit answers and explain that this question can be answered both ways, as shown above.

1 Vocabulary ▶▶14

Aim: to present a number of countries and nationalities

- Ask Ss to read through the countries and the nationalities.
- Have Ss do the activity.
- Play the CD and check the answers with the class.

KEY

Brazil - Brazilian
China - Chinese
Egypt - Egyptian
France - French
Greece - Greek
Italy - Italian
Jordan - Jordanian
Mexico - Mexican
Morocco - Moroccan
Saudi Arabia - Saudi
Spain - Spanish

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

Optional activity

Tell Ss to choose a country from the list and imagine that they come from this country. Get them to talk in pairs, as in the example below.

SA: *I'm from France. I'm French. Where are you from?*

SB: *I'm from Jordan. I'm Jordanian.*

2 Read ▶▶15

A. Aim: to present vocabulary, structures and functions in the context of two short dialogues

- Ask Ss what they can see in the picture (*someone showing where a country is on a globe*).
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Draw Ss' attention to the first dialogue and ask them what they think the phrase *I'm from Morocco, but I live here in London* means. Explain using Ss' L1 if necessary and give another example, e.g. *I am from Brazil, but I live in Spain*.
- Also draw Ss' attention to the phrase *Nice to meet you* and ask them to tell you when it is used (*when we meet someone for the first time*).
- Have Ss look at the phrase *This is...* in the second dialogue and ask them to tell you when it is used (*when we want to introduce someone to someone else*).
- Ask Ss some comprehension questions:

Where is Amina from? She's from Morocco.

Where is Rosa from? She's from Mexico.

Where are Pablo and Garcia from? They're from Spain.

Where is Ammar from? He's from Saudi Arabia.

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

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

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

KEY

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

3 Speak

Aim: to give Ss practice in greeting people and asking about their health

- 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 Ss to act out the dialogue in class.

4 Grammar

Aim: to present and give Ss practice in using the verb *be* (I am, You are, We are) and the possessive adjectives (my, your, our)

The verb *be* (I am, You are, We are)

- Draw Ss' attention to the first table containing the affirmative forms of the verb *be*.
- Explain to Ss that *I* (first person singular), *You* (second person singular/plural) and *We* (first person plural) are personal pronouns followed by the verb *be*.
- Point out that the verb *be* is written both in its short and full forms. Explain to Ss that it is more common to use the short forms when we talk and the full forms when we write, especially in formal writing.
- Ask Ss to underline all the affirmative forms of the verb *be* in the two dialogues (*I'm Rosa, I'm Amina, I'm from Morocco, I'm Mexican, I'm fine, We're from Spain, I'm from Saudi Arabia*).
- Draw Ss' attention to the second table containing the negative short forms of the verb *be*.
- Ask Ss to underline a negative form of the verb *be* in the first dialogue (*I'm not*).
- Draw Ss' attention to the tables containing the questions of the verb *be* followed by short answers.
- Ask Ss to underline all the question forms of the verb *be* followed by short answers in the first dialogue (*Are you a new student? Yes, I am. Are you Brazilian? No, I'm not*).

Possessive adjectives (my, your, our)

- Draw Ss' attention to the table containing the possessive adjectives (*my, your, our*) and the respective personal pronouns (*I, you, we*).
- Ask Ss to read through the examples and draw their attention to the words in bold.
- Explain to Ss that the personal pronoun *we* is used before the verb *be* (*are*) as its subject, while *our* is a possessive adjective used before a noun (*classroom*), without an article.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. my, Are, 'm not, I'm
2. Are, aren't, We're, Our

5 Pronunciation ▶▶ 16, 17

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

- Play the CD and tell Ss to listen for the difference in pronunciation between *France, British and Chinese*.
- Elicit the answer that *France* has a /s/ sound, *British* has a /ʃ/ sound, while *Chinese* has a /tʃ/ sound.

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

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

KEY

- /s/: surname, pencil, class
- /ʃ/: English, nationality, Irish
- /tʃ/: teacher, French

6 Speak

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

- Draw Ss' attention to the speech bubble.
- Ask Ss to tell you where Sami is from and elicit the answer (*He's from Saudi Arabia. He's Saudi*).

Language Plus

English refers to people from England only, while *British* refers to people from England, Scotland, Wales and Northern Ireland.

- Draw Ss' attention to the TIP and explain it.
- 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.

FUNCTIONS

Talking about occupations
Talking about family members

STRUCTURES

The verb *be*
Possessive Adjectives

VOCABULARY

Jobs

bus driver chef delivery person doctor
housewife nurse police officer secretary
shop assistant taxi driver waiter

Other words

aunt come cousin great pizza restaurant
uncle welcome

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss if they know any other jobs in English.
- Initiate a short discussion about the job of the Ss' parents. If necessary, use Ss' L1. You can ask:
Is your father/mother a doctor?
Is he/she a secretary? etc.

1 Vocabulary ▶▶18

Aim: to present jobs

- Ask Ss to look at the pictures and read through the words/phrases underneath them.
- Help Ss deduce the meaning of the words from the context of the corresponding pictures.
- Ask a few questions, using Ss' L1 when necessary, to enhance understanding:

Who works at a hospital?
Who wears a uniform?
Who works in the same place all day?

- Play the CD and have Ss repeat the words they hear.

Pre-reading

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

- Ask Ss to look at the layout and the title of the text and tell you what it is (*an advertisement for a pizza restaurant/family business*).
- Ask Ss some questions:

What kind of business is this? It's a pizza restaurant/pizzeria/an Italian restaurant.
What's the name of the business? Mario's Pizza.

- If necessary, briefly explain to Ss that we add 's to proper nouns (e.g. *Mario's*) and singular nouns (e.g. *father's*) to show possession.

2 Read ▶▶19

A. Aim: to present vocabulary, structures and functions in the context of an advertisement for a family business

- Ask Ss to look at the people in the pictures and tell you if they think they are related and how.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Draw Ss' attention to the family words in the text (*dad, uncle, aunt, cousins, brother*) and help them deduce the meaning of the ones they don't know.
- Ask Ss to underline all the jobs in the text (*chef, waiters, delivery boy*).
- Ask Ss some comprehension questions:

Who is Mario? Alonso's dad.
Who is Gina? Alonso's aunt.
Who is Dario? Alonso's uncle.
Who are Fredo and Elmo? Alonso's cousins.
Who is Antonio? Alonso's brother.
Who are chefs? Dario and Gina.
Who's a delivery person? Antonio.
Who are waiters? Fredo and Elmo.

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

- Ask Ss to read through the text again and do the activity.
- Check the answers with the class.
- Choose some Ss to read the text aloud.
- Explain any unknown words.

KEY

1. They are Italian/from Italy.
2. No (he isn't). He's a chef. His name is Dario.
3. Yes (they are). Their names are Fredo and Elmo.
4. Yes (he is).

3 Grammar

Aim: to present and give Ss practice in using the verb *be* and the possessive adjectives

The verb *be*

- Draw Ss' attention to the first table containing the affirmative forms of the verb *be*.
- Explain to Ss that this is a complete table presenting all persons (*I, you, he, she, it, we, you, they*).
- Point out that the verb *be* is written both in its short and full forms. Remind Ss that it is more common to use the short forms when we talk and the full forms when we write, especially in formal writing.
- Ask Ss to underline all the affirmative forms of the verb *be* in the text (*I'm Alonso, this is my dad, We're Italian, This is my uncle, His name is Dario, he's a chef, Gina is a chef, This is, They are, This is my brother, His name is, he is a pizza delivery boy*).
- Draw Ss' attention to the second table containing the negative forms, as well as the questions of the verb *be* followed by short answers.
- Refer Ss to the Grammar Reference (p. 65).

Possessive adjectives

- Draw Ss' attention to the table containing the possessive adjectives and the respective personal pronouns.
- Ask Ss to read through the examples and draw their attention to the words in bold.
- Explain to Ss that the personal pronoun *he* is used before the verb *be (is)* as its subject, while *his* is a possessive adjective used before a noun (*mother*), without an article.
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. her, his, Is he, isn't, He's
2. Are, they, are, is, her

Optional activity

Guessing game

- Have Ss make two lists: one with some of their family members and one with their jobs and ask Ss to jumble them up.
- If necessary, give Ss some more jobs in English.
- In pairs, Ss take turns to guess the jobs of their partners' family members (*e.g. Is your dad a chef?*).
- Go round the class helping Ss when necessary.
- Choose some pairs to play the game in class and some other Ss to report their findings about their partners' family members to the class (*e.g. His mum is a nurse. His dad is a police officer, etc.*).

4 Write

Aim: to give Ss practice in writing about some of their family members and their jobs

- Ask Ss to read through the prompts and elicit examples of what they have to write about.
- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.
- Alternatively, ask Ss to create a poster with pictures of Ss' family members and their respective jobs.

FUNCTIONS

Telling the time
Greeting

VOCABULARY

Days of the week

Saturday Sunday Monday Tuesday
Wednesday Thursday Friday

Other words

clock sorry today

Time

a quarter to / past am half past midday midnight
noon o'clock pm

Phrases

Good afternoon Good evening Good morning
Good night Goodbye/Bye What day is it?
What's the time?

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them to guess what the lesson will be about. Translate the title into Ss' L1 if necessary.
- Elicit answers.

1 Vocabulary ▶▶ 20, 21, 22

A. Aim: to present the days of the week

- Ask if Ss know any of the days of the week in English.
- Refer Ss to the days of the week in the book and to the note.
- Point out to Ss that the days of the week always begin with a capital letter.
- Explain that they have to put the days in order.
- Allow Ss some time to do the activity.
- Play the CD and have Ss check their answers.

KEY

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

- Ask Ss: *What day is it today?* and elicit the answer.
- Play the CD again and pause so that Ss can repeat what they hear.
- If possible, get Ss to say the days of the week without looking at their books.

Optional activity

- Explain the words *before* and *after* in L1.
- Say the phrases: *Tuesday comes after Monday. Friday comes after Thursday.* and write them on the board.
- Choose a student and ask him/her: *What day comes after Sunday?*
- Elicit an answer and ask a few more Ss about other days.
- Say: *Tuesday comes before Wednesday. Friday comes before Saturday.* and write them on the board.
- Choose another student and ask him/her: *What day comes before Sunday?*
- Elicit an answer and ask a few more Ss about other days.

B. Aim: to introduce and give Ss practice in telling the time

- Make sure that Ss know how to tell the time in their L1.
- Draw Ss' attention to the question *What's the time?* in the rubric (*It's + the time*).
- Ask Ss to look at the clocks 1-6 and read through the times underneath them. Have them do the activity.

Language Plus

There are two ways of writing the time, based on a 12-hour or a 24-hour notation.

Therefore, 1:00pm=13:00, 10:00pm=22:00, etc.

- Play the CD and have Ss listen and check their answers.

KEY

1. o'clock	2. eleven	3. quarter...six
4. half past	5. quarter	6. twenty to

- Ask Ss to tell you what they notice about the way we tell the time in English.
- Point out to Ss that:
 - a. we use **o'clock** only for whole hours (e.g. *seven o'clock*).
 - b. we mention the minutes/a quarter first, followed by past/half past, followed by the hour.

Optional activity

- Draw a clock on the board with the numbers 1-12.
- Give Ss practice in telling the time by changing the hands of the clock and asking them: *What's the time? It's ...*
- Alternatively, divide Ss into pairs and get them to draw a clock on a piece of paper and practise telling the time. Go round the class helping Ss when necessary.

C. Aim: to introduce and give Ss practice in using greetings

- Ask Ss to tell you any English greetings they know (*Hello, Hi, Good morning/afternoon/evening/night*).
- Ask Ss to look at the pictures 1-4 and read through the prompts underneath them.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.

KEY

1. morning	4. night
------------	----------

- Draw Ss' attention to the difference between **am** (*from midnight to noon*) and **pm** (*after 12 o'clock noon, from noon to midnight*).
- Point out to Ss that it is morning until 12pm, afternoon until 6pm and evening until 12am.
- Point out to Ss the use of *Good afternoon!* and *Good evening!* by the teacher (picture 2) and the newsreader (picture 3) respectively.
- Explain to Ss that the use of the greetings depends on context as well. You would say *good morning, good afternoon* or *good evening* when seeing a person, but not when leaving him/her. For example, if you were visiting a friend at 10pm, you would say *good evening*, but if you were leaving a friend's house at 10pm, you would say *good night*.

Pre-reading

Aim: to help Ss make predictions about the content of the dialogue based on visual prompts

- Ask Ss to look at the pictures accompanying the dialogue and tell you what they can see (*two boys and a globe*).
- Ask Ss:

*What are they doing? They are talking on the phone.
Why are they talking on the phone?*

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

2 Read ▶▶23

A. Aim: to present the functions and the vocabulary presented in the lesson in the context of a short dialogue

- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Draw their attention to the dialogue and ask them why Dave says *good afternoon* and Ameen says *good morning* (*They are in different parts of the world, so the time is different*).

Background note

There are 24 **time zones** in the world and the time is different in every zone. The Greenwich Meridian, which is measured at the Royal Observatory in Greenwich, England, is the starting point of every time zone in the world. So, when it's 9 on a Wednesday evening in New York, it is 5 on Thursday morning in Riyadh, which means that New York is 8 hours behind the time in Riyadh. For this reason, when you travel east, you set your watch forward and when you travel west, you set your watch backwards.

- Ask Ss some comprehension questions:

*Where is Dave? In New York.
Where is Ameen? In Riyadh.
What day is it in New York? It's Wednesday.
What day is it in Riyadh? It's Thursday.
What's the time in New York? It's 9:00 in the evening.
What's the time in Riyadh? It's 5:00 in the morning.
Why does Dave say he is sorry? / Why is Ameen angry?
Because it's very early in the morning in Riyadh.*

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

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

- Refer Ss to the box and have them do the activity.
- Check the answers with the class.

KEY

NAME	DAY	TIME
Dave	Wednesday	9pm/ in the evening
Ameen	Thursday	5am/ in the morning

3 Listen ▶▶24

Aim: to give Ss practice in listening for specific information

- Explain to Ss that they are going to listen to four short dialogues and answer a question for each one of them.
- Ask Ss to read through the questions 1-4 and their options. Make sure that they haven't got any unknown words.
- Draw Ss' attention to the TIP and explain it.
- Play the CD twice.
- Alternatively, play the CD and pause after the first dialogue for Ss to choose their answers.
- Play the first dialogue a second time and have Ss check their answers.
- Follow the same procedure for the rest of the dialogues.
- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.

KEY

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

LISTENING TRANSCRIPT

1.

Mr Smith OK, Oliver, what day is it today? Write it on the board, please.

Oliver Erm... it's Tuesday.

Mr Smith OK. How do you spell it?

Oliver T-U-E-S-D-A-Y.

2.

Dylan Hey, James. What's the time?

James It's half past...

Dylan Half past what?

James Half past eight.

Dylan Are you sure?

James Umm... oops. It's half past nine.

Dylan OK. Thanks.

3.

Larry Yes! It's Thursday today.

John It's not Thursday! It's Wednesday.

Larry Really?

John Yes.

Larry Oh, OK.

4.

Mandy Good morning, Karen.

Karen Good morning? You mean, good afternoon.

Mandy Why? What's the time?

Karen Look at the clock. It's noon!

Mandy Oh, is it? Well, good afternoon, then.

4 Speak

Aim: to give Ss practice in using the functions and the vocabulary presented in the lesson through a guessing game

- Ask Ss to read through the speech bubble and look at the clocks.
- First, have Ss tell you what the time is according to each clock.
- Choose a student and act out the game.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to play the guessing game.

FUNCTIONS

Talking about sports
Expressing preference

STRUCTURES

Question words (What...? - Who...?)

VOCABULARY

Sports

basketball football swimming tennis volleyball

Other words

all also athlete be crazy about famous
favourite like play player team together very

Phrases

What's your favourite...? Who...?

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess why the lesson is called *Get sporty!* (because it will introduce sports).
- Ask Ss to guess what the lesson will be about and elicit answers.

1 Vocabulary ▶▶ 25

Aim: to present some sports

- Ask Ss to look at the pictures and read through the words underneath them.
- Help Ss deduce the meaning of the words from the content of the corresponding pictures.
- Play the CD and have Ss repeat the words they hear.
- Ask Ss if they play any of these sports, which sport they would like to take up, etc.
- Elicit answers.

2 Read ▶▶ 26

- A. Aims:**
- ▶ to help Ss make predictions about the reading text based on visual prompts
 - ▶ to present the vocabulary and the functions presented in this lesson in context
 - ▶ to give Ss practice in reading for gist
- Ask Ss to look at the picture of the boys and remind them that they are the main characters in the book.
 - Ask Ss where the boys are (*they are on a school football pitch*).
 - 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 (*No, they don't*).
 - Ask Ss some comprehension questions:

*Who is Ali's favourite football player? Jamal Al-Naser.
What's his favourite team? Al-Rabia.
Who is in the school basketball team? Bill.
What is Tom's favourite sport? Volleyball.
What sport is his brother crazy about? Tennis.*

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

- Ask Ss to read through the sentences 1-6. Make sure that they haven't got any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Jamal Al-Naser, Bob Wilkins
2. Ali
3. basketball, football, tennis
4. tennis
5. football
6. volleyball

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

Post-reading

- Ask Ss what sports they play at school, their favourite players/athletes, etc.
- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present and give Ss practice in using *What...?* and *Who...?*

- Ask Ss to read through the short dialogue.
- Ask Ss what they notice about the question words *What...?* and *Who...?* (we use *What...?* to ask about things and *Who...?* to ask about people).
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. What 2. Who 3. Who 4. Who 5. What

4 Listen 27

Aim: to give Ss practice in listening for specific information and transferring from verbal to visual information

- Explain to Ss that they are going to listen to four teenagers and that they should match their names with the pictures 1-4.
- Ask Ss to look at the pictures 1-4 and tell you what sports the balls represent (1. *basketball*, 2. *tennis*, 3. *football*, 4. *volleyball*).
- Play the CD twice.
- Alternatively, play the CD and have Ss listen to the first speaker and choose their answer.
- Play the CD again. Ss check their answer.
- Follow the same procedure with the rest of the speakers.
- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.

KEY

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

LISTENING TRANSCRIPT

Jafar

Hi, there. I'm Jafar and I'm crazy about one sport: football. I play all the time. I also play in the school team.

Paul

My two brothers, Sam and Peter, play tennis. It's OK, but I play volleyball. It's great!

Dave

At school we have a basketball team, a football team and also a volleyball team. My favourite is basketball, of course. I play in the team and it's great fun.

Ted

My favourite player is Roger Peters. He's a famous tennis player and he plays my favourite sport. My classmates like football, but not me.

5 Speak

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

- Ask Ss to read through the speech bubble.
- In groups of four, Ss take turns to ask and answer questions about themselves and the other people in their group with regard to their preferences.
- Go round the class helping Ss when necessary.
- Choose some groups to act out the dialogue and some Ss to report their group's answers to the class.

For example: *What's your favourite sport? Football.*

His favourite sport is football.

