



Republic of Yemen

Ministry of Education

Curricula & Supervision Sector

General Directorate of Curricula



English Course For Yemen

Teacher's Book 3

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ENGLISH COURSE

For Yemen

TEACHER'S BOOK 3

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Introduction

Crescent English Course - the background

The *Crescent English Course*, specially developed for the teaching of English in Arab schools, was first published in 1977 after research, conference and seminar discussions over a number of years. It pioneered the communicative approach to language learning and teaching. Since 1977, the Course has been amended from time to time and tailored to meet changing situations in different countries using it. This policy of regular updating has ensured the continued success of the Course throughout the Arab world.

This new edition of the *Crescent English Course* is firmly based on the same theoretical and pedagogical principles as the original. The changes reflect both the wide experience gained by the authors over the years since first publication and the need to provide teachers with something new.

A larger format has been chosen for the books to allow a large print size and clear illustrations at the lower levels of the Course and sufficiently large print sizes for the longer texts needed at the higher levels. The new materials continue to provide those features most likely to appeal to learners such as varied text types with attractive illustrations for language presentation and skill development, and games and songs at the early levels.

The Course has a combined functional /structural syllabus and the recommended methodology is drawn from a variety of old and new sources. The Workbooks provide carefully graded and systematic practice and consolidation exercises as well as communicative language learning tasks. Although the new Course includes group activities, there is a greater use of pairwork. A system of signposting in the new edition makes the books easily accessible to pupils and teachers.

Materials for the pupil

Pupil's Book 3 This book presents the language through a variety of text types. Colour pictures provide meaning and context support and also stimulate discussion. There are language tables and short exchanges for controlled practice of the main structures and *Language review* pages for revision of key language at the end of the Units. These can be used both in class and at home. Much of the new key vocabulary is illustrated. After presentation, the language is recycled in reading texts.

All Pupil's Book pages have headings describing the main use of the page. These are intended primarily for teachers and parents. For example, the heading on page 1 is 1.1 *Read and Talk. WB page 1*. The reference 1.1 means Unit 1 Step 1 and refers to the lesson when this page is used. The heading means that the pupils should read the conversations and make new conversations based on them. Related activities are on page 1 of their Workbooks.



Workbook 3 This book contains speaking, listening, reading and writing tasks and simple language explanations and practice exercises. The Workbook instructions are simple and explain clearly how to carry out each task.

The Workbook activities are closely linked to the Pupil's Book. Therefore the two books must be used when specified in the teaching notes. The simple system of signposting the Unit and Step, for example 1.1, is used in both books and also in the Teacher's Book.

Materials for the teacher

Class Cassette 3 This contains model exchanges and texts to develop the listening skill. Many of the reading texts have also been recorded for use after the pupils have done the reading task. This is an aid to pronunciation practice and also consolidation of the reading.

Teacher's Book 3 The contents are listed at the beginning of the book.

The Unit teaching notes include the following:

- Unit content summaries
- Unit lists of the new vocabulary
- The script of the cassette sections where these are not in the pupils' materials

The Appendix contains the Book 3 Word list and a glossary of teaching instructions.

Abbreviations used

PB5	Pupil's Book page 5
WB7	Workbook page 7
CS3	Cassette Section 3
TB	Teacher's Book
TP L1	Teaching Procedure Listening 1
T	Teacher
P	Pupil
C	Class
G	Group

Using the teaching notes Each Step begins with a table at the top of the page containing the following information:

Unit and Step number	Materials
Learning objectives	
Language focus	(Brackets are used around examples.)
Vocabulary	Only new vocabulary is listed. An asterisk (*) indicates non-testable vocabulary.

This table is followed by the recommended teaching plan divided into numbered stages. The activity taking place at each Stage is stated on the left-hand side of the page and the materials to be used, if any, are listed. The suggested method of teaching this Stage is on the right.

Organization

Crescent 3 is organized into eight Units. The Units are divided into Steps, each of which is intended to be taught in one lesson. The last teaching Step in Units 2-7 uses *the Language review* page in the Pupil's Book to revise the main language points in the Unit.

<i>Unit content</i>	Unit	Steps	Topic area
	1	12	Revision
	2	16	Describing; Making plans
	3	16	Other countries
	4	16	Visiting Japan
	5	16	Safety
	6	16	Helping others
	7	16	Communications
	8	10	Winning medals

Overview of main grammatical areas

Numbers in brackets refer to the Unit in which the item first occurs. These are new in Crescent 3. All others were introduced in Crescent 1 and 2.

Adjectives

- before nouns *a red book*
- after **be** *It's red.*
- possessive *my, your, his, her, our, their*

Adjective clauses

- defining (6) *Jill teaches people who are blind,*

Adverbs

- intensifying **very** *Thank you very much.*
- of frequency (3) *always, sometimes, often, never, ever, usually*
- of manner (7) *Regular, eg slowly, angrily, carefully; Irreg: hard, fast, well*

Adverbial phrases

- of location *in / on / under the car, to school
at home, at the beach; next to/behind / in front of / opposite the bakery; **between; over there; to the beach / to school; across the street;**
into a shop*
- of time *at eight; on Friday, every day*
- of means ***in the evening; last week / Thursday; the day before yesterday by bus / bicycl/ elcar***
- of direction ***on the left/right; straight on; turn left/right; cross over***

Clauses

- of time
- when** + past + past *When we were in the water, a goat ate Dave's shirt.*
- when** + past + past perfect (8) *When I got here, the race had started.*
- of result
- so + adj + that (4) *He was driving so fast that he had an accident.*
- too + adj + to infinitive (4) *He was too ill to come to school.*

Comparatives

- of adjectives (3) *Regular, eg **bigger, smaller; Irreg: better, worse, more***
- of adverbs (8) *Regular, eg higher/farther; Irreg: better, worse*

Conditional sentences

- Type 1: future open (5) *If we get lost, we'll use a compass.*
- Implied conditions (5) *Don't swallow that. You'll poison yourself.*
- If** + present + imperative/ modal (6) *If there is a fire, try to put it out.*
- Type 2: unreal/unlikely *If fat catches fire, you mustn't ...*
- (7) *If I had some matches, I would make a fire.*

Conjunctions and link words

- and** in compound phrases sentences *a red and blue ball
I can swim and I can run fast.*
- but** signalling a contrast *I can swim, but I can't ride a bike.*
- or** after a negative verb *I don't like chicken or meat.*
- so** signalling a reason *Then they were hungry, so they went to a restaurant.*

Sequence words because	(2)	<i>First, Then, Next, After that</i> <i>He can't play football because he has to wash the dishes.</i>
Determiners Indefinite articles <i>a/an</i> Definite article <i>the</i> - for specific reference - for second mention - in certain place phrases		<i>a bus / an apple</i> <i>Have you got the rubber? (the one we all know about)</i> <i>on the table (the only one in the room)</i> <i>There is an apple in the picture. The apple is on the book.</i> <i>at the beach</i>
Zero article - with plural nouns - with uncountable nouns - in certain place phrases		<i>I like apples.</i> <i>I like tea.</i> <i>go to bed, come to school; at home, at school</i>
some for indefinite quantity - with uncountable nouns - with plural countable nouns		<i>Do you want some cheese?</i> <i>There are some books on the shelf</i>
any in negative statements		<i>There isn't any bread. There aren't any eggs.</i>
Gerunds (-ing form) - after <i>go</i> - after <i>like/enjoy</i> - after <i>How