FUNCTIONS

Talking about school subjects
Talking about what one is good at
Expressing preference

VOCABULARY

School subjects

Arabic Art English Geography History
Islamic Studies Maths PE Science

Titles

Mr / Mrs / Miss / Ms

Other words

age be good at cool

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the text.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Vocabulary ▶▶ 28

Aim: to present some school subjects

- Ask Ss to read through the school subjects presented.
- Help Ss deduce the meaning of any unknown words by relating them to the corresponding pictures.

Language Plus

PE stands for Physical Education.

- Draw Ss' attention to the TIP and explain it.
- Play the CD and get Ss to repeat the school subjects they hear.
- Go round the class and ask Ss the question in the rubric.
- Elicit answers.

2 Speak

A. Aim: to give Ss practice in using the functions and the vocabulary presented in this lesson through group work

- Draw Ss' attention to the question *Are you good at...?* and explain it.
- Ask Ss to read through the speech bubble.
- In groups of four, Ss take turns to ask and answer questions about the school subjects they are good at.
- Go round the class helping Ss when necessary.
- Ask each group to act out the dialogue in class.

B. Aim: to give Ss practice in reporting what subjects their classmates are good at

- Ask Ss to read through the speech bubble.
- Choose a student from each group to report the results to the class.

3 Listen ▶▶ 29

Aim: to give Ss practice in listening for specific information through a matching activity

- Draw Ss' attention to the boxes and tell them that this is a matching activity.
- Explain to Ss that they are going to listen to a survey. Ask them what the survey might be about.
- 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 to clarify any questions Ss may have.

KEY

Ray, Italian, 13, Geography
Lisa, English, 11, History

LISTENING TRANSCRIPT

Man Excuse me. Can I ask you some questions?

Ray Sure.

Lisa OK.

Man What are your names?

Ray I'm Ray, and this is Lisa.

Man Ray... and... Lisa. Great. Where are you from?

Lisa I'm English but Ray is from Italy.

Man Really? OK, and how old are you?

Ray I'm 13.

Lisa And I'm 11.

Man 13 and 11. Good. Now, what's your favourite school subject?

Lisa I like History.

Man OK. And you Ray?

Ray My favourite subject is Geography.

Man Thank you very much...

4 Speak & Write 30

- A. Aims:**
- ▶ to help Ss prepare for the writing activity and organise and plan their ideas in a paragraph
 - ▶ to provide Ss with a sample and a plan for writing a paragraph about oneself
 - ▶ to present Ss with the topics related to the writing task
- Ask Ss to read through the paragraph.

Language Plus

- **Mr /mɪstə(r)/** is used before a man's surname when you are speaking or referring to him. It is an abbreviation of the word 'Mister'.
- **Miss /mɪs/** is used before the surname of a girl or woman who is not married.
- **Mrs /mɪsɪz/** is used before the surname of a married woman.
- **Ms /mɪz/** is used instead of Miss/Mrs when you don't know or don't wish to specify if the woman is married or not.

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

KEY

Name Richard
Surname Goodman
Age 11
Nationality Irish
Favourite subject PE
Favourite teacher Mr Simms
Favourite sport swimming
Favourite player/athlete Michael Thomson

- Ask Ss some comprehension questions:

*Where does Richard live? In Dublin.
 Is Richard good at PE? Yes, he is.
 Who is Mr Simms? The/His PE teacher.
 What does Richard think of Mr Simms? That he is cool.*

- B. Aim:** to give Ss practice in talking about themselves through a pair work activity

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

- C. Aims:**
- ▶ to present and give Ss practice in using capital letters and punctuation
 - ▶ to help Ss understand the stylistic features of writing
- Ask Ss when capital letters are used and write examples on the board.
 - Ask Ss to read through the box with the cases of when capital letters are used. If necessary, provide further explanations and examples.
 - Ask Ss when full stops and question marks are used and refer them to the Punctuation box.
 - Have Ss do the activity.
 - Check the answers with the class.

KEY

1. My name is Lee Sanders.
2. I'm from Australia.
3. Miss Green is an English teacher.
4. My favourite subject is Maths.
5. We're from Madrid, in Spain.
6. Are you good at Geography?
7. Is it Tuesday today?

- D. Aim:** to give Ss practice in writing a paragraph about themselves

- Read out the prompts, pausing at the dots. Choose Ss to answer orally.
- Explain that they should write a paragraph about themselves using the questions in activity B as a guide.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

1

Round-up

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. *cross out:* Thursday *add:* PE, etc.
2. *cross out:* French *add:* Brazil, etc.
3. *cross out:* History *add:* Sunday, etc.
4. *cross out:* team *add:* football, etc.

Grammar

B.

KEY

1. your, He
2. My
3. Their
4. She's, Her
5. It's

C.

KEY

1. Are, am
2. are
3. Is, is
4. aren't
5. Is, isn't

D.

KEY

1. How
2. Where
3. What
4. What's
5. Who's

Communication

E. ▶▶ 31

KEY

1. It's a quarter past three.
2. It's ten to seven.
3. It's twenty past eight.
4. It's a quarter to one.
5. It's five past one.
6. It's eleven o'clock.
7. It's half past five.

F. ▶▶ 32

KEY

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

Speak

- Ask Ss to read through the cards and the speech bubble.
- Choose a student and act out the game.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to play the guessing game.

Write

- Choose one of the cards and elicit examples of what the Ss have to write about.
- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

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 ▶▶ 33

- 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 gaps.
- Ask Ss to read through the words in the box.
- Ask Ss to try and complete the rhyme with the words in the box 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. China
2. Qatar
3. swimming
4. black
5. white
6. Science
7. PE

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



Cross-Curricular page

Geography Quiz: The English-speaking world

Aim: to introduce Ss to various facts related to the countries of the English-speaking world

- Ask Ss to look briefly at the content of the cross-curricular page.
- Ask Ss some questions:

What is it? It's a quiz.

Where can you find quizzes like this one? In magazines.

Do you like doing quizzes? About what?

- Elicit answers.
- Draw Ss' attention to the title of the quiz.
- Ask Ss to name the seven English-speaking countries (*Australia, Canada, Ireland, New Zealand, South Africa, UK, USA*).
- Point out to Ss that the purpose of the quiz is to test their general knowledge about the English-speaking world.
- Tell Ss to read each question carefully and then choose the answer which they think is the correct one.
- Allow Ss some time to do the quiz and then refer them to the bottom of the page where the correct answers are given.
- Initiate a short discussion about how many questions they answered correctly, which questions were the most difficult to answer, if they have learnt any new facts, etc.
- Explain any unknown words.

All about me

- 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 young boy*).
 - Ask Ss:

*How old is he?
Is he happy?
What does he look like?*

- Elicit answers. Use Ss' L1 when necessary.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss to look at the pictures A-E.
- Ask Ss to guess 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. 26
picture B: p. 25
picture C: p. 30
picture D: p. 33
picture E: p. 28

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

FUNCTIONS

Talking about personal items

STRUCTURES

The verb *have got*

VOCABULARY

Words

bike camera cap computer game
game console mobile phone modern nice
rollerblades skateboard small sunglasses thing
watch (n)

Phrases

Are you sure? Look! Wait!

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 (*the things someone owns/has*). If necessary, translate the title into Ss' L1.
- Ask Ss what their favourite things are.
- Elicit answers and make a list of them on the board.

1 Vocabulary ▶▶34

Aim: to introduce vocabulary related to personal objects

- Ask Ss to look at the objects and see if any of them are included in the list on the board.
- Ask Ss to read through the words and guess what they mean. Help them when necessary.
- Play the CD and have Ss repeat the words they hear.
- If necessary, play the CD again until Ss feel more confident with the pronunciation of the words.

2 Read ▶▶35

A. Aim: to present vocabulary, structures and functions in the context of three comic strips

- Draw Ss' attention to the comic strips and ask them where they may be found (*in a newspaper or magazine*).
- Have Ss read the title of the comic strips. Explain to Ss that the adjective *cool* (= *trendy, modern, relaxed, easy-going*) can be used to describe a person's attitude/lifestyle.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to look at the pictures and try to guess what the comic strips are about.
- 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:

Has Jake's brother got a skateboard? No (he hasn't).
Has Jake's sister got rollerblades? No (she hasn't).
What are Jake's brother and sister crazy about?
Computer games.
Is his sister's mobile old? No, it isn't. It's new and modern.
Has Jake's brother got a cap? Yes (he has).
Has Jake's sister got black sunglasses? Yes (she has).

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

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

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

KEY

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

Post-reading

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

- Ask Ss:

Are your brothers and sisters cool?

Are you cool?

What makes a person cool?

Are your brothers and sisters as cool as Harry and Mary?

Would you like your brothers and sisters to be as cool as Harry and Mary?

- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present and give Ss practice in using the verb *have got*

- Draw Ss' attention to the table and explain that this is the verb *have got* in the affirmative, negative and question forms followed by short answers. Explain to them that the contracted forms are more informal and are usually used when we speak.
- Write on the board: *I've got a skateboard.*
- Ask a student: *Have you got a skateboard?* and elicit an answer: *Yes, I have. / No, I haven't.*
- Say and write on the board: *He/She has got a skateboard. or He/She hasn't got a skateboard.*
- Choose two Ss and ask them: *Have you got skateboards?* and elicit an answer: *Yes, we have. / No, we haven't.*
- Write on the board: *They have got skateboards. or They haven't got skateboards.*
- Ask Ss to read through the grammar box and tell you when we use *have got* and *has got* (*have got* is used with *I, you, we* and *they* while *has got* is used with *he, she* and *it*).
- Refer Ss to the Grammar Reference (pp. 65-66).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. 've got
2. 's got
3. 've got
4. 's got, Has she, hasn't
5. haven't
6. Have you, have

4 Listen

Aim: to give Ss practice in listening for specific information and transferring from verbal to visual information

- Ask Ss to look at the pictures of the five objects. Make sure that they know what the objects are called in English.
- Play the CD twice.
- Check the answers with the class.

KEY

The following should be ticked:
mobile phone, red cap

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

LISTENING TRANSCRIPT

- Tina** Donna, have you got your camera?
Donna Let me see... No, I haven't got it in my bag. But I've got my mobile. It's got a camera.
Tina That's good, thanks. Have you got your game console with you?
Donna I haven't got a game console.
Tina That's right, sorry.
Donna What's that?
Tina It's my new cap.
Donna I've got a cap like that. But my cap isn't blue. It's red. I love red. Look, here it is, in my bag.

FUNCTIONS

Talking about clothes and accessories

STRUCTURES

these/those

Plurals (regular - irregular)

VOCABULARY

Clothes and accessories

abaya belt dress (head)scarf hoody jacket
jeans jumper leggings sandals shoes skirt
T-shirt thobe trainers trousers

Other words and phrases

a lot of beautiful big check out colourful
comfortable love old present trendy wardrobe

Irregular plurals

child - children fish - fish man - men
person - people woman - women

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Have Ss elicit the meaning of the word *clothes* by drawing their attention to the pictures of the first activity.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Vocabulary ▶▶ 37

Aim: to introduce vocabulary related to clothing

- Ask Ss to look at the words and the items of clothing they are referring to.
- Help Ss deduce the meaning of unknown words by relating them to the respective items.
- Play the CD and have Ss repeat the words they hear.

Language Plus

- The words **jeans**, **trainers**, **trousers** and **leggings**, etc. are always used in the plural because they are made up of two parts that go together.
- A **jacket** can be formal (worn as the upper part of a suit) or casual (worn as a short coat).
- Ask Ss the question in the rubric and elicit answers.
- Ask Ss:

What are your favourite clothes?

What kind of clothes do you wear at school?

What kind of clothes do you wear when you go out?

Optional activity

- Ask a student to come to the board.
- Ask him/her to choose one of his/her classmates but not to reveal it.
- Explain to Ss that they should try to guess the student their classmate has thought of by asking him/her questions about this person's clothes.
- As Ss haven't yet been taught the Present Progressive (*he/she is wearing...*), for the purposes of this activity they can use the verb *have got*.

Pre-reading

Aim: to introduce the topic of the magazine article and give Ss practice in using the vocabulary of the lesson

- Ask Ss to look at the title of the text. Explain the word *wardrobe* (= a piece of furniture in which you can hang your clothes).
- Ask Ss:

What's in a person's wardrobe?

What's in your wardrobe?

2 Read ▶▶ 38

A. Aims: ▶ to present vocabulary, structures and functions in the context of a magazine article

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

- Draw Ss' attention to the layout of the text and ask them to tell you what the text is (*an article*) and where it may be found (*in a magazine*).
- Draw Ss' attention to the pictures accompanying the text and ask them to identify the clothes and accessories (*belt, scarves, dress, sandals, skirt*).
- 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. Tell them to underline any unknown words at the same time.
- Check Ss' predictions (*it's about a girl's wardrobe/the clothes that Tina has got in her wardrobe*).
- Ask Ss some comprehension questions:

What is Tina's favourite accessory? Her red belt.

Who is it a present from? Her sister.

Does she love scarves? Yes (she does).

Has she got a lot of dresses? Yes, she has.

What colour is her favourite dress? Black.

Are her sandals old? No, they aren't.

Is her favourite skirt colourful? Yes, it is.

Why does she love this skirt? Because it's colourful.

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. red | 4. new, old |
| 2. belt, sandals | 5. trendy |
| 3. 25 | |

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

Post-reading

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

- Ask Ss some questions:

Have you got any clothes that you like but are not trendy any more?

Have you got a lot of clothes and accessories?

How often do you go shopping?

Do you spend a lot of money on clothes?

- Elicit answers and initiate a short discussion.

3 Grammar

these / those

Aim: to present and give Ss practice in using *these/those*

- Ask Ss to read through the tables.
- Have Ss rely on their prior knowledge of *this/that* and encourage them to deduce the meaning of *these/those*.
- Demonstrate the difference between *this/these* and *that/those* with objects in the classroom.
- Read the NOTE and point out to Ss that adjectives haven't got plural forms.
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. This, these
2. that, those

Plural Forms

Aim: to present and give Ss practice in using plural forms (regular-irregular)

- Draw Ss' attention to the first table which shows how regular nouns form the plural.
- Ask Ss to read through the table and tell you what they notice about the formation of regular plural nouns (*We form the plural of most regular nouns (belt) by adding -s to the end of the word. However, nouns ending in -ch (watch) and -ss (dress) take -es, nouns ending in a consonant +y (baby), drop the -y and take -ies and nouns ending in -f (scarf) or -fe (wife) form their plural in -ves.*)

Language Plus

The plural of *scarf* is also *scarfs* but this form is less frequent.

- Draw Ss' attention to the second table which shows how some irregular nouns form the plural. Make sure that they haven't got any unknown words.
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. accessories
2. buses
3. children
4. women, teachers
5. hoodies

4 Pronunciation ▶▶ 39,40

A. Aim: to have Ss differentiate between /s/, /z/ and /ɪz/ sounds of plural noun endings and of the ending of the third person singular of the Present Simple

- Play the CD and tell Ss to listen for the difference in pronunciation between *belts, jeans* and *dresses*.
- Elicit the answer: *belts ends in a /s/ sound, jeans ends in a /z/ sound and dresses ends in an /ɪz/ sound.*
- Explain that the final -s is pronounced /s/ when the word ends in a /f/, /k/, /t/, /p/ or /θ/ sound. It is pronounced /ɪz/ when the word ends in a /s/, /z/, /ʃ/, /tʃ/, /ʒ/ or /dʒ/ sound. It is pronounced /z/ when the word ends in any other sound except the ones mentioned above.

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

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

KEY

- /s/: caps, bikes, skirts
- /z/: chairs, trainers
- /ɪz/: watches, buses

5 Listen ▶▶ 41

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-3 and their options. Make sure that they haven't got any unknown words.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers.
- Play the CD a second time.
- Check the answers with the class.

KEY

1. a
2. b
3. b

LISTENING TRANSCRIPT

- 1.**

Andy Wow! This jacket is cool!

Mum Green again?

Andy But Mum, green is my favourite colour.

Mum I know, but you've got a green jacket.

Andy No, Mum. That's a hoody. It isn't a jacket.

Mum Oh, right.
- 2.**

Mary Look, Betty!

Betty What? The sandals?

Mary Yes. They're new.

Betty Really? They're OK but they aren't very trendy, Mary.

Mary I know. They're a present from my grandmother.

Betty Oh, I understand.
- 3.**

Tina Wow, Fay! I like your skirt. It's beautiful!

Fay Thanks.

Tina You've got a lot of skirts.

Fay Yes, I'm crazy about skirts, you see.

Tina Have you got a lot of dresses, too?

Fay No. I've got only two dresses.

6 Write

Aim: to give Ss practice in writing sentences about their clothes and accessories

- Draw Ss' attention to the example sentences.
- Explain the activity. Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

FUNCTIONS

Expressing possession
Describing pets

STRUCTURES

Possessive Case - Whose...?

VOCABULARY

Parts of the body

arm ear eye face foot - feet hand head
leg mouth nose tooth - teeth

Pets

cat parrot rabbit snake spider

Other words

call go house tail very much wing

Phrases

Come on I don't know I think... Let's...
No problem Of course not Thank you
That's all right Well...

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 *pet* by saying: *I've got a pet parrot. / I've got a parrot. His name is Rover. He's my pet.*
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Vocabulary ▶▶ 42

Aim: to introduce animals and parts of the body of animals and humans

- Ask Ss to look at the pictures of the animals and read through their names.
- Ask Ss to read through the words which describe different animal body parts.
- Help Ss deduce the meaning of any unknown words by relating them to the corresponding pictures.
- Ask Ss to look at the picture of the boy on the scooter.
- Ask Ss to read through the words which describe the different parts of the boy's body and elicit the meaning of any unknown words by relating them to the body parts they are referring to.
- Play the CD and have Ss repeat the words they hear.
- Ask Ss to tell you which of the words used to describe parts of an animal's body can also be used to describe the respective parts of the human body (*leg, head, mouth, eye, nose, ear*).
- Draw Ss' attention to the NOTE and explain it.
- For further practice, ask Ss to form the plural of all the words presented here.

Optional activity

- Ask Ss to close their books.
- Point to different parts of your body and ask Ss for the word in English.
- Alternatively, you can get Ss to come to the front and point to different parts of their body.

Pre-reading

Aim: to give Ss practice in making predictions about the content of a dialogue based on visual prompts

- Ask Ss to look at the pictures of the dialogue.
- Ask Ss if they can recognise any of the characters (*Bill, Tom*).
- Ask Ss questions about each picture:

What is happening?

Where are they?

What are they talking about?

- Accept all answers.

2 Read ▶▶ 43

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

- ▶ to give Ss practice in identifying the main idea of the dialogue
- Play the CD and have Ss follow in their books and check their predictions from the Pre-reading. Tell them to underline any unknown words at the same time.
- Check Ss' predictions.
- Ask Ss some comprehension questions:

Has Tom got a cat? No, he hasn't.

What's the problem with the cat? It's lost.

What's the name of the cat in the flyer? Lucky.

What's the name of the cat in the dialogue? Sylvester.

Is Sylvester Mr Young's cat? No, it isn't.

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

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

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

KEY

1. Lucky
2. Mrs Cahill
3. Mr Young
4. Sylvester
5. Lucky
6. Mrs Cahill

3 Grammar

Aim: to present and give Ss practice in using the *Possessive Case* and *Whose...?*

- Write *Mr Young's cat* on the board. Underline the **apostrophe + s** and elicit the meaning (*the genitive apostrophe + s is used after names in order to show possession*). If necessary, give further examples, e.g. pick up a pen and say: *This is ...'s pen, etc.*
- Ask Ss to read through the examples in the grammar box.
- Draw Ss' attention to the words in bold.
- Ask Ss if they can tell you why in the first sentence the apostrophe is before the *-s*: *cat's*, while in the second sentence it is after the *-s*: *cats'* (*in the first sentence the word **cat** is in the singular while in the second sentence the word **cats** is in the plural form*).
- Ask Ss to come up with more examples.
- Refer Ss to the example in the dialogue *It's Mr Young's cat* and point out to them that when they see an *'s* in sentences, they should be able to distinguish between the short form of *is* (*It's*), the verb **has got** (*He's got*) and the **Possessive Case** (*Mr Young's*).
- Ask Ss to read through the exchange and draw their attention to the question word **Whose** (*Whose pet is this?*).
- Refer Ss to the dialogue and ask them to find more examples of the question word **Whose** (*Whose is it, then? Well, whose cat is it, then?*).
- Ask Ss when we use the question word **Whose** and elicit the answer (*to ask about possession*).
- If necessary, give further examples, e.g. pick up a book and say: *Whose book is this? It's ...'s (book), etc.* Point out that it is not always necessary to have a noun after the Possessive Case.
- Make sure that Ss understand the difference between the use of the question words **Who** (*nominative case, to ask about a person's identity*) and **Whose**. Have Ss practise the difference by asking them questions.
- Refer Ss to the Grammar Reference (p. 66).
- Draw Ss' attention to the dialogues 1-3 and have Ss do the activity.
- Check the answers with the class.

KEY

1. Who's, mother's
2. Whose, cousins'
3. Whose, Nadia's

4 Speak

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

- Draw Ss' attention to the pictures of the pets.
- Ask Ss to read through the speech bubble.
- Choose a student and play the guessing game.
- Get Ss to do the activity in groups of four and go round the class helping them when necessary.
- Choose some groups to play the guessing game in class.

5 Write

Aim: to give Ss practice in writing sentences about their pet or somebody else's pet

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

FUNCTIONS

Talking about one's talents and abilities

STRUCTURES

The verb *can*

VOCABULARY

Arabic artist become come back
 competition cook (v) do draw fantastic
 graphic designer paint (v) painter painting
 really ride a bike ride a horse skateboard (v)
 so speak a language swim take pictures
 talent tonight use a computer well (adv) winner

Warm-up

Aim: to introduce the topic of the lesson

- Draw something on the board, and depending on whether it's a good or bad drawing, say to your Ss: *I'm an artist. / I'm not an artist.*
- Draw Ss' attention to the title of the lesson and ask them to guess what the lesson will be about.
- Elicit answers.
- Ask Ss to tell you some artistic things they can / can't do. Use Ss' L1 if necessary.
- Elicit answers.

1 Vocabulary ▶▶ 44

Aim: to present vocabulary related to talents and abilities

- Ask Ss to look at the pictures and read through the words/phrases underneath them.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Play the CD and have Ss number the pictures according to what they hear.
- Check the answers with the class.

KEY

swim 4
 use a computer 1
 draw well 7
 paint 3
 cook 5
 speak French 2
 ride a horse 9
 ride a bike 8
 skateboard 10
 take pictures 6

- Play the CD again and pause so that Ss can repeat the words/phrases they hear.
- Ask Ss to tell you which of the things shown here they can do.
- Elicit answers.

Pre-reading

Aim: to give Ss practice in making predictions about the content of the dialogue based on visual prompts and their background knowledge

- Ask Ss to look at the picture and describe what they can see (*an art competition judge talking to three competitors*).

2 Read ▶▶ 45

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

- Draw Ss' attention to the three paintings and ask Ss which one they like best.
- Ask Ss which one they think the art competition judge will choose as the best one.
- 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 (*Emad is the winner*).
- Ask Ss some comprehension questions:

Who are the competitors? Kamal, Azam and Emad.

Can Kamal paint? Yes (he can).

Is he good at drawing? No, he isn't.

Is he the winner? No, he isn't.

Can Azam use the computer to draw? Yes (he can).

What can't Azam do well? He can't draw very well.

What can Azam become? A graphic designer.

Is Azam the winner? No, he isn't.

Who's got a lot of talent? Emad.

Whose painting is beautiful? Emad's.

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

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

KEY

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

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

Post-reading

Aim: to give Ss the opportunity to have a further discussion

- Ask Ss:

*Is art popular in your country?
Do you visit art galleries? Why/Why not?
Can you name any famous artists?
Would you like to become an artist?*

3 Grammar

Aim: to present and give Ss practice in using the verb *can*

- Ask Ss to read through the table.
- Ask Ss what they notice about the formation and syntax of **can**.
- Explain that the modal verb **can** has the same form in all persons both in the singular and plural, it is followed by the base form of a verb (*a verb without to*).
- Point out that **can't** is the contracted form of **cannot**.
- Point out to Ss that we use **can** to express ability (*I can swim*), lack of ability (*I can't swim*) and to ask and answer about one's ability (*Can you swim? Yes, I can. / No, I can't*).
- Refer Ss to the text and ask them to underline all the sentences with **can/can't** (*you can't draw, you can paint, you can use the computer, you can become, you can draw*).
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. can't
2. Can, can't, can
3. can, Can, can

4 Speak

A. Aim: to give Ss practice in asking and answering questions about the things they can/can't do in the context of a survey

- Draw Ss' attention to the list in the table and check their understanding.
- Ask some Ss which of these things they can do.
- Ask Ss to read through the speech bubble.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in groups of four and go round the class helping them when necessary.
- Choose some groups to ask and answer questions in class.

B. Aim: to give Ss practice in reporting the findings of a survey

- Ask Ss to read through the speech bubble.
- Have Ss report their group's answers to the class.

5 Write

Aim: to give Ss practice in writing sentences about the things they can/can't do

- Draw Ss' attention to the example sentence.
- Point out to Ss that they should use the ideas discussed in the previous activity and write three sentences.
- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

FUNCTIONS

Describing people's appearance
Describing one's best friend

VOCABULARY

Appearance

chubby dark fair hair long old short slim tall young

Other words

best friend

Phrases

What does he/she look like? Well done

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 tell you some things about their best friends, using L1 if necessary.
- Elicit answers.

1 Vocabulary ▶▶ 46

Aim: to present vocabulary related to physical appearance

- Ask Ss to look at the pictures and read through the phrases underneath them.
- Explain to Ss that they must match the items in the first row with the items in the second row in order to form opposite pairs.
- Allow Ss some time to match the pictures.
- Play the CD and have Ss check their answers.
- Check the answers with the class.

KEY

a chubby boy ≠ a slim boy
fair hair ≠ dark hair
long hair ≠ short hair
a young man ≠ an old man
a tall boy ≠ a short boy

- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.

Language Plus

- The noun **hair** is normally uncountable and it refers to the mass of hair on your head, e.g. *Her hair is long.* NOT: *Her hair are long.* The countable noun **hair** refers to one strand of hair, e.g. *There is a hair in my soup!*
- We usually use the adjective **chubby** to refer to someone's weight instead of **fat**, which is considered rude.
- Play the CD again and pause so that Ss can repeat what they hear.

2 Listen ▶▶ 47

A. Aim: to give Ss practice in describing people

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to describe the girls in the three pictures.
- Encourage Ss to use two adjectives, e.g. *She has got long fair hair.*

Language Plus

When we use two adjectives to describe a person's physical appearance, they follow the order:
age/size/length + colour + NOUN
e.g. *short dark hair*

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

- Explain to Ss that we use the question *What does he/she look like?* to ask about a person's physical appearance.
- Play the CD twice.
- Check the answer with the class.

KEY

b

LISTENING TRANSCRIPT

Wendy Hey, Mum, can I go to Brooke's house on Saturday?

Mum Who's Brooke?

Wendy Mum! Brooke is my new best friend.

Mum New best friend?

Wendy Yes, she's also in my class.

Mum What does she look like? Has she got long fair hair?

Wendy No. She's got long dark hair.

Mum Long dark hair? Oh! Is she tall?

Wendy No, she isn't. She's short.

Mum Oh, I remember her! She's chubby, right?

Wendy No! She's slim and very beautiful.

Mum Ahhh... now I remember her!

Wendy So, can I go to her house and play?

Mum Hmm... Go and ask your father.

Wendy Muuum!

3 Speak

Aim: to give Ss the opportunity to practise the functions and vocabulary presented in this lesson through a guessing game

- Draw Ss' attention to the speech bubble. Help them deduce the meaning of the exclamation *Well done!* (used as a way of praising sb).
- Choose a student and play the guessing game.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to play the guessing game in class.

4 Speak & Write 48

- A. Aims:**
- ▶ to prepare Ss for the writing activity
 - ▶ to provide Ss with a sample and present the topics related to the writing task
 - ▶ to give Ss practice in reading for specific information
- Draw Ss' attention to the boy in the picture and the list of topics in the activity and make sure that Ss haven't got any unknown words.
 - Ask Ss to read through the description.
 - Have Ss do the activity.
 - Check the answers with the class.

KEY

The following topics are mentioned:
name, age, what he looks like, what he can do, favourite computer game, pet

Background note

- **Spore** is a computer game in which players can create their own galaxy starting from a spore (cell). You can build a civilisation, create animals, beings, flora and fauna, and even visit other players' galaxies.

- Ask Ss some comprehension questions:

*What's the name of the writer's best friend? Ahmed.
How old is Ahmed? He's 11.
What does he look like? He's short and slim.
Has he got fair hair? No, he hasn't. He's got dark hair.
What colour are his eyes? They are brown.
What can he do well? He can skateboard very well.
Can he swim? No, he can't.
What is he crazy about? He's crazy about computers.
What's the name of his favourite computer game? Spore.
Has he got a pet rabbit or a cat? He's got a pet rabbit.
What's his rabbit's name? Buck.*

- Explain any unknown words.

B. Aim: to give Ss practice in talking about their best friends through pair work

- Draw Ss' attention to the questions in the speech bubble.
- Make sure that Ss haven't got any unknown words.
- 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.

C. Aim: to introduce and give Ss practice in using the linking words *and* and *but*

- Ask Ss to read through the box and make sure that they understand the difference in use between **and** and **but**.
- Refer Ss to the description of Ahmed and ask them to underline all the examples of **and** and **but**.
- Ask Ss to come up with similar sentences about themselves and/or their family (e.g. *I can swim and ride a bike but I can't ride a horse.*).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. and 2. but 3. and 4. and 5. but

- D. Aims:**
- ▶ to give Ss practice in writing about their best friends
 - ▶ to provide Ss with a concise plan for writing a paragraph about their best friend
- Explain that Ss have to write a short description of their best friend.
 - Read out the prompts pausing at the dots and ask different Ss to answer orally.
 - Point out to Ss that they can use the description from activity 4A as a guide. They can also use the answers to the questions in activity 4B.
 - Draw Ss' attention to the TIP and explain it.
 - Allow Ss some time to write their paragraphs.
 - Choose some Ss to read out their descriptions.



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 2 through various activities

Vocabulary

A.

KEY

1. <i>cross out:</i> belt	<i>add:</i> hand, etc.
2. <i>cross out:</i> watch	<i>add:</i> T-shirt, etc.
3. <i>cross out:</i> tail	<i>add:</i> snake, etc.
4. <i>cross out:</i> hair	<i>add:</i> long, etc.

Grammar

B.

KEY

1. Have...got, haven't, 've got
2. Has...got, has, hasn't got
3. has got
4. haven't got

C.

KEY

1. babies
2. women
3. cameras
4. buses
5. fish
6. families
7. watches
8. feet
9. scarves
10. children

D.

KEY

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

E.

KEY

1. Can, can't, can
2. Can, can't

Communication

F. 49

KEY

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

Speak

- Ask Ss to look at the pictures carefully and read through the speech bubble.
- Choose a student and talk about one of the differences.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to say the differences.

KEY

Picture A

dark hair
watch
red and yellow cap
blue trainers
rollerblades
cat with long tail
three fish

Picture B

fair hair
no watch
red and white cap
black trainers
skateboard
cat with short tail
four fish

Write

- Allow Ss some time to write the differences.
- Choose some Ss to read out their sentences.

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 ▶▶50

- 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. snake
2. clothes
3. trendy
4. skateboards
5. speak
6. tall

- Ask different Ss to recite the rhyme.

Amazing Birds ▶▶51

Aim: to teach Ss about some interesting birds

A.

- Ask Ss to look through the page and tell you what it is about (*three birds*).
- Ask Ss if they know anything about these birds.
- Elicit answers but do not correct Ss at this stage.
- Ask Ss to read the texts and allow them some time to do the matching activity.
- Play the CD and have Ss follow in their books and check their answers.

KEY
1. c 2. a 3. b

- Ask Ss some comprehension questions:

*Where does an Arabian Ostrich live? In Saudi Arabia.
What does it look like? It is very tall, with long legs and a long neck. It's black and white and it's got very big eyes.
Can it fly? No, it can't.*

*Where does an emperor penguin live? In Antarctica.
What colour is it? It's black and white with yellow on its head and neck.
What can it do very well? It can swim very well.*

*What colour is a mynah bird? It's black with white and yellow.
Where does it live? It lives in Asia.
Is it big? No, it isn't. It's a small bird.
What can it do? It can fly and talk.*

B.

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

Which bird can....?	Arabian Ostrich	emperor penguin	mynah
run fast	✓		
talk			✓
fly			✓
see well	✓		
swim		✓	

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

It's my life!

- 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.
- Help Ss deduce the meaning of the phrase *It's my life!*
- Ask Ss to look at the picture and tell you what they can see (*someone completing a weekly schedule*).
- Ask Ss:

*What days of the week is the person completing?
What activities has the person noted down so far?*

- Elicit answers.
- Ask Ss to guess what the module will be about.
- Elicit answers.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss to look at the pictures A-E.
- Ask them to guess 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. 40
picture B: p. 44
picture C: p. 46
picture D: p. 42
picture E: p. 38

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

FUNCTIONS

Talking about one's daily routine

STRUCTURES

Present Simple (affirmative)
Prepositions of time

VOCABULARY

Daily routines

brush my teeth do my homework get dressed
get home get up go to bed go to school
have a shower have breakfast/lunch/dinner

Other words and phrases

after again amazing art gallery design (n)
different every make say study visit watch TV
weekday weekend What about you?

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 *day in day out* (=repeated every day) by giving them examples (e.g. *Josh plays computer games day in day out.*) and ask them to tell you if they have a similar phrase in their L1.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Vocabulary ▶▶52

Aim: to introduce some daily routines

- Ask Ss to look at the pictures and read the words.
- Help Ss deduce the meaning of any unknown words they may have from the content of the corresponding pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss to tell you what time they get up, have breakfast, go to school, get back, etc. using L1 when necessary (e.g. *I get up at seven o'clock. I have breakfast at eight, etc.*).

2 Read ▶▶53

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

- Ask Ss to look at the title of the text and the pictures accompanying it.
- Ask Ss the question in the rubric.
- Elicit answers, but do not correct Ss at this stage.
- Draw Ss' attention to the phrase *A young Picasso* and ask Ss what that means in relation to the boy in the pictures (*he is very good at painting*).

Background note

Pablo Picasso (1881-1973) was a Spanish painter and sculptor. He was the most famous and prolific artist of the 20th century and is associated with Modern Art perhaps more than any other artist. His most famous painting is *Guernica*, which was influenced by the Spanish Civil War.

- 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

The text is about Tony Turner, a young painter.

- Ask Ss some comprehension questions:

*Is Tony a normal school boy? No, he isn't.
What is special about him? He's a very good artist.
What does he do after he gets up on weekdays? He paints pictures.
What else does he do before he goes to school? He has a shower and has his breakfast.
What time does he get home? At 4:30.
What does he do at the weekend? He visits galleries, he watches TV or makes pictures and designs on his computer.
Has Tony got paintings in the local art gallery? Yes, he has.*

- 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. F
2. T
3. T
4. F
5. T

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

3 Grammar

- Aims:** ▶ to present and give Ss practice in using the Present Simple (affirmative)
▶ to present some prepositions of time (at, in, on)

- Ask Ss to read through the first table.
- Ask Ss to tell you what they notice about the formation of the Present Simple (*the subject personal pronouns are followed by the main verb*).
- Ask Ss to tell you what they notice about the formation of the third person singular (*most verbs (e.g. paint) take -s → paints. However, verbs ending in -ch (e.g. watch) and -o (e.g. do) take -es → watches, does and verbs ending in a consonant followed by -y (e.g. study) drop the -y and take -ies → studies*).
- Ask Ss to underline all the verbs in the third person singular in the text (*loves, gets, paints, has, has, goes, gets, does, paints, says*).
- Read out and explain the rule about how the Present Simple is used. If necessary, demonstrate with more examples.
e.g. *I watch TV at the weekend.*
He plays computer games in the afternoon.
She goes shopping on Monday mornings.
- Ask Ss to read through the table containing the prepositions of time *at, in* and *on* and explain how they are used.
- Ask Ss to underline all the sentences containing prepositions of time in the text (*On weekdays..., at 6 o'clock..., At 7:30..., at 4:30..., In the evenings..., At the weekend...*).
- Ask Ss to come up with their own sentences practising the use of the prepositions of time and write them on the board highlighting the use of the prepositions.
- Refer Ss to the Grammar Reference (pp. 66-67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. brush
2. gets up
3. does
4. play
5. watches, goes

4 Pronunciation ▶▶ 54,55

- A. Aim:** to have Ss differentiate between the /ŋk/ and /ŋ/ sounds
- Play the CD and tell Ss to repeat what they hear. Have them listen for the difference in pronunciation between *think* and *thing*.
 - Elicit that *think* has a /ŋk/ sound while *thing* has a /ŋ/ sound.

- B. Aim:** to give Ss practice in differentiating between /ŋk/ and /ŋ/ sounds
- Ask Ss to say the words and decide in which category they belong.
 - Play the CD and have Ss listen and check their answers.
 - Check the answers with the class.

KEY

- /ŋk/: bank, rink, sink
/ŋ/: ring, sing, bang

5 Speak

- Aim:** to give Ss practice in talking about their daily routines through a pair work activity
- Ask Ss to read through the speech bubble.
 - Draw Ss' attention to the question *What about you?* (*used to ask a person's opinion so as to contribute to the discussion*).
 - 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.

6 Write

- Aim:** to give Ss practice in writing about daily routines
- Ask Ss to read through the prompts and elicit examples of what they have to write about.
 - Allow Ss some time to write their own sentences.
 - Choose some Ss to read out their sentences.

FUNCTIONS

Giving an opinion about sports

STRUCTURES

Present Simple (negative - questions)

VOCABULARY

Sports

do athletics do gymnastics go mountain biking
go skiing play baseball play golf play table tennis

Other words and phrases

at all bored boring exciting (great) fun
hate hour idea later or other stop tired

Phrases

Be quiet Don't be silly It's OK Me too No way
What's wrong?

Warm-up

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

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Help Ss deduce that we ask *Do you like sports?* to find out whether someone likes sports or not.
- Ask Ss the question and elicit *yes* or *no*.
- Ask Ss to name the sports they know in English and write them on the board.

1 Vocabulary ▶▶56

Aim: to present vocabulary related to sports

- Ask Ss to read through the list of collocations and match them with the pictures 1-7.
- Allow Ss some time to do the activity.
- Play the CD and have Ss check their answers. Make sure that they do not have any unknown words.

KEY

play table tennis 6
play baseball 1
play golf 3
do athletics 5
do gymnastics 4
go skiing 2
go mountain biking 7

- Play the CD again and pause so that Ss can repeat what they hear.
- Draw Ss' attention to the TIP and explain it.
- Ask Ss if they can think of more collocations with *play*, *go* and *do* (e.g. *play football*, *go sailing*, *do aerobics*, etc.).
- Initiate a short discussion by asking Ss:

*Which of the sports shown in the pictures do you do or have you tried?
Are you good at any of them?
Would you like to take up any of these sports?*

- Elicit answers using L1 if necessary.

Pre-reading

Aim: to activate Ss' background knowledge and give Ss practice in using the vocabulary of the lesson

- Ask Ss to look at the pictures accompanying the dialogue.
- Ask Ss to identify the characters and tell you what is happening.
- Elicit answers but do not correct Ss at this stage.

2 Read ▶▶57

A. Aim: to present vocabulary, functions and structures in the context of a dialogue

- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Draw Ss' attention to the adjectives *exciting* and *boring* and deduce the meaning from the context (**exciting:** *sth we like because it's very interesting and makes us enthusiastic*, **boring:** *sth we don't like because we think it's not interesting*). Also point out the difference between *bored* and *boring*.

Language Plus

- Present participles (e.g. **boring**) as adjectives describe a person, thing or event, e.g. *Tennis is boring*.
- Past participles (e.g. **bored**) as adjectives describe a person's feelings or attitudes, e.g. *Lee is bored*.

- Ask Ss some comprehension questions:

*How does Lee feel? He's bored.
What's Tom's idea? To play baseball.
What does Lee think about sports? He thinks they are boring.
Does Tom like sports? Yes, he does.
Is Ali good at tennis? Yes, he is.
Does Bill like tennis more than table tennis? No, he doesn't.*

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

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

- Have Ss do the activity.
- Check the answers with the class. When necessary, ask Ss to provide justification for their answers.

KEY

1. hates
2. exciting
3. tennis
4. Tom and Bill
5. likes

3 Grammar

Aim: to present and give Ss practice in using the Present Simple (negative - questions)

- Check Ss' previous knowledge of the Present Simple affirmative by asking them when it is used (*for habits or actions that happen regularly*) and how it is formed.
- Ask Ss to read through the first table. Explain to them that this is the negative form of the Present Simple.
- Ask Ss what they notice about the formation of the negative form (*We generally use **don't** followed by the base form of the main verb. In the case of the third person singular we use **doesn't**.*).
- Refer Ss to the dialogue to find any examples of negative forms (*Lee doesn't like baseball at all, I don't like sports very much.*).
- Ask Ss to read through the other two tables. Explain to them that this is the question form of the Present Simple followed by short answers (*positive or negative*).
- Ask Ss what they notice about the formation of questions and short answers (*In questions we add **Do** or **Does** before the subject and the base form of the verbs. In short answers we use only subject + **do/does** or **don't/doesn't**, without the base form of the verb.*).
- Refer Ss to the dialogue to find any examples of questions followed by short answers (*Do you like athletics or other sports? No, I don't.*).
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Do, do, Does, doesn't, doesn't
2. Do, don't, don't, don't

4 Listen ▶▶ 58

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences. Make sure that Ss haven't got any unknown words.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers.
- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.

KEY

1. boring
2. at the weekend
3. don't like

LISTENING TRANSCRIPT

1.

Tom Let's play tennis after school, Paul.

Paul Oh, no, not again.

Tom Oh, come on, Paul. It's fun!

Paul No, it isn't. I hate it. Hey, let's watch athletics on TV today.

Tom No! TV's boring!

Paul Boring? I love it.

2.

Boy Do you like sports, Uncle Robert?

Man Well, Daniel, I like golf very much.

Boy Really? Me too. I play golf at the weekend.

Man I don't. I play on Mondays and Wednesdays.

Boy Oh, I see.

3.

Ken Oh, look, Scott. There's a basketball game on TV.

Scott Let's watch it. I love basketball!

Ken Me too. My brother hates it. He loves football, but I hate football.

Scott Me too. I think it's boring. Oh, look, Ken. The game's starting!

5 Speak

A. Aim: to prepare Ss for the speaking activity

- Draw Ss' attention to the list of sports and the three faces. Explain that the first face conveys positive feelings, the second face conveys neutral feelings while the third face conveys negative feelings.
- Allow Ss some time to draw the face next to each sport so that they express their feelings about it.

B. Aim: to give Ss practice in expressing their opinion about sports through a pair work activity

- 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.

FUNCTIONS

Talking about free-time activities

STRUCTURES

Present Simple with Wh-questions

VOCABULARY

Free-time activities

go bowling go out go shopping
hang out with friends listen to the radio
play board games read magazines
surf the Net talk on the phone
watch documentaries

Other words

before early late park when

Phrases

In my free time... What time...? When...?

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson is about.
- Elicit answers.
- Help Ss elicit the meaning of the phrase *time out* (= a break from school or work in order to rest or do something different) by saying, e.g. *I'm tired, I need some time out. Let's watch TV!*
- Ask Ss to tell you what they do when they need some time out.
- Elicit answers.

1 Vocabulary  59

Aim: to introduce vocabulary related to free-time activities



- Ask Ss to read through the phrases underneath each picture. Help Ss deduce the meaning of any unknown words they may have from the content of the corresponding pictures.
- Play the CD and pause so that Ss can repeat each phrase.
- If necessary, play the CD again.
- Ask Ss if they do any of these activities during the week.

Pre-reading

Aim: to activate Ss' background knowledge and give Ss practice in using the vocabulary of the lesson

- Make sure that Ss know what a *survey* is (=an examination of the opinions, behaviour, etc. of a particular group of people which is usually made by asking them a series of questions).
- Draw Ss' attention to the survey form.
- Ask Ss if they have ever taken part in a survey. If so, ask them what kind of survey it was and what kind of questions they were asked.
- Ask Ss to guess what this survey is about (*about what one does in his/her free time*).
- Ask Ss to tell you whose answers are printed on the form (*Jay Tasker's*). Draw their attention to Jay Tasker's photo and have them guess what he does in his free time.
- Elicit answers but don't correct Ss at this point.

2 Read

A. Aims:  to present vocabulary, structures and functions in the context of a survey
 to give Ss practice in reading for specific information

- Ask Ss to read through the survey form and check their predictions.
- Explain any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. 14
2. after 3
3. free time
4. his friends
5. documentaries
6. homework
7. computer games
8. surf
9. park
10. skateboarding
11. on weekdays
12. after 10 o'clock

B. Aim: to give Ss practice in simulating a survey

- Ask Ss to tell you what questions they should ask in order to find out their interviewee's name and age.
- Elicit: *What's your name?, How old are you?*
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping Ss when necessary.
- Choose some pairs to act out the survey in class.

3 Grammar

Aim: to present and give Ss practice in using the Present

Simple with Wh-questions

- Ask Ss to read through the examples.
- Draw Ss' attention to the two questions (*What time do you have dinner? / When do you play baseball?*).
- Ask Ss to tell you what they notice about these questions (*they begin with the question words **What** and **When***).
- Help Ss differentiate between **What (time)** and **When**.
- Remind Ss that questions beginning with *Do/Does* require *Yes/No* answers.
- Ask Ss to tell you what they notice about the formation of Wh-questions (*they are formed by using the question word and the question form of the Present Simple*). Point out that their answers are not *Yes/No*.
- Refer Ss to the survey and ask them to find examples of Wh-questions (*What time do you get home from school?, When do you hang out with your friends?, What do you do with your friends in your free time?, What time do you go to bed?*).
- Draw Ss' attention to the question *What do you do with your friends in your free time?* and help them differentiate between the auxiliary verb *do* and the main verb *do*.
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. What
2. When
3. do you get
4. does Ben play

4 Speak

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

- Have Ss complete the weekly schedule with their daily free-time activities.
- Ask Ss to read through the speech bubble.
- Draw Ss attention to the TIP and explain it.
- 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.

B. Aim: to give Ss practice in reporting their partner's answers

- Ask Ss to read through the speech bubble.
- Have Ss report their partner's answers to the class.

5 Write

Aim: to give Ss practice in writing sentences about what they do/don't do in their free time

- Tell Ss to use the information they wrote in the weekly schedule in activity 4.
- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

FUNCTIONS

Talking about chores and how often one does them

STRUCTURES

Adverbs of frequency

VOCABULARY

Chores

clean the windows do housework do the washing
do the washing-up feed pet Hoover
take out the rubbish tidy my room wash the car

Other words

argue be a mess believe busy don't mind flat
help (out) just lazy want to

Phrases

Anyway Guess what! in the end You see

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.
- Using Ss' L1 when necessary, ask what things need to be done around their house.
- Help Ss elicit that the phrase *Around the house* refers to housework (= the chores that need to be done to keep a house clean and tidy).
- Ask Ss to tell you if they know any household chores in English and write them on the board.

1 Vocabulary ▶▶60

Aim: to introduce some household chores

- Ask Ss to look at the pictures and read through the list of household chores. Help them elicit the meaning of the word *chores*.
- Allow Ss some time to do the activity.
- Play the CD and have Ss check their answers. Make sure that they do not have any unknown words.

KEY

do the washing 3
clean the windows 1
tidy my room 2
feed the cat 8
wash the car 6
Hoover 7
do the washing-up 4
take out the rubbish 5

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

2 Read ▶▶61

A. Aims: ▶ to give Ss practice in making predictions based on visual prompts

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

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

- Tell Ss to look at the two pictures accompanying the text and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Check the answers with the class.

KEY

Suggested answer:

Alison helps out at home.

- Draw Ss' attention to the title of the text and the adjectives **crazy** and **lazy**.
- Help Ss elicit the meaning of the adjectives **crazy** (= very enthusiastic or excited about sth) and **lazy** (= sb who does not want to do anything or does as little as possible) by saying, e.g. *Peter is crazy about computers. He plays computers games all day! Jane doesn't tidy her room. She's lazy!*
- Ask Ss some comprehension questions:

What is Alison's favourite chore? Cleaning the windows.

When does she clean the windows in their flat? She cleans them every week.

What does Alison's mum think of her? That she's a real treasure.

Does Megan want to do housework? No, she doesn't.

Why doesn't she want to help with the housework?

Because she doesn't mind the mess. Also, she's usually very busy and hasn't got time for chores.

Does her mum believe her? No, she doesn't.

What's Megan's house like? It's big.

What happens every day? Megan and her mum argue about housework and in the end they do it together.

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

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

KEY

1. Alison.
2. She helps with the washing, takes out the rubbish and tidies her room.
3. She plays computer games, reads magazines, watches TV, does her homework and does some housework.
4. They think she's crazy.
5. She thinks she's just lazy.
6. Alison (and her family).
7. It is often a mess.
8. Megan and her mother.

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

Post-reading

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

- Ask Ss:

*Do girls help out at home more than boys?
Do you help out?
Which chores do boys/men usually do?*

- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present and give Ss practice in using adverbs of frequency

- Draw Ss' attention to the graph and explain that **always** equals 100% and **never** equals 0%.
- Read out the rules and demonstrate the position of the adverbs of frequency in the sentences.
- Refer Ss to the text and ask them to underline all the sentences containing adverbs of frequency (*Alison Gibson always helps out at home, My room is often a mess..., I'm usually very busy..., they always do it together*).
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Hana sometimes helps her mum with the housework.
2. Jamal doesn't often go to bed late.
3. Do you always get up at six o'clock?
4. My sister never has a shower in the mornings.
5. I'm usually tired after school.

- Ask Ss to come up with their own examples.

4 Listen 62

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the table.
- Play the CD twice and have Ss do the activity.
- Alternatively, play the CD and pause after each monologue for Ss to tick the boxes which show the chores that each person does.
- Play the CD a second time and have Ss check their answers.
- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.

KEY

The following should be ticked:

Amal do the washing-up, feed pet

Julie Hoover, clean the windows

Kelly tidy the house, cook

LISTENING TRANSCRIPT

Amal I hate housework and my mum always says 'Tidy your room', but I never do it. I sometimes help with the washing-up in the evenings and I always feed our rabbit, Blaze. Of course, I also play with him.

Julie I'm usually very tired on weekdays, so I help with the housework at the weekend. I Hoover the house and I sometimes clean the windows. My mother usually cooks and feeds our three cats. You see, I hate doing that.

Kelly My sister and I always help with the housework. We never Hoover or do the washing-up, but we do other things. At the weekend, my sister cleans the windows and I tidy the house. I sometimes make lunch for the whole family, too. I really like it.

5 Speak

Aim: to give Ss practice in talking about how often they do household chores

- 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.

6 Write

Aim: to give Ss practice in writing sentences about how often they do household chores

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

FUNCTIONS

Talking about one's favourite day

VOCABULARY

Hobbies

collect coins/comics/stamps do arts and crafts
do karate go fishing go rollerblading
make jewellery make model planes
make paper flowers

Other words

about buy shop (n) stay at home

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 what their favourite day is.
- Elicit answers.

1 Vocabulary ▶▶ 63

Aim: to present collocations related to hobbies

- Ask Ss to look at the pictures and read through the words/phrases.
- Draw Ss' attention to the verbs **make, go, collect** and **do**. Help Ss deduce that these verbs are used to form collocations with the words/phrases in the respective pictures.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- Ask Ss the question in the rubric.
- Elicit answers.
- Ask Ss if they do any of the things mentioned here, if they would like to take up any of these hobbies, etc.
- Elicit answers.

2 Listen ▶▶ 64

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5. Make sure that 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. F

LISTENING TRANSCRIPT

- Uncle** Hey look, Harry! A coin!
- Nephew** Nice. You collect coins uncle Ted, right?
- Uncle** No, I don't. Do you?
- Nephew** Yes, but I've got lots of those. Do you collect anything?
- Uncle** No, I don't. I like arts and crafts.
- Nephew** What do you mean?
- Uncle** I make model planes. I've got one in my car, look.
- Nephew** Wow! That's amazing!
- Uncle** Here you go, Harry. You can have it.
- Nephew** Thanks, uncle Ted. Have you got other hobbies?
- Uncle** Erm... I play sports.
- Nephew** Really?
- Uncle** Yeah, tennis is my favourite sport. I usually play with my friend, Jerry, from work. He's really good. What about you?
- Nephew** My hobbies? I go rollerblading after school.
- Uncle** Do you like it? I mean, isn't it boring?
- Nephew** No! I like rollerblading very much. It's my favourite sport, and it's fun.
- Uncle** I don't think so. I don't like it, but then again we're not the same age.

3 Speak & Write 65

- A. Aims:**
- ▶ to prepare Ss for the writing activity
 - ▶ to provide Ss with a sample for the writing task
 - ▶ to give Ss practice in reading for specific information
- Draw Ss' attention to the picture and ask them to tell you what they can see (*someone rollerblading*).
 - Ask Ss to read through the paragraph and ask what it is about (*It is about the writer's/Ahmad's favourite day of the week*).
 - Ask Ss to look at the table.
 - Explain that in the **When?** column they should write the part of the day the writer does these activities, in the **What?** column they should write the activities the writer does on Thursday and in the **Who with?** column they should write who the writer does these activities with.
 - Have Ss do the activity.
 - Check the answers with the class.

When?	What?	Who with?
In the morning	buy comics	X
in the afternoon	play computer games and go rollerblading	with his friends with his cousins
in the evening	go bowling or stay at home and talk	with his family

- Ask Ss some comprehension questions:

What is the writer's favourite day? Thursday.
What time does he get up on Thursday morning? At about 8:00.
What does he do after he gets up? He has breakfast.
Where does he go after breakfast? He goes to the shops.
Why does he buy comics? Because he collects them.
How many comics has he got? About 200.
What does he usually do in the afternoon? He usually plays computer games with his friends.
What does he sometimes do in the afternoon? He sometimes goes rollerblading with his cousins.
Does he go bowling with his friends in the evening? No, he doesn't. He goes with his family.
What else does he do with his family in the evening? They stay at home and sit around and talk.
What does he think of Thursdays? He thinks they are great.

- B. Aim:** to give Ss practice in talking about their favourite day of the week through a pair work activity
- Draw Ss' attention to the table and ask them to complete it.
 - Allow Ss some time to complete the table.
 - 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 Ss to act out the dialogue in class.

- C. Aim:** to present and give Ss practice in word order
- Draw Ss' attention to the box and explain the order of the subject and verb in a sentence.
 - Ask Ss to read the two sentences in the box and come up with similar sentences to demonstrate word order.
 - Have Ss do the activity.
 - Check the answers with the class.

KEY

1. Rami goes rollerblading on Fridays.
2. I don't make model planes.
3. Maria does arts and crafts.
4. My sister doesn't play computer games.
5. My mum gets home at 4:30.

- D. Aim:** to give Ss practice in writing a paragraph about their favourite day of the week

- Ask Ss to read through the prompts and elicit examples of what they have to write about.
- Point out to Ss that they should use the ideas they discussed in activity B.
- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

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

B.

KEY

1. goes
2. lazy
3. go
4. brushes
5. plays, swimming
6. boring

Grammar

C.

KEY

1. at
2. in
3. in
4. on
5. at
6. on

D.

KEY

1. studies
2. goes
3. read
4. get
5. stays, watches

E.

KEY

1. Do you, don't
2. When
3. Does, does, never
4. always have
5. ride

Communication

F. ▶▶ 66

KEY

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

Speak

- Ask Ss to read through the phrases and the speech bubble.
- Make sure they understand how to play the game.
- Get Ss to play the game and ask the winner to report his/her findings to the class.

Write

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

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 ▶▶ 67

- 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 gaps.
- Ask Ss to read through the words in the box.
- Ask Ss to try and complete the rhyme with the words in the box 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. eight | 5. weekend |
| 2. late | 6. friends |
| 3. homework | 7. shopping |
| 4. housework | 8. fishing |

- Ask different Ss to recite the rhyme.

The life of a typical Saudi and British teenager

Aim: to introduce Ss to various aspects of the Saudi and British culture

A.

- Ask Ss to look at the pictures and the titles of the texts.
- Ask Ss to tell you what the boys' name are (*Omar Ahmed* and *Cliff Lewis*) and where they are from (*Omar's from Saudi Arabia. / He's Saudi. Cliff's from the UK. / He's British.*).
- Ask Ss if they have ever been to the UK and name some typical British things.
- 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.
- Draw Ss' attention to the words in green and ask them to deduce the meaning of these words from the context. Then draw their attention to the explanations in the Glossary box.
- Ask Ss some comprehension questions:

What time does Omar go to school? At seven.
What does Omar do in the evenings? He does his homework or sometimes goes out with his family.
What kinds of food do Omar and his family eat? They eat different kinds of food like chicken kabsa or saliq with lamb.
What does Omar have for dessert? He has some fruit.
What does Omar do on Thursday? He hangs out at the mall or at the park with his friends.
What does Omar do on Friday afternoons? He sometimes visits his grandparents to have lunch.
What time does Cliff finish school? At three.
What does he do in the evenings? He hangs out with friends.
What time do Cliff and his family usually have dinner? They usually have dinner at seven.
What kinds of food do they eat? They eat a lot of different kinds of food like Indian, Chinese and Italian.
What does Cliff do on Saturday? He usually goes shopping with his mates.

B.

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

KEY

1. O
2. B
3. O
4. C
5. O

- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss to tell you if their lives are similar to or different from Omar's or Cliff's and generate a short discussion.

Where I live

4

- 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 picture of a town/city*).
 - Ask Ss:

Where was this picture taken from? It was taken from a plane/helicopter.

What does it show? It shows a place with skyscrapers, houses, streets and cars.

Have you ever been to/lived in a place like the one shown in the picture? Yes/No.

Does the place where you live look like the one shown in the picture? If not, would you like to live in a place like that?

- Elicit answers. Use Ss' L1 when necessary.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.
- Ask Ss to look at the pictures A-E.
- Ask Ss to guess 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. 56
picture B: p. 61
picture C: p. 54
picture D: p. 52
picture E: p. 58

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

FUNCTIONS

Talking about the rooms of a house
Talking about famous sights and buildings
Using numbers over a hundred

STRUCTURES

There is / There are

VOCABULARY

Parts of a house/flat

balcony basement bathroom bedroom downstairs
garage garden kitchen lift living room stairs upstairs

Other words and phrases

building castle city floor gym How many...?
huge in lucky million museum office over
palace popular swimming pool thousand visitor

Warm-up

Aim: to introduce the topic of the lesson

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

1 Vocabulary ▶▶ 69,70

A. Aim: to introduce some rooms and parts of a house

- Tell Ss to look at the picture and ask them: *What is it? (It's a house).*

Language Plus

- A **home** is a term used to refer to the place where you live and feel that you belong to. *Home* has a more personal meaning than *house*.
- A **house** is a more general term which refers to a building where you live.

- Ask Ss to tell you the names of the rooms they know in English.
- Elicit answers and write them on the board.
- Ask Ss to look at the picture of the house again.
- Ask Ss to read through the words.
- Help Ss deduce the meaning of unknown words by relating them to what they refer to.
- Play the CD and get Ss to repeat what they hear.
- Ask Ss what rooms their houses/flats have got.
- Elicit answers.

B. Aim: to present numbers over a hundred

- Draw Ss' attention to the numbers.
- Help Ss differentiate between *hundred*, *thousand* and *million* and explain to them how numbers over a hundred are said in English.
- Point out to Ss that in English we say two *hundred* (not two *hundreds*), three *thousand* (not three *thousands*), four *million* (not four *millions*).
- Play the CD and get Ss to repeat what they hear.

Optional activity

Write some numbers on the board and ask Ss to say them in English.

2 Read ▶▶ 71

A. Aims: ▶ to introduce the topic of the reading text and activate Ss' background knowledge

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

- Ask Ss to look at the buildings in the pictures.
- Draw Ss' attention to the title of the text.
- Ask Ss to tell you what the title implies (*It refers to the impressive features of these buildings.*).
- Ask Ss the question in the rubric.

Background note

Al-Murabba Palace is one of the most interesting buildings in Riyadh. The palace was built in the early 1900s for King Abdul-Aziz ibn Saud. It served not only as the home of the royal family, but also as the centre of the government. It covered two floors. The ground floor was used mainly by the guards and as a storeroom, whereas the upper floor included reception halls and waiting rooms for visitors. Today, Al-Murabba Palace has been turned into a museum and receives lots of visitors on a daily basis.

The Forbidden City in Beijing, China was the Chinese imperial palace from the Ming Dynasty until the end of the Qing Dynasty. For almost five centuries, it was the home of the Emperor and his household. Now it houses the Palace Museum. It was built from 1406 to 1420. The Forbidden City was declared a World Heritage Site in 1987 and it is listed by UNESCO as the largest collection of preserved ancient wooden structures in the world.

Windsor Castle, in Berkshire, England, is one of the official residences of the British Royal Family. It is the largest inhabited castle in the world and dates back to 1066. The castle's floor area is approximately 484,000 square feet/44,965 square metres and is a popular tourist attraction.

The **Istana Nurul Iman** palace (Arabic for the Palace of the Light of Faith) is the official residence of the Sultan of Brunei, which is a country in Southeast Asia. The palace is located on the banks of the Brunei River directly south of Brunei's capital. It is the largest residential palace in the world and the largest residence of any type.

- 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:

*How many floors are there in Al-Murabba Palace?
There are two floors.*

When can you visit Al-Murabba Palace? From Sunday to Friday, from 9 am to 12 pm and 2 pm to 9 pm.

What is the Forbidden City? It's a huge palace (and a museum).

Where is it? It's in China.

How many rooms are there in the Forbidden City? 9999.

What is the Forbidden City today? It's a museum.

Where is Windsor Castle? It's in the UK.

How old is it? It's over 900 years old.

What has Windsor Castle got all around? A lot of beautiful gardens.

Where is Istana Nurul Iman? It's in Brunei.

How many swimming pools has it got? 5.

How many cars can park in the garage? 110.

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

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

KEY

1. In the Kingdom of Saudi Arabia.
2. They can see King Abdul-Aziz's office and the King's personal lift.
3. No, they don't.
4. 1.6 million.
5. Queen Elizabeth II.
6. 1000.
7. The home of the Sultan of Brunei.

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

Post-reading

Aim: to give Ss practice in having a further discussion on the topic of the text

- Ask Ss:

*Have you visited any of these buildings?
Which of these buildings would you like to visit?*

- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present and give Ss practice in using *There is / There are*

- Ask Ss to read through the tables with the affirmative, negative and question forms of *There is / There are*.
- Elicit the use of *There is / There are* (we use *there is* before singular nouns and *there are* before plural nouns).
- Ask Ss to find examples of *There is / There are* in the text, (*There are 1000 rooms in the castle..., There are 5 swimming pools and there is a garage...*).
- Ask Ss to make their own sentences using *There is / There are*, e.g. *There is a pen on my desk. There are five books in my bag.*
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. There are
2. Is there, There are
3. Are there, there aren't
4. There is, there isn't

Optional activity

Ask Ss to form sentences about the rooms of their house using *there is / there are* as well as vocabulary from activity 1.

4 Speak

Aim: to give Ss practice in comparing and contrasting two houses through a game

- Draw Ss' attention to the two pictures and the speech bubble.
- Choose a student and play the game.
- Get Ss to play the game in pairs and go round the class helping them when necessary.

5 Write

Aim: to give Ss practice in describing two pictures

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

FUNCTIONS

Talking about furniture and appliances
Talking about the location of objects

STRUCTURES

Prepositions of place
a/an, the

VOCABULARY

Furniture and appliances

armchair bed bookcase coffee table cooker
fridge lamp sofa table washing machine

Other words

after all find look for maybe place pocket
poster rug (get) upset wall

Phrases

Well? What's up?

Warm-up

Aim: to introduce the topic and one of the main functions of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss when we ask this question (*to find out the location of an object*).
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Vocabulary 

Aim: to introduce some furniture and appliances

- Ask Ss to look at the pictures and tell you what they are (*the pictures of a bedroom, a living room and a kitchen*).
- Ask Ss to tell you if they know the English names of any furniture or appliances they have got at home.
- Elicit answers and write them on the board.
- Ask Ss to read through the words above the pictures.
- Allow Ss some time to match the words with the items in the three rooms.
- Play the CD and have Ss check their answers.

KEY

bedroom:

bed 3
rug 5
wall 1
poster 2
bookcase 4

living room:

armchair 3
sofa 4
lamp 1
coffee table 2
floor 5

kitchen:

washing machine 4
fridge 1
cooker 2
table 3

- Play the CD again and pause so that Ss can repeat what they hear.
- Draw Ss' attention to the TIP and explain it.

2 Grammar

Aim: to present and give Ss practice in using prepositions of place

- Draw Ss' attention to the position of the mobile phones in relation to the caps and read out and explain the prepositions of place.
- If necessary, use your book and a pencil to give Ss further examples.
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. between
2. behind
3. on
4. under
5. in
6. next to
7. in front of

- Ask Ss to come up with their own examples using the prepositions of place and different objects in the classroom.

Optional activity

Guessing game

Student A: Look at the pictures in the vocabulary section of the lesson and choose an item.

Student B: Ask Student A questions and try to guess which item he/she has chosen.

Is it on the table?



No, it isn't.

Is it next to the bed?

Yes, it is.

It's the lamp.

3 Read 73

A. Aims:  to give Ss practice in making predictions based on visual prompts
 to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss to look at the pictures accompanying the dialogue.
- Ask Ss to identify the characters (*Tom and Bill*) and tell you what they can see (*the boys are in their rooms and are talking on the phone*).
- 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.

KEY

Bill is looking for Tom's game console.

- Ask Ss some comprehension questions:

Where does Tom think his game console is? At Bill's place.

Is there a desk in Bill's bedroom? Yes, there is.

Is the game console under Bill's bed? No, it isn't.

How does Tom feel? He's upset.

What is there on the floor? A book.

What is under the book? Tom's game console.

Who helps Tom find his game console? His dad.

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

- Have Ss do the activity.
- Check the answers with the class. If necessary, ask Ss to provide justification for their answers.

KEY

1. T
2. F (He usually sits on Bill's armchair.)
3. T
4. T
5. F (It's at Tom's house.)

4 Grammar

Aim: to present and give Ss practice in using the indefinite and definite articles *a(n)/the*

- Ask Ss to read through the two sentences.
- Draw Ss' attention to the words in bold.
- Elicit the difference between **a** and **the** in the sentences (*a is used to refer to an item for the first time, whereas the refers to an item we have mentioned before, i.e. a specific item*).

- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. an, The, the
2. a, the, The, the
3. a, an, a, The

5 Speak

Aim: to give Ss practice in talking about the furniture and the things they have got in their bedroom

- Ask Ss to read through the speech bubble.
- Ask Ss to look at the list of furniture and things.
- 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.

6 Write

Aim: to give Ss practice in writing about the furniture and things they have got in their bedroom

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

FUNCTIONS

Talking about one's neighbourhood
Asking for and giving or refusing permission
Making a request

STRUCTURES

Object personal pronouns
The verb *can* (permission - requests)

VOCABULARY

Places in a city

bank bookshop café hospital library
newsagent's post office shopping centre
skatepark supermarket

Other words

another closed far for get give near need
neighbourhood newspaper now remember
take toothbrush

Phrases

do sb a favour Excuse me.... I'm afraid not Sure!
Thanks a lot

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 *neighbourhood* (= where you live, where your house is, where you and other people live, etc.). If necessary, translate it into their L1.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss to tell you where their neighbourhood is, if they like it, etc.
- Elicit answers.

1 Vocabulary ▶▶ 74

Aim: to introduce some places in a city/town

- Ask Ss to tell you what kind of buildings and shops there are in their neighbourhood/city/town.
- Ask Ss if they know the English words for these buildings/shops and write them on the board.
- Ask Ss to look at the pictures and read through the words underneath them.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding picture.
- Play the CD and have Ss number the pictures according to what they hear.
- Check the answers with the class.

KEY

post office 6
supermarket 3
bank 5
hospital 1
newsagent's 10
café 8
bookshop 2
skatepark 4
library 7
shopping centre 9

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

2 Read ▶▶ 75

A. Aim: to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss to look at the dialogue and guess what is happening.
- 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:

Who takes the books to the library? Faiz.

Why? Because his mum is busy.

Where is the newsagent's? It's near the skatepark.

Does Faiz know where the newsagent's is? Yes, he does.

Does his mum need the newspaper now? No, she doesn't.

Why does Faiz want to go to the skatepark? Because he wants to go skateboarding.

Who does he want to go skateboarding with? His friends.

Where does Faiz's mum tell Faiz to buy a new toothbrush from? The supermarket.

Why can't Faiz go into the skatepark? Because it's closed.

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

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

KEY

Faiz wants to go to the skatepark.
Faiz can't go skateboarding in the end.
Faiz's mum can't take the books to the library.
Faiz's mum wants a newspaper from the newsagent's.
Faiz's dad wants a new toothbrush.

3 Grammar

Aims: ▶ to present and give Ss practice in using object personal pronouns

▶ to present the verb *can* (permission-requests)

Object personal pronouns

- Ask Ss to read through the short dialogue in the grammar box.
- Draw Ss' attention to the words in bold.
- Ask Ss what **He** and **him** refer to and what they notice about them.
- Elicit the answer that they both refer to Roger. *He* goes before the verb *be* (used as the subject) while *him* goes after the main verb *remember* (used as the object).
- Refer Ss to the table and explain to them that the column on the left contains personal pronouns which are used as subjects (e.g. *I'm busy*) while the column on the right contains personal pronouns which are used as objects (e.g. *Can you do me a favour?*). Demonstrate the relationship between them, e.g. *I - me, You - you, He - him*, etc. with more examples.
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. It, it
2. They, them
3. She, you
4. him
5. me, it

The verb *can* (permission-requests)

- Draw Ss' attention to the grammar box.
- Ask Ss to read through the question and the possible positive and negative responses to it.
- Ask Ss to tell you how the verb **can** is used in the question *Can I use your mobile?* (*We use it to make a request and ask for permission*).
- If necessary, demonstrate it with further examples, e.g. ask a student: *Can I use your pen?*, etc.
- Draw Ss' attention to the responses to the question.
- Ask Ss to tell you about the use of the verb *can* and elicit the answer that it can be used to respond positively to a request and give permission (*Yes, you can. / Of course you can.*) and to respond negatively to a request and refuse permission (*No, you can't. / I'm sorry, you can't.*).
- Point out to Ss the other possible responses *Sure, no problem.* and *I'm afraid not. / I don't think that's a good idea.*

- Refer Ss to the dialogue and ask them to find instances of *can* which express permission and requests (*Requests: Can you do me a favour?, Can you take, can you go, Can you do me another favour?, Can you go to the supermarket?, Can I help you?, Permission: can I go to the skatepark?, Can I come in?*).
- Refer Ss to the Grammar Reference (p. 68).

4 Speak

Aim: to give Ss practice in making requests or asking for permission and responding appropriately

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the prompts.
- 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.

5 Listen ▶▶ 76

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the four sentences. Make sure that they do not have any unknown words.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.

KEY

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

LISTENING TRANSCRIPT

1.

Man Hey you two!

Boy 1 Yeah?

Man You can't play football here.

Boy 2 Oh, please!

Man Sorry. Go to the park or somewhere else. You can play there.

Boy 1 OK.

2.

Mum Brad, can you go to the post office for me?

Brad Sure. Can I go to the bookshop, too?

Mum Yes, you can. But don't be late!

Brad OK.

3.

Cat owner

Misty! Come on! Not on the armchair, please... How many times?... On the floor, now! Misty!... Oh OK, you can sit on the sofa. How can I say no to those big beautiful eyes...?

4.

Mum Nadia, can you make dinner?

Nadia I'm afraid not. I'm busy right now. Sorry.

Mum OK.

Nadia But listen, I can do the washing-up later. Is that OK, Mum?

Mum Sure. Thanks.

FUNCTIONS

Understanding signs and notes
Talking about rules

STRUCTURES

Imperative (affirmative-negative)

VOCABULARY

animal aquarium begin bring climb drink (v) eat
fence free helmet knee pads leave lecture
match(n) run ticket touch turn off wear
without zoo

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 tell you what places in their city are worth visiting.
- Elicit answers.

Pre-reading

Aim: ▶ to familiarise Ss with transferring visual to written information

▶ to activate Ss' background knowledge

- Ask Ss to look at the pictures and tell you what they show.
- Elicit the answer that they show some signs/messages and a note.
- Ask Ss where we can see signs, when they last saw/read a sign, etc.
- Elicit answers.

1 Read

Aims: ▶ to present vocabulary, structures and functions in the context of some signs/messages/notes

▶ to give Ss practice in identifying specific information in signs/messages/notes

- Ask Ss to read through the texts 1-7 and the sentences a-k.
- Alternatively, choose Ss to read out the texts and sentences.
- Draw Ss' attention to the grammar box and explain to them how we use the Imperative, affirmative and negative (Don't + base form), to ask somebody to do or not to do something.
- Ask Ss some comprehension questions:

How much do the aquarium tickets cost? €9.50

How much do the aquarium tickets for students cost? €5.50

Can you run while you are in the swimming pool area? No, you can't.

What can you see at Morecambe Museum? Artwork/ paintings.

Is Fairview Skatepark open every day? Yes, it is.

Is it open until late in the evening? No, it isn't.

Can you talk on the phone during the lecture? No, you can't.

What has Mahir got? Free tickets for the football match.

Has Mahir got a mobile phone? Yes, he has.

Can you stand or sit on the fences while you are visiting the zoo? No, you can't.

- Allow Ss some time to do the activity.

- Check the answers with the class.

KEY

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

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

2 Grammar

Aim: to present and give Ss practice in using the *Imperative*

- Revise the use of the *Imperative*.
- Ask Ss to read through the table.
- Ask Ss what they notice about the formation of the *Imperative* (*In affirmative we use the base form of the verb only, whereas in negative we use Don't + base form.*).
- Point out to Ss that the *Imperative* only exists in the second singular and plural person.
- Ask Ss what they notice about the use of 'please' (*It is used either at the beginning or at the end of a sentence to be more polite.*).
- Refer Ss to the Grammar Reference (p. 68).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Don't talk, Listen
2. Tidy
3. Turn
4. Don't use
5. Sit, open
6. Call

Optional activity

- Write the following on the board:
 - watch TV in the afternoon
 - play computer games
 - go out with friends
 - ask my dad/mum for help
 - study
 - go to bed early tonight
- Make sure that Ss haven't got any unknown words.
- Tell Ss to imagine that they are taking an English test tomorrow.
- Ask Ss to talk in pairs about *Dos* and *Don'ts* using the ideas on the board, e.g. *Study! Don't watch TV in the afternoon.*

3 Vocabulary

Aim: to give Ss practice in using some of the vocabulary presented in the lesson

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

KEY

1. zoo
2. begin
3. aquarium
4. tickets
5. wear
6. knee pads

4 Pronunciation ▶▶77,78

A. Aim: to have Ss identify silent letters in words

- Play the CD and ask Ss to identify the silent letters in the two words.
- Elicit the answer that the first **t** is silent in *mustn't* and **b** is silent in *climb*.
- If necessary, play the CD again.

B. Aim: to give Ss practice in identifying silent letters in words

- Ask Ss to read the words and underline the silent letters in them.
- Play the CD and have Ss check their answers.
- If necessary, play the CD again.

KEY

know, castle, tonight, talk, listen, eight, design, knee

5 Listen ▶▶79

Aim: to give Ss practice in listening for gist and transferring from verbal to visual information

- Ask Ss to look at the pictures of the four places. Make sure that Ss know what these places are.
- Draw Ss' attention to the TIP and explain it.
- Play the CD.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers.
- Play the CD a second time and have Ss check their answers.
- Check the answers with the class. If necessary, play the CD again to clarify any questions Ss may have.

KEY

Dialogue 1: c
Dialogue 2: a
Dialogue 3: b
Dialogue 4: d

LISTENING TRANSCRIPT

1.

Girl 1 It's great here.

Girl 2 Yes, I really like it.

Girl 1 There are lots of spiders and snakes, too.

Girl 2 Yuck! Let's go and see the parrots.

Girl 1 OK.

2.

Librarian Can I help you?

Boy Yes, have you got this book by J. R. Hartley?

Librarian I think so.

Boy Can I sit over there?

Man Shhhhh! Be quiet in here, please!

3.

Woman 1 So, what do you want to buy?

Woman 2 I need a new belt and I want to buy a book for Maria.

Woman 1 Well, there are lots of clothes shops here and there's also a big bookshop. But it's not on this floor.

Woman 2 OK.

4.

Man Sorry, you can't come in here.

Boy Why? Is it closed?

Man No, you haven't got knee pads.

Boy Oh, no!

Man Sorry.

6 Write

Aim: to give Ss practice in writing rules

- Allow Ss some time to write their sentences.

FUNCTIONS

Describing one's house/flat

VOCABULARY

Ordinals

first, second, third, etc.

Other words and phrases

address cage ground floor I live at... noisy
quite road street view

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 ▶▶ 80

Aim: to introduce ordinals

- Ask Ss to look at the picture and tell you what they can see (*a block of flats*).
- Point out to Ss that a block of flats usually has several *floors*.

Language Plus

The word **floor** can be used to describe both the surface of a room that we walk on (e.g. *I usually sit on the floor and watch TV.*) and the levels of a building (e.g. *I live on the first floor.*).

- Ask Ss to look at the numbers and tell you what they are used for (*to number the floors of the block of flats*).

Language Plus

Ordinal numbers (first, second, third, etc.) are used to show the position of something in a list of items (e.g. the order of the floors) as opposed to **cardinal numbers** (1, 2, 3, etc.) which are used to show quantity.

- Ask Ss what they notice about the formation of ordinal numbers (*they are formed with the ending -th, except first, second, third*) and point out the exceptions and spelling irregularities (*fifth, eighth, ninth, twelfth, twentieth*).
- Play the CD and pause so that Ss can repeat what they hear.
- If necessary, play the CD again so that Ss can get more practice.

Optional activity

Write numbers on the board and ask Ss to say the ordinal numbers.

2 Listen ▶▶ 81

Aim: to give Ss practice in listening for specific information and transferring from verbal to visual information

- Ask Ss to read through the questions 1-3 and look at the corresponding pictures.
- 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. b
2. a
3. b

LISTENING TRANSCRIPT

Anne Hey, Tina. How's your new flat?

Tina It's fantastic.

Anne What floor is it on? Is it on the first floor, like your old flat?

Tina No, our new flat is on the second floor.

Anne Great. Has the building got a lift?

Tina Of course!

Anne What about the view? What can you see?

Tina Well, from the kitchen window you can see a nice garden. But from my bedroom window, you can just see some houses.

Anne That's a shame. What's your room like?

Tina It's great. It's really big. There's only one problem, though.

Anne What's that?

Tina It's next to my parents' room, so I must be quiet after eleven.

3 Speak & Write 82

- A. Aims:**
- ▶ to help Ss prepare for the writing activity and organise and plan their ideas in a paragraph
 - ▶ to provide Ss with a sample and a plan for writing a description of their flat/house
 - ▶ to give Ss practice in reading for specific information and completing notes

- Ask Ss to read through the description.
- Ask Ss to look at the notes and make sure that they haven't got any unknown words.
- Allow Ss some time to complete the notes.
- Check the answers with the class.

KEY

33 Plough Road
flat
3rd
big
3
1
yes
living room
A sofa, two armchairs,
a TV, a cage for parrots

- Ask Ss some comprehension questions:

Who does the writer live with? With his parents, his sister and their pets.

Do they live on the ground floor? No, they don't. They live on the third floor.

What pets have they got? They have got (five) parrots.

What is the view from the balcony like? It's fantastic.

Are the parrots noisy? Yes, they are.

- B. Aim:** to give Ss practice in making notes and talking about their houses/flats

- Allow Ss some time to complete the notes about their houses/flats.
- Draw Ss' attention to the speech bubble.
- Get Ss to ask and answer questions about each other's house/flat and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

- C. Aims:**
- ▶ to present aspects of sentence structure and punctuation
 - ▶ to give Ss practice in using them

- Read out and explain the box. Make sure that Ss do not have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. In my house there are two bedrooms, a small living room, a kitchen and a bathroom. My house has got two bedrooms, a small living room, a kitchen and a bathroom.

2. In my bedroom there is a bed, a desk and a bookcase. My bedroom has got a bed, a desk and a bookcase.

- D. Aim:** to give Ss practice in writing a description of their house/flat

- Draw Ss' attention to the prompt and elicit examples of what they have to write about.
- 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.



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

- 51st
- three million
- eleventh
- 682
- forty-third
- nine thousand, one hundred and seventy-five

B.

KEY

- 1. palace
- 2. far
- 3. downstairs
- 4. rug
- 5. living room
- 6. on

Grammar

C.

KEY

- 1. a, The 2. the, an, The 3. a

D.

KEY

- 1. Is there, there is
- 2. are there, Are there, there aren't, There are

E.

KEY

- 1. in
- 2. between
- 3. on
- 4. behind

F.

KEY

- 1. I, me
- 2. him
- 3. It, it
- 4. They, them

G.

KEY

- 1. Turn off
- 2. Open
- 3. Don't use

Communication

H. ▶▶ 83

KEY

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

Speak

- Ask Ss to read through the prompts and 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.

Write

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

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 ▶▶ 84

- 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. find | 5. Clothes |
| 2. magazines | 6. knee |
| 3. always | 7. computers |
| 4. wall | 8. house |

- Ask different Ss to recite the rhyme.



Culture page

Al-Faisaliah Tower 85

Aim: to inform Ss about a landmark in Riyadh

- Ask Ss to look at the title of the text and the picture and tell you what the text is about (*a skyscraper in Riyadh, Saudi Arabia*).
- Ask Ss if they have ever heard of it, if they have ever been to Riyadh, 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:

*How many flats are there in this building? 100.
How many rooms are there in the hotel? 224.
How many shops are there? 180.
Where can you have a snack? On level three.
What is 'The Globe?' It's a luxurious restaurant.
What can you find below the ground level? An enormous underground hall for wedding receptions.*

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

KEY

1. It has got 44 floors.
2. There are 30 floors for offices.
3. In a 5-Star hotel.
4. On the first three levels where you can find a big shopping centre with more than 180 shops.
5. Twenty-five.
6. *The Globe*, which is a luxurious restaurant.

- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss if they would like to visit or stay at Al-Faisaliah Tower and generate a short discussion. You could also talk about similar buildings in their own city/town.

WORKBOOK KEY

HELLO

A.
A B C D E F G H I J K L
M N O P Q R S T U V W
X Y Z
a b c d e f g h i j k l m
n o p q r s t u v w x y z

B.
two sharpeners
three school bags
four pencil cases
five rubbers
six chairs
seven oranges
eight pencils
nine pens
ten rulers

C.
2. forty-six
3. 17
4. eleven
5. 98
6. fifty
7. 61
8. a hundred and forty

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

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

F.
1. grandfather
2. parents
3. mother
4. sister

G.
2. that, a bin
3. that, a computer
4. this, an apple
5. this, an umbrella
6. that, a door

H.
COUNTRIES
Canada, UK, USA,
Ireland, Australia

NATIONALITIES
Australian, Irish,
Canadian, American,
British

I.
1. red
2. blue
3. purple
4. brown
5. white
6. orange
7. green
8. yellow
9. black

10. grey
11. pink

1a
A.
Brazil, Brazilian
Moroccan, Morocco
China, Chinese
Italian, Italy
Spain, Spanish
French, France
Egypt, Egyptian

B.
1. Saudi
2. from
3. but
4. Greece
5. live
6. new

C.
1. Are, aren't, are, am
2. Are, 'm not, am
3. Are, aren't, are

D.
1. Our
2. your, My
3. my
4. your
5. your

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

F.
Open exercise

1b
A.
1. chef
2. taxi driver
3. doctor
4. waiter
5. bus driver
6. delivery person

B.
1. b 2. a 3. b 4. b
5. b 6. b 7. a 8. b

C.
1. our, she, Her
2. they're, their
3. your, my, He's

D.
2. Are Faten and
Rana teachers? No,
they aren't. They're
students.
3. Is Sameer a nurse?
No, he isn't. He's a
waiter.

4. Are Brad and Max
police officers?
Yes, they are.

E.
1. This isn't our
restaurant.
2. They aren't my
cousins.
3. She isn't my mother.
4. You aren't a
housewife.
5. He isn't twelve years
old.
6. We aren't from
Ireland.

1c
A.
2. SUNDAY
3. MONDAY
4. TUESDAY
5. WEDNESDAY
6. THURSDAY
7. FRIDAY

B.
1. It's five o'clock.
2. It's a quarter past
eight.
3. It's a quarter to ten.
4. It's half past six.
5. It's twenty to one.
6. It's five past seven.

C.
1. Good morning!
2. Good afternoon!
3. Good evening!
4. Good night!

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

1d
A.
1. volleyball, b
2. tennis, e
3. football, d
4. basketball, c
5. swimming, a

B.
1. favourite
2. famous
3. player
4. crazy
5. team

C.
1. What's
2. Who's
3. What's
4. Who's
5. What's
Open exercise.

1e
A.
1. ARABIC
2. ISLAMIC STUDIES
3. ART
4. HISTORY
5. ENGLISH
6. GEOGRAPHY
7. PE
8. SCIENCE
9. MATHS

B.
Open exercise.

C.
1. Is it Sunday today?
2. Ken and James are
from Ireland.
3. Andy and I live in
London.
4. Are you 10 years old?
5. I'm not good at
History.
6. Is that Mr Jackson?

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

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

1 Round-up
A.
Sports
swimming, basketball,
tennis
Nationalities
Saudi, French, Chinese
Jobs
waiter, secretary, taxi
driver

Days of the week
Sunday, Monday,
Wednesday
Countries
Brazil, Egypt, Morocco


B.
1. Spanish
2. teacher
3. player
4. famous
5. good
6. chef
7. about

C.
1. is, is, Are, aren't, am, is
2. are, 'm
3. 's, Is, isn't, is
4. is, is
5. Are, am not, am
6. Are, aren't, are
7. Is, isn't, is

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

E.
2. 
3. It's eight o'clock.

4. 
5. It's twenty to four.

6. 
F.
1. a 2. b 3. a 4. b
5. b 6. a 7. b 8. a

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

2a
A.
1. skateboard
2. camera
3. rollerblades
4. watch
5. cap
6. sunglasses
7. mobile phone

B.
1. has got
2. have got
3. have got
4. has got
5. have got
6. have got

C.
2. Saad hasn't got a bike.
He's got a skateboard.
3. Amro and Mohamad
haven't got pens.
They've got pencils.
4. Maha hasn't got a
game console. She's
got a mobile phone.

D.
2. Have Noor and
Linda got a purple
umbrella? No, they
haven't. They've got a
red umbrella.
3. Has Bob got three
books? No, he hasn't.
He's got two books.
4. Has Sami got black
sunglasses? No,
he hasn't. He's got
orange sunglasses.

5. Have Ryan and Ted got a computer? Yes, they have.
6. Has Greg got a red cap? Yes, he has.

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

2b

- A.
1. HOODY
2. THOBE
3. DRESS
4. SCARF
5. JACKET
6. JEANS
7. JUMPER
8. SANDALS
9. SKIRT
10. TRAINERS
11. BELT

- B.
1. This
2. That
3. That
4. These
5. Those
6. This
7. Those

- C.
-s: wardrobes, belts, presents
-es: buses, dresses, watches
-ies: countries, families, accessories
-ves: scarves, housewives
irregular: fish, men, people

- D.
1. These are my/our mobile phones.
2. Those children have got colourful bikes.
3. Are these your white dresses?
4. These teams are great.
5. Who are those women?
6. Where are your hoodies?

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

2c

- A.
1. head
2. face
3. arm
4. eye
5. teeth
6. hand

7. foot
8. leg
9. ear
10. mouth
11. nose
12. body
13. tail

B.

Tom has got a rabbit.
Faiz has got a spider.
Mike has got a parrot.
Kamal has got a snake.

C.

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

D.

1. It's Nathan's (cap).
2. It's Bill's (sharpener).
3. It's Paula's (pencil case).
4. It's Faten's (camera).
5. It's Yassir's (book).

E.

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

2d

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

B.

2. Yusuf can't draw well, but Frank can.
3. Yusuf can speak Arabic, but Frank can't.
4. Yusuf can't paint, but Frank can.
5. Yusuf can skateboard, but Frank can't.

C.

2. Can Brad understand Spanish? Yes, he can.
3. Can John swim? No, he can't.
4. Can Alex and Ryan cook? No, they can't.
5. Can Susan paint? Yes, she can.
6. Can Max and Tim skateboard? Yes, they can.

2e

- A.
1. short
2. tall
3. young
4. old
5. chubby
6. slim
7. dark

8. long, fair

B.

1. and
2. and
3. but
4. and
5. but
6. but

C.

Open exercise

2 Round-up

A.

- Suggested Answers:**
1. arm, hand, leg
2. jeans, hoody, dress
3. cat, parrot, rabbit

B.

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

C.

1. Ali can
2. Whose, Danny's
3. Who's, Mike
4. can
5. boys'

D.

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

E.

1. Are those your scarves?
2. My/Our sisters have got modern mobile phones.
3. Those children are tall.
4. These are my/our new dresses.
5. My/Our best friends are short and chubby.
6. These fish are black.

F.

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

G.

1. She's 14 years old.
2. She can speak Arabic, English and French.
3. She can take beautiful pictures.
4. Her cat's name is Ginger.
5. It's purple.

3a

- A.
1. have
2. get
3. go
4. get
5. have
6. go

1. go to school
2. have lunch
3. go to bed
4. have a shower
5. get dressed
6. get home

B.

1. visits
2. study
3. has
4. watch
5. paints
6. skateboard

C.

1. brushes
2. plays
3. does
4. gets

D.

1. On
2. at
3. in
4. In
5. At
6. On

E.

Open exercise.

3b

- A.
1. play table tennis
2. play baseball
3. go mountain biking
4. go skiing
5. play golf
6. do gymnastics

B.

1. don't go
2. doesn't think
3. don't do
4. doesn't like
5. don't live

C.

1. Does... like, hates
2. doesn't go
3. paints
4. Do you visit, don't visit

D.

2. Does Rob go to school at 9am? Yes, he does.
3. Does Rob have lunch at 2pm? No, he doesn't. He has lunch at 12pm.
4. Does Rob play baseball after school? No, he doesn't. He plays basketball.
5. Does Rob watch TV in the evening? Yes, he does.

E.

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

3c

A.

1. hang out with friends.
2. talk on the phone.
3. surf the Net.
4. read magazines.
5. watch TV/ documentaries.

B.

1. What
2. Who
3. What
4. When

C.

2. When/What time does Alima go to bed?
3. Where does Tariq live?
4. Who is your favourite teacher?
5. When does Patrick go bowling?
6. What do you do after school?

D.

Open exercise

3d

- A.
1. do
2. wash
3. take out
4. clean
5. feed
6. Hoover
a. 2 b. 1 c. 6
d. 4 e. 3 f. 5

B.

1. Do you always do the washing at the weekend?
2. Nancy doesn't usually tidy her room.
3. Kareem's room is never a mess.
4. Lana often cooks in the evening.
5. Paul sometimes helps out at home.

C.

Open exercise

D.

1. They go shopping.
2. Maria.
3. She always watches TV and plays computer games.
4. No, she doesn't.
5. No, she doesn't.

3e

A.

1. get up
2. brush my teeth
3. get dressed
4. go fishing
5. cooks
6. go rollerblading
7. make model planes
8. do arts and crafts

B.

1. collects
2. do
3. make
4. collects
5. stays
6. make

C.

1. Harry goes swimming on Saturdays.
2. Fahd doesn't collect coins.
3. I don't watch TV on weekdays.
4. Ameer plays football after school.
5. Aisha doesn't do housework on Fridays.

3 Round-up

A.

1. b
2. b
3. a
4. b
5. b
6. a
7. a
8. b

B.

1. fun
2. brush
3. mess
4. quiet
5. lazy
6. wash
7. tired
8. different

C.

2. Ali usually watches TV at the weekend.
3. Ali never cooks at the weekend.
4. Ali often goes swimming at the weekend.
5. Ali always goes shopping at the weekend.

D.

1. Do you play, don't like
2. does Mandy do, makes
3. Do you help, sometimes help, Does your brother help, doesn't do, always washes

E.

1. at
2. On
3. in, At
4. on
5. At, in
6. at

F.

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

G.

1. Khalid
2. Diego
3. Diego
4. Khalid
5. Khalid

4a

A.

1. balcony
2. huge
3. bathroom
4. palace
5. museum
6. office

B.

1. three hundred and sixty-seven
2. nine million
3. seven thousand, eight hundred and fifty-one
4. eighteen thousand, five hundred and sixty-four
5. six hundred and thirty-nine
6. twenty-one thousand, four hundred and ninety-five
7. ninety-seven thousand and twenty-two
8. one hundred and seventy-four thousand, eight hundred and eighty-three

C.

1. are
2. bedroom
3. bathrooms
4. downstairs
5. living room
6. is
7. garden

D.

1. There is
2. There are
3. Are there
4. there aren't
5. There are
6. Is there
7. there is
8. Is there
9. there isn't

E.

Open exercise

F.

1. It's got two floors.
2. Yes, there is.
3. No, it hasn't.
4. There are five bedrooms.
5. No, there aren't. (There are five bathrooms.)

4b

A.

1. COOKER
2. SOFA
3. BOOKCASE
4. ARMCHAIR
5. FRIDGE
6. RUG

B.

1. under
2. behind
3. in front of
4. on
5. between
6. in
7. next to

C.

1. The jeans are on the rug.
 2. The bed is next to the wardrobe.
 3. The mobile phone is next to the lamp.
 4. The shoes are under the bed.
 5. The red bag is in the wardrobe.
 6. The poster is on the wall.
- D.
1. next to the bed.
 2. on the bed.
 3. It's in front of the desk.
 4. It's in the wardrobe.
 5. They're under the chair (on the floor).

E.

1. a
2. a
3. The
4. the
5. a
6. the
7. an
8. a
9. an
10. The

F.

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

4c

A.

1. post office

2. café

3. supermarket
4. bookshop
5. shopping centre
6. skatepark
7. bank
8. newsagent's

B.

1. her
2. them
3. us
4. him
5. it
6. me

C.

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

D.

2. Can I go to the skatepark?
3. Can you give me your/a pencil?
4. Can I read your newspaper?

E.

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

F.

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

4d

A.

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

B.

- Don't bring
Don't eat or drink
Be
Don't talk
Don't write
Leave
Give

C.

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

4e

A.

- 42nd - **forty-second**
56th - fifty-sixth
78th - **seventy-eighth**
23rd - twenty-third
18th - **eighteenth**
75th - seventy-fifth
31st - **thirty-first**
60th - sixtyth
4th - **fourth**
12th - twelfth
100th - **one hundredth**
87th - eighty-seventh

B.

1. There are
2. has got

3. have got

4. there is
5. has got
6. There is

C.

2. In the living room there is a sofa, an armchair and a nice coffee table.
3. The house has got three bedrooms, a big living room, a small kitchen and two bathrooms.
4. In the kitchen there is a big fridge, a cooker and a washing machine.
5. Tom has got a computer, a TV and a game console.

D.

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

4 Round-up

A.

- Suggested Answers:**
1. bedroom, living room, kitchen
 2. bed, sofa, table
 3. post office, bank, supermarket

B.

1. a
2. b
3. b
4. a
5. a
6. b
7. a
8. a

C.

1. next to
2. in front of
3. behind
4. in
5. on
6. under

D.

1. it
2. She
3. him
4. We
5. me
6. them

E.

1. Don't take pictures!
2. Stop!
3. Don't swim!
4. Don't ride your/a bike!

F.

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

G.

1. B
2. N
3. H
4. H
5. B

**Consolidation:
Modules 1-4**

A.
FAMILY: uncle, aunt, parents
CLOTHES: thobe, jumper, headscarf
PARTS OF A HOUSE: basement, garage, kitchen
FURNITURE: lamp, bookcase, sofa
CHORES: Hoover, clean the windows, do the washing-up
PLACES IN A CITY: post office, hospital, bank
SPORTS: golf, gymnastics, skiing
PARTS OF THE BODY: face, mouth, arm

B.
 1. begin
 2. favour, take
 3. spider
 4. tired
 5. popular
 6. does

7. stairs
 8. wardrobe

C.
 1. surname
 2. newspaper
 3. address
 4. classmate
 5. Net
 6. ticket
 7. officer
 8. Geography

D.
 1. My
 2. I'm
 3. friend's
 4. He's
 5. brothers
 6. They're
 7. brother's
 8. our
 9. It's

E.
 1. haven't got
 2. has got
 3. hasn't got
 4. have got

F.
 1. These are beautiful houses.
 2. Those girls are my/our children.
 3. Who are those women?
 4. These watches are cool.
 5. Are these your scarves?

G.
 1. often goes, loves
 2. Do you buy
 3. does your mum cook
 4. make
 5. never have, has
 6. usually watches

H.
 1. at
 2. in
 3. on
 4. at
 5. on
 6. at

I.
 1. can't, can't

2. can, can
 3. can, can't, can't

J.
 1. On the wall.
 2. A chair.
 3. Behind the door.
 4. No, it isn't.
 5. Next to the fridge.
 6. On the table.

K.
 1. are
 2. is
 3. a
 4. a
 5. are
 6. a
 7. The
 8. the
 9. the
 10. is
 11. a

L.
 1. Don't write
 2. Turn off
 3. Don't eat
 4. Listen
 5. Don't be

6. Stay

M.
 1. them
 2. him
 3. me
 4. us
 5. it
 6. her

N.
 1. Has Alan got a spider?
 2. Do you play computer games?
 3. Muhammad's grandfather is old.
 4. Don't take pictures in the museum.
 5. Linda usually surfs the Net at the weekend.
 6. John can't speak Arabic.

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

P.
 Open exercise

Grammar Book KEY**Module 1 (1a,1b)****Presentation**

1. is - Malik
 2. is - Manolo
 3. isn't - Juan

Activities

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

B.
 1. He, He
 2. we
 3. They
 4. I
 5. She
 6. It

C.
 1. My
 2. Her
 3. your
 4. our
 5. Their

D.
 1. Is, is, is, isn't, is
 2. Are, 'm not, am
 3. are, aren't, are
 4. is, am, aren't
 5. Are, 'm not, is, am

E.
 1. His
 2. he's
 3. Her
 4. she's
 5. he's
 6. He's
 7. our
 8. They're
 9. their

**Module 1 (1d)
Presentation**

1. He's 25 years old.
 2. He's from Canada.
 3. His best friend is Danny Roberts.
 4. His team is the Wolves.

Activities

A.
 1. how
 2. What, How
 3. Where
 4. Who, How
 5. Who

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

C.
 1. Who

2. Where
 3. What
 4. How
 5. What
 6. What
 7. Who
 8. Where
 9. Who
 10. Where

D.
 1. Where are they?
 2. Who are they?
 3. How are you?
 4. How old is your sister?
 5. What's your phone number?
 6. Where is she from?
 7. What's the time?
 8. What day is it today?

Revision: Module 1

A.
 1. He, His
 2. They, Their
 3. She, Her
 4. We
 5. My

B.
 1. is, is
 2. are, is, is
 3. is/isn't, isn't/is
 4. Are, aren't, are

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

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

**Module 2 (2a)
Presentation**

1. F Kareem has got a blue bike and Ben has got a green bike.
 2. F Ben has got a brown cap and Kareem has got a black cap.
 3. T

Activities

A.
 1. has got
 2. have got
 3. has got
 4. have got
 5. has got
 6. has got
 7. have got
 8. have got

B.
 1. Have... got, have got
 2. Has... got, hasn't, has

got
 3. have got, Have... got, have got, has got, hasn't got, has got

C.
 2. Has Suzie got black sunglasses? No, she hasn't. She's got yellow sunglasses.
 3. Have they got skateboards? Yes, they have.
 4. Has she got a mobile phone? Yes, she has.
 5. Have the boys got two umbrellas? No, they haven't. They've got one umbrella.
 6. Has he got a cat? Yes, he has.

D.
 Open exercise

**Module 2 (2b)
Presentation**

1. T 2. F 3. T

Activities

A.
 -s: skirts, bikes, jackets, boys
 -es: buses, boxes,

dresses, watches
-ies: countries, babies,
families, hoodies
-ves: scarves,
housewives, shelves
irregular: mice, teeth,
men, children

B.

1. This
2. Those
3. That, that
4. That
5. These
6. These

C.

1. these, This, grandparents
2. children
3. that, watches
4. those, shelves

D.

1. These are two babies.
2. This is a man.
3. I've got a red bike.
4. Who are these women with the red dresses?
5. These are my favourite scarves.
6. Is this your family?

E.

1. that, That, skateboard, that, bike
2. books, watches
3. these, people, that (boy), That, those

F.

2. We've got fish.
3. They're children.
4. They aren't boxes.
5. Those are hoodies
6. These are babies.

Module 2 (2c)

Presentation

Abdul - rabbit
Rania - cat
Maria - parrots

Activities

A.

1. Yassir's
2. Maha, Aisha's
3. Azam, Maha's
4. Gadi, Yassir's
5. Maha, Aisha's

B.

1. a 2. b 3. a 4. b
5. b 6. b 7. a 8. a
9. a

C.

1. Mark's favourite sport is tennis.

2. Amro's favourite sport is volleyball.
3. Lee's favourite sport is football.
4. Eric's favourite sport is basketball.

Module 2 (2d)

Presentation

1. can't
2. can't
3. can

Activities

A.

- 1
1. can
2. can't
3. can
4. Can
5. can

2

6. Can
7. can't
8. can

3

9. can
10. can't

4

11. Can
12. can

5

13. can't
14. can

6

15. can/can't
16. can't/can

7

17. can
18. can't

8

19. can

9

20. Can
21. can

B.

2. Can he ride a bike? No, he can't.
3. Can he play basketball? Yes, he can.
4. Can he paint the wall? No, he can't.
5. Can they use computers? Yes, they can.
6. Can he read French? No, he can't.

C.

1. c 2. b 3. e

4. d 5. a

Revision: Module 2

A.

1. These are my/our new watches.
2. Are those your friends?
3. Those are our brothers' rabbits.
4. Have those children got fish?
5. Whose babies are those?
6. Are these your favourite accessories?
7. They haven't got new dresses.
8. They've got green hoodies.

B.

1. b 2. a 3. b 4. b
5. b 6. b 7. b 8. a
9. b 10. a

C.

1. has
2. is
3. is, p.c.
4. is, p.c.
5. has
6. is
7. p.c.
8. has

D.

1. Can, can't, can
2. Can, can't
3. Can
4. can't
5. can, can't

Module 3 (3a)

Presentation

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

Activities

A.

1. reads
2. plays
3. goes
4. does
5. watches
6. studies
7. meets
8. has
9. brushes

B.

1. does
2. skateboard
3. use
4. watch
5. rides
6. visit
7. cooks, go

C.

1. watch

2. go
3. studies
4. does, plays
5. go

D.

1. Maria goes to an art gallery on Fridays.
2. Steve reads books at the weekend.
3. Terry and Tim play computer games on Mondays.
4. Hamzah studies in the afternoon.
5. They brush their teeth in the evenings.

E.

1. does
2. ride
3. skateboards
4. play
5. studies

Module 3 (3b)

Presentation

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

Activities

A.

2. Do you go to bed at 11:00?
3. Does his brother play basketball on Sundays?
4. Do they visit their cousins at the weekend?
5. Do Nabil and Musa live in London?

B.

2. My parents don't go skiing at the weekend.
3. Sue doesn't read a lot of books.
4. Mark doesn't go skateboarding in the park.
5. My cousin doesn't go to a fast food restaurant at the weekend.

C.

1. Do, don't, don't
2. Does, doesn't, doesn't
3. Do, don't, don't

D.

2. What does John do in the afternoon? He skateboards.
3. What do the children do on Fridays? They play computer games.
4. Where do your parents go every

- Thursday? They go to a restaurant.
5. What sport do you like? I like...

E.

Open exercise

Module 3 (3d)

Activities

A.

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

B.

1. at
2. at
3. in
4. on
5. in
6. at
7. in
8. on

C.

1. always tidies the house.
 2. usually hangs out with her friends.
 3. often goes shopping.
 4. sometimes surfs the Net.
 5. never washes the car.
- Open exercise.

D.

1. My dad's always tired in the evenings.
2. Bassam often goes bowling.
3. I don't usually do the washing-up.
4. Do your friends sometimes do housework?

E.

1. always has, in, never has, on, usually watches, sometimes goes
2. do... usually do, on, usually do, sometimes play, in, Do... often surf, never surf, on

Revision: Module 3

A.

1. hang out, surfs, listen, play
2. help, get, clean
3. draws
4. do... go
5. likes, hates

B.

1. doesn't
2. Do
3. don't
4. don't

5. Does
6. doesn't
7. Do

C.

1. on, at
2. In
3. at
4. in
5. at
6. on

D.

1. We don't usually go shopping on Mondays.
2. Do you always get up late?
3. What time does he usually get home?
4. My cousin often plays golf at the weekend.
5. He is never late for school.

Module 4 (4a, 4b)

Presentation

The correct answer is 1.

Activities

A.

1. Is there / Yes, there is
2. Are there / Yes, there are
3. Is there / Yes, there is
4. Are there / No, there aren't

B.

1. Is there, there are
2. Is there, there isn't
3. There are, there aren't, there are

C.

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

D.

1. next to
2. on
3. behind
4. in
5. under
6. in front of
7. between

E.

1. a

2. an, the
3. The, the
4. a, The, a/the
5. the
6. the, a, an/the

Module 4 (4c, 4d)

Presentation

1. They're at the zoo.
2. He's got a banana.
3. The zookeeper takes a picture of the boys.

Activities

A.

1. them 2. it
3. her 4. us
5. him 6. them

B.

1. it
2. her
3. He
4. him
5. me
6. you
7. them
8. We
9. us
10. her

11. him
12. me

C.

1. Wash
2. Turn off
3. Don't talk
4. Study
5. Don't feed
6. Don't run

D.

2. Wash your hands before lunch!
3. Don't swim in the lake.
4. Help your mum with the bags!
5. Don't eat the cake.
6. Don't take pictures in the museum.

Revision: Module 4

A.

1. Is there, there isn't, there is
2. There are, there isn't
3. Are there, there aren't
4. There are
5. There are, there isn't

B.

1. on
2. in front of
3. behind
4. in
5. next to
6. between
7. under

C.

1. an, the
2. an, a
3. The
4. a
5. the

D.

1. her
2. him
3. them
4. us
5. her
6. me
7. him

E.

1. Don't watch
2. study
3. Don't use
4. Don't take

Class CD tracklist

Track	Module/Lesson	Listening Activity	Track	Module/Lesson	Listening Activity
1		Titles	44	2d	1. Vocabulary
2		Hello	45	2d	2. Read / A
3		Hello	46	2e	1. Vocabulary
4		Hello	47	2e	2. Listen / B
5		Hello	48	2e	4. Speak & Write
6		Hello	49	2 Round-up	Communication / F
7		Hello	50	Rhyming Corner	I've got a friend
8		Hello	51	2 Cross-curricular page	Amazing birds
9		Hello	52	3a	1. Vocabulary
10		Hello	53	3a	2. Read / A
11		Hello	54	3a	4. Pronunciation / A
12		Hello	55	3a	4. Pronunciation / B
13		Hello	56	3b	1. Vocabulary
14	1a	1. Vocabulary	57	3b	2. Read / A
15	1a	2. Read / A	58	3b	4. Listen
16	1a	5. Pronunciation / A	59	3c	1. Vocabulary
17	1a	5. Pronunciation / B	60	3d	1. Vocabulary
18	1b	1. Vocabulary	61	3d	2. Read / A
19	1b	2. Read / A	62	3d	4. Listen
20	1c	1. Vocabulary / A	63	3e	1. Vocabulary
21	1c	1. Vocabulary / B	64	3e	2. Listen
22	1c	1. Vocabulary / C	65	3e	3. Speak & Write
23	1c	2. Read / A	66	3 Round-up	Communication / F
24	1c	3. Listen	67	Rhyming Corner	My everyday life
25	1d	1. Vocabulary	68	3 Culture Page	Omar Ahmed & Cliff Lewis
26	1d	2. Read / A			
27	1d	4. Listen	69	4a	1. Vocabulary / A
28	1e	1. Vocabulary	70	4a	1. Vocabulary / B
29	1e	3. Listen	71	4a	2. Read / A
30	1e	4. Speak & Write	72	4b	1. Vocabulary
31	1 Round-up	Communication / E	73	4b	3. Read / A
32	1 Round-up	Communication / F	74	4c	1. Vocabulary
33	Rhyming Corner	Best Friends	75	4c	2. Read / A
34	2a	1. Vocabulary	76	4c	5. Listen
35	2a	2. Read / A	77	4d	4. Pronunciation / A
36	2a	4. Listen	78	4d	4. Pronunciation / B
37	2b	1. Vocabulary	79	4d	5. Listen
38	2b	2. Read / A	80	4e	1. Vocabulary
39	2b	4. Pronunciation / A	81	4e	2. Listen
40	2b	4. Pronunciation / B	82	4e	3. Speak & Write
41	2b	5. Listen	83	4 Round-up	Communication / H
42	2c	1. Vocabulary	84	Rhyming Corner	My space
43	2c	2. Read / A	85	4 Culture Page	Al-Faisaliah Tower

Suggested Pacing Chart for Full Blast 1

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 sessions for holidays = 62 sessions altogether.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have two sessions rather than four.

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 beginning of the semester:
 - ✓ 3 sessions for the Hello section
- At the end of the semester:
 - ✓ 2 sessions for Consolidation: Modules 1-4
 - ✓ 1 session for the Self-assessment section and remedial work before the Final Exam.

Abbreviations used in pacing charts

Ss = Students
p. = page
pp. = pages

NOTES:

Be sure to familiarise students with their new 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

Sessions	Student's Book	Workbook	OPTIONAL
			Grammar Book
Session 1	• Hello pp. 4 and 5 Do activities 1, 2 and 3 in class.	• Hello pp. 74 and 75 Do activities A and C in class.	—
Session 2	• Hello pp. 6 and 7 Do activities 4 and 5 in class.	• Hello pp. 74, 76 and 77 Do activities B, G and H in class.	—
Session 3	• Hello pp. 7 and 8 Do activities 6, 7 and 8 in class.	• Hello pp. 75, 76 and 77 Do activities D, E, F and I in class.	—
Session 4	• 1 Who are you? p. 9 Discuss cover page of module 1. • 1a Where are you from? pp.10 and 11 Do activities 1, 2 and 3 in class.	• 1a Where are you from? p. 78 Assign activities A and B for homework.	—

Week 2

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>1a Where are you from?</i> p. 11 Do activities 4, 5 and 6 in class.	• <i>1a Where are you from?</i> p. 79 Do activity E in class. Assign activities C, D and F for homework.	—
Session 2	• <i>1b He's a chef</i> pp. 12 and 13 Do activities 1, 2 and 3 in class.	• <i>1b He's a chef</i> p. 80 Assign activity A and B for homework.	—
Session 3	• <i>1b He's a chef</i> p. 13 Do activity 4 in class.	• <i>1b He's a chef</i> p. 81 Assign activities C, D and E for homework.	• <i>Module 1 (1a, 1b)</i> pp. 130-132 Do presentation and explain grammar boxes in class. Do activities A, B and C in class.
Session 4	• <i>1c Day and night</i> p. 14 Do activity 1 in class.	• <i>1c Day and night</i> p. 82 Assign activities A and B for homework.	• <i>Module 1 (1a, 1b)</i> p. 132 Do activities D and E in class. 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	• <i>1c Day and night</i> p. 15 Do activities 2, 3 and 4 in class.	• <i>1c Day and night</i> p. 82 Assign activities C and D for homework.	—
Session 2	• <i>1d Get sporty!</i> pp. 16 and 17 Do activities 1, 2 and 3 in class.	• <i>1d Get sporty!</i> p. 83 Assign activities A, B and C for homework.	—
Session 3	• <i>1d Get sporty!</i> p. 17 Do activities 4 and 5 in class.	—	• <i>Module 1 (1d)</i> pp. 133-135 Do presentation and explain grammar boxes in class. Do activities A and B in class. Assign activities B, C and D for homework. Do the speaking and writing activities in class.
Session 4	• <i>1e I'm a student</i> pp. 18 and 19 Do activities 1, 2, 3 and 4 in class. Assign activity D for homework.	• <i>1e I'm a student</i> pp. 84 and 85 Do activities C and D in class. Assign activities A, B and E for homework.	—

Week 4

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>1 Round-up</i> p. 20 Do activities A, B, C, D, E and F in class.	• <i>1 Round-up</i> p. 86 Assign activities A, B, C and D for homework.	—
Session 2	• <i>1 Round-up</i> p. 21 Do speaking, writing and rhyming activities in class.	• <i>1 Round-up</i> p. 87 Assign activities E, F and G for homework.	• <i>Revision: Module 1</i> p. 136 Do activities A, B, C and D in class.
Session 3	—	• <i>1 Project</i> p. 88	—
Session 4	• <i>1 Cross-curricular page</i> p. 22	—	—

Week 5

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<i>Test Module 1</i> (in Test CD/CD-ROM)		
Session 2	<ul style="list-style-type: none"> • <i>2 All about me</i> p. 23 Discuss cover page of module 2. • <i>2a My things</i> pp. 24 and 25 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>2a My things</i> pp. 89 and 90 Do activity B in class. Assign activities A, C, D and E for homework. 	—
Session 3	<ul style="list-style-type: none"> • <i>2a My things</i> p. 25 Do activities 4 and 5 in class. 	—	<ul style="list-style-type: none"> • <i>Module 2 (2a)</i> pp. 137-139 Do presentation and explain grammar boxes in class. Do activities A and B in class. Assign activities C and D for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	<ul style="list-style-type: none"> • <i>2b My clothes</i> pp. 26 and 27 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>2b My clothes</i> pp. 91 and 92 Assign activities A, B, C, D and E for homework. 	—

Week 6

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>2b My clothes</i> p. 27 Do activities 4, 5 and 6 in class. 	—	<ul style="list-style-type: none"> • <i>Module 2 (2b)</i> pp. 140-142 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activities D, E and F for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	<ul style="list-style-type: none"> • <i>2c My pet</i> pp. 28 and 29 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>2c My pet</i> pp. 93 and 94 Do activity C in class. Assign activities A, B, D and E for homework. 	—
Session 3	<ul style="list-style-type: none"> • <i>2c My pet</i> p. 29 Do activities 4 and 5 in class. 	—	<ul style="list-style-type: none"> • <i>Module 2 (2c)</i> pp. 143-145 Do presentation and explain grammar boxes in class. Do activities A and B in class. Assign activity C for homework. Do the speaking and writing activities in class.
Session 4	<ul style="list-style-type: none"> • <i>2d You're an artist!</i> pp. 30 and 31 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>2d You're an artist!</i> p. 95 Assign activities A, B and C for homework. 	—

Week 7

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>2d You're an artist!</i> p. 31 Do activities 4 and 5 in class. 	—	<ul style="list-style-type: none"> • <i>Module 2 (2d)</i> pp. 146-148 Do presentation and explain grammar boxes in class. Do activities A and C in class. Assign activity B for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	<ul style="list-style-type: none"> • <i>2e My best friend</i> pp. 32 and 33 Do activities 1, 2, 3 and 4 in class. Assign activity D for homework. 	<ul style="list-style-type: none"> • <i>2e My best friend</i> p. 96 Assign activities A, B and C for homework. 	—
Session 3	<ul style="list-style-type: none"> • <i>2 Round-up</i> p. 34 Do activities A, B, C, D, E and F in class. 	<ul style="list-style-type: none"> • <i>2 Round-up</i> p. 97 Assign activities A, B, C and D for homework. 	—
Session 4	<ul style="list-style-type: none"> • <i>2 Round-up</i> p. 35 Do speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>2 Round-up</i> p. 98 Assign activities E, F and G for homework. 	<ul style="list-style-type: none"> • <i>Revision: Module 2</i> p. 149 Do activities A, B, C and D in class.

Week 8

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	—	<ul style="list-style-type: none"> • <i>2 Project</i> p. 99 	—
Session 2	<ul style="list-style-type: none"> • <i>2 Cross-curricular page</i> p. 36 	—	—
Session 3	<i>Test Module 2</i> (in Test CD/CD-ROM)		—
Session 4	<ul style="list-style-type: none"> • <i>3 It's my life!</i> p. 37 Discuss cover page of module 3. • <i>3a Day in day out</i> pp. 38 and 39 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>3a Day in day out</i> pp. 100 and 101 Do activity B in class. Assign activities A, C, D and E for homework. 	—

Week 9

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>3a Day in day out</i> p. 39 Do activities 4, 5 and 6 in class. 	—	<ul style="list-style-type: none"> • <i>Module 3 (3a)</i> pp. 150-152 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activities D and E for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	<ul style="list-style-type: none"> • <i>3b Do you like sports?</i> pp. 40 and 41 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>3b Do you like sports?</i> pp. 102 and 103 Do activity C in class. Assign activities A, B, D and E for homework. 	—
Session 3	<ul style="list-style-type: none"> • <i>3b Do you like sports?</i> p. 41 Do activities 4 and 5 in class. 	—	<ul style="list-style-type: none"> • <i>Module 3 (3b)</i> pp. 153-155 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activities D and E for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	<ul style="list-style-type: none"> • <i>3c Time out</i> pp. 42 and 43 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>3c Time out</i> p. 104 Assign activities A and B for homework. 	—

Week 10

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>3c Time out</i> p. 43 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>3c Time out</i> p. 104 Assign activities C and D for homework. 	—
Session 2	<ul style="list-style-type: none"> • <i>3d Around the house</i> pp. 44 and 45 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>3d Around the house</i> pp. 105 and 106 Assign activities A, B, C and D for homework. 	—
Session 3	<ul style="list-style-type: none"> • <i>3d Around the house</i> p. 45 Do activities 4, 5 and 6 in class. 	—	<ul style="list-style-type: none"> • <i>Module 3 (3d)</i> pp. 156 and 158 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activities D and E for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	<ul style="list-style-type: none"> • <i>3e My favourite day</i> pp. 46 and 47 Do activities 1, 2 and 3 in class. Assign activity D for homework. 	<ul style="list-style-type: none"> • <i>3e My favourite day</i> p. 107 Assign activities A, B and C for homework. 	—

Week 11

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • 3 <i>Round-up</i> p. 48 Do activities A, B, C, D, E, F in class. 	<ul style="list-style-type: none"> • 3 <i>Round-up</i> p. 108 Assign activities A, B, C and D for homework. 	—
Session 2	<ul style="list-style-type: none"> • 3 <i>Round-up</i> p. 49 Do speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • 3 <i>Round-up</i> p. 109 Assign activities E, F and G for homework. 	<ul style="list-style-type: none"> • <i>Revision: Module 3</i> p. 159 Do activities A, B, C and D in class.
Session 3	—	<ul style="list-style-type: none"> • 3 <i>Project</i> p. 110 	—
Session 4	<ul style="list-style-type: none"> • 3 <i>Culture page</i> p. 50 	—	—

Week 12

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<i>Test Module 3</i> (in Test CD/CD-ROM)		
Session 2	<ul style="list-style-type: none"> • 4 <i>Where I live</i> p. 51 Discuss cover page of module 4. • 4a <i>Home sweet home</i> pp. 52 and 53 Do activities 1 and 2 in class. 	<ul style="list-style-type: none"> • 4a <i>Home sweet home</i> p. 111 Assign activities A, B and C for homework. 	—
Session 3	<ul style="list-style-type: none"> • 4a <i>Home sweet home</i> p. 53 Do activities 3, 4 and 5 in class. 	<ul style="list-style-type: none"> • 4a <i>Home sweet home</i> p. 112 Assign activities D, E and F for homework. 	—
Session 4	<ul style="list-style-type: none"> • 4b <i>Where is it?</i> pp. 54 and 55 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 4b <i>Where is it?</i> pp. 113 and 114 Do activity B in class. Assign activities A, C and D for homework. 	—

Week 13

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • 4b <i>Where is it?</i> p. 55 Do activities 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • 4b <i>Where is it?</i> p. 114 Assign activities E and F for homework. 	<ul style="list-style-type: none"> • <i>Module 4 (4a, 4b)</i> pp. 160-163 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activities D and E for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	<ul style="list-style-type: none"> • 4c <i>My neighbourhood</i> pp. 56 and 57 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 4c <i>My neighbourhood</i> p. 115 Assign activities A, B and C for homework. 	—
Session 3	<ul style="list-style-type: none"> • 4c <i>My neighbourhood</i> p. 57 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • 4c <i>My neighbourhood</i> p. 116 Assign D, E and F for homework. 	—
Session 4	<ul style="list-style-type: none"> • 4d <i>Places to visit</i> pp. 58 and 59 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 4d <i>Places to visit</i> p. 117 Assign activities A, B and C for homework. 	—

Week 14

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>4d Places to visit</i> p. 59 Do activities 4, 5 and 6 in class. 	—	<ul style="list-style-type: none"> • <i>Module 4 (4c, 4d)</i> pp. 164-166 Do presentation and explain grammar boxes in class. Do activities A and B in class. Assign activities C and D for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	<ul style="list-style-type: none"> • <i>4e My house</i> pp. 60 and 61 Do activities 1, 2 and 3 in class. Assign activity D for homework. 	<ul style="list-style-type: none"> • <i>4e My house</i> p. 118 Assign activities A, B, C and D for homework. 	—
Session 3	<ul style="list-style-type: none"> • <i>4 Round-up</i> p. 62 Do activities A, B, C, D, E, F, G and H in class. 	<ul style="list-style-type: none"> • <i>4 Round-up</i> p. 119 Assign activities A, B, C and D for homework. 	—
Session 4	<ul style="list-style-type: none"> • <i>4 Round-up</i> p. 63 Do speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>4 Round-up</i> p. 120 Assign activities E, F and G for homework. 	<ul style="list-style-type: none"> • <i>Revision: Module 4</i> p. 167 Do activities A, B, C, D and E in class.

Week 15

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	—	<ul style="list-style-type: none"> • <i>4 Project</i> p. 121 	—
Session 2	<ul style="list-style-type: none"> • <i>4 Culture page</i> p. 64 	—	—
Session 3	Test Module 4 (in Test CD/CD-ROM)		
Session 4	—	<ul style="list-style-type: none"> • <i>Consolidation: Modules 1-4</i> pp. 122 and 123 Do activities A-I in class. 	—

Week 16

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	—	<ul style="list-style-type: none"> • <i>Consolidation: Modules 1-4</i> pp. 124 and 125 Do activities J- P in class. 	—
Session 2	—	<ul style="list-style-type: none"> • <i>Self-assessment</i> pp.126 and 127 Do Self-assessment section and 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 1

(for Holy Qur'an Memorization Schools)

The weekly pacing chart on pages 81-86 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.

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.

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 beginning of the semester:
- ✓ 2 sessions for the Hello section

Abbreviations used in pacing charts

Ss = Students
p. = page
pp. = pages

NOTES:

Be sure to familiarise students with their new 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.)

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"> • Hello pp. 4 and 5 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • Hello pp. 74 and 75 Assign activities A and C for homework.
Session 2	<ul style="list-style-type: none"> • Hello pp. 6, 7 and 8 Do activities 4, 5, 6, 7 and 8 in class. 	<ul style="list-style-type: none"> • Hello pp. 74, 75, 76 and 77 Assign activities B, D, E, F, G, H and I for homework.
Session 3	<ul style="list-style-type: none"> • 1 Who are you? p. 9 Discuss cover page of module 1. • 1a Where are you from? pp. 10 and 11 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 1a Where are you from? p. 78 Assign activities A and B for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 1a <i>Where are you from?</i> p. 11 Do activities 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • 1a <i>Where are you from?</i> p. 79 Do activity E in class. Assign activities C, D and F for homework.
Session 2	<ul style="list-style-type: none"> • 1b <i>He's a chef</i> pp. 12 and 13 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 1b <i>He's a chef</i> p. 80 Assign activity A and B for homework.
Session 3	<ul style="list-style-type: none"> • 1b <i>He's a chef</i> p. 13 Do activity 4 in class. 	<ul style="list-style-type: none"> • 1b <i>He's a chef</i> p. 81 Assign activities C, D and E for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 1c <i>Day and night</i> p. 14 Do activity 1 in class. 	<ul style="list-style-type: none"> • 1c <i>Day and night</i> p. 82 Assign activities A and B for homework.
Session 2	<ul style="list-style-type: none"> • 1c <i>Day and night</i> p. 15 Do activities 2, 3 and 4 in class. 	<ul style="list-style-type: none"> • 1c <i>Day and night</i> p. 82 Assign activities C and D for homework.
Session 3	<ul style="list-style-type: none"> • 1d <i>Get sporty!</i> pp. 16 and 17 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 1d <i>Get sporty!</i> p. 83 Assign activities A, B and C for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 1d <i>Get sporty!</i> p. 17 Do activities 4 and 5 in class. 	_____
Session 2	<ul style="list-style-type: none"> • 1e <i>I'm a student</i> pp. 18 and 19 Do activities 1, 2, 3 and 4 in class. Assign activity D for homework. 	<ul style="list-style-type: none"> • 1e <i>I'm a student</i> pp. 84 and 85 Do activities C and D in class. Assign activities A, B and E for homework.
Session 3	<ul style="list-style-type: none"> • 1 <i>Round-up</i> p. 20 Do activities A, B, C, D, E and F in class. 	<ul style="list-style-type: none"> • 1 <i>Round-up</i> p. 86 Assign activities A, B, C and D for homework.

Week 5

Sessions	Student's Book	Workbook
Session 1	<i>Test Module 1</i> (in TEST CD/CD-ROM)	
Session 2	<ul style="list-style-type: none"> • <i>2 All about me</i> p. 23 Discuss cover page of module 2. • <i>2a My things</i> pp. 24 and 25 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>2a My things</i> pp. 89 and 90 Do activity B in class. Assign activities A, C, D and E for homework.
Session 3	<ul style="list-style-type: none"> • <i>2a My things</i> p. 25 Do activities 4 and 5 in class. 	_____

Week 6

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>2b My clothes</i> pp. 26 and 27 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>2b My clothes</i> pp. 91 and 92 Assign activities A, B, C, D and E for homework.
Session 2	<ul style="list-style-type: none"> • <i>2b My clothes</i> p. 27 Do activities 4, 5 and 6 in class. 	_____
Session 3	<ul style="list-style-type: none"> • <i>2c My pet</i> pp. 28 and 29 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>2c My pet</i> pp. 93 and 94 Do activity C in class. Assign activities A, B, D and E for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>2c My pet</i> p. 29 Do activities 4 and 5 in class. 	_____
Session 2	<ul style="list-style-type: none"> • <i>2d You're an artist!</i> pp. 30 and 31 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>2d You're an artist!</i> p. 95 Assign activities A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • <i>2d You're an artist!</i> p. 31 Do activities 4 and 5 in class. 	_____

Week 8

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>2e My best friend</i> pp. 32 and 33 Do activities 1, 2, 3 and 4 in class. Assign activity D for homework. 	<ul style="list-style-type: none"> • <i>2e My best friend</i> p. 96 Assign activities A, B and C for homework.
Session 2	<ul style="list-style-type: none"> • <i>2 Round-up</i> p. 34 Do activities A, B, C, D, E and F in class. 	<ul style="list-style-type: none"> • <i>2 Round-up</i> p. 97 Assign activities A, B, C and D for homework.
Session 3	<i>Test Module 2 (in Test CD/CD-ROM)</i>	

Week 9

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>3 It's my life!</i> p. 37 Discuss cover page of module 3. • <i>3a Day in day out</i> pp. 38 and 39 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>3a Day in day out</i> pp. 100 and 101 Do activity B in class. Assign activities A, C, D and E for homework.
Session 2	<ul style="list-style-type: none"> • <i>3a Day in day out</i> p. 39 Do activities 4, 5 and 6 in class. 	_____
Session 3	<ul style="list-style-type: none"> • <i>3b Do you like sports?</i> pp. 40 and 41 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>3b Do you like sports?</i> pp. 102 and 103 Do activity C in class. Assign activities A, B, D and E for homework.

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>3b Do you like sports?</i> p. 41 Do activities 4 and 5 in class. 	_____
Session 2	<ul style="list-style-type: none"> • <i>3c Time out</i> pp. 42 and 43 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>3c Time out</i> p. 104 Assign activities A and B for homework.
Session 3	<ul style="list-style-type: none"> • <i>3c Time out</i> p. 43 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>3c Time out</i> p. 104 Assign activities C and D for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>3d Around the house</i> pp. 44 and 45 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>3d Around the house</i> pp. 105 and 106 Assign activities A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • <i>3d Around the house</i> p. 45 Do activities 4, 5 and 6 in class. 	_____
Session 3	<ul style="list-style-type: none"> • <i>3e My favourite day</i> pp. 46 and 47 Do activities 1, 2 and 3 in class. Assign activity D for homework. 	<ul style="list-style-type: none"> • <i>3e My favourite day</i> p. 107 Assign activities A, B and C for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>3 Round-up</i> p. 48 Do activities A, B, C, D, E, F in class. 	<ul style="list-style-type: none"> • <i>3 Round-up</i> p. 108 Assign activities A, B, C and D for homework.
Session 2	<i>Test Module 3 (in Test CD/CD-ROM)</i>	
Session 3	<ul style="list-style-type: none"> • <i>4 Where I live</i> p. 51 Discuss cover page of module 4. • <i>4a Home sweet home</i> pp. 52 and 53 Do activities 1 and 2 in class. 	<ul style="list-style-type: none"> • <i>4a Home sweet home</i> p. 111 Assign activities A, B and C for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>4a Home sweet home</i> p. 53 Do activities 3, 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>4a Home sweet home</i> p. 112 Assign activities D, E and F for homework.
Session 2	<ul style="list-style-type: none"> • <i>4b Where is it?</i> pp. 54 and 55 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>4b Where is it?</i> pp. 113 and 114 Do activity B in class. Assign activities A, C and D for homework.
Session 3	<ul style="list-style-type: none"> • <i>4b Where is it?</i> p. 55 Do activities 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • <i>4b Where is it?</i> p. 114 Assign activities E and F for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>4c My neighbourhood</i> pp. 56 and 57 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>4c My neighbourhood</i> p. 115 Assign activities A, B and C for homework.
Session 2	<ul style="list-style-type: none"> • <i>4c My neighbourhood</i> p. 57 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>4c My neighbourhood</i> p. 116 Assign D, E and F for homework.
Session 3	<ul style="list-style-type: none"> • <i>4d Places to visit</i> pp. 58 and 59 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>4d Places to visit</i> p. 117 Assign activities A, B and C for homework.

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>4d Places to visit</i> p. 59 Do activities 4, 5 and 6 in class. 	_____
Session 2	<ul style="list-style-type: none"> • <i>4e My house</i> pp. 60 and 61 Do activities 1, 2 and 3 in class. Assign activity D for homework. 	<ul style="list-style-type: none"> • <i>4e My house</i> p. 118 Assign activities A, B, C and D for homework.
Session 3	<ul style="list-style-type: none"> • <i>4 Round-up</i> p. 62 Do activities A, B, C, D, E, F, G and H in class. 	<ul style="list-style-type: none"> • <i>4 Round-up</i> p. 119 Assign activities A, B, C and D for homework.

Week 16

Sessions	Student's Book	Workbook
Session 1	<i>Test Module 4 (in Test CD/CD-ROM)</i>	



There are two sessions missing from the week above which correspond to the sessions not done due to holidays.

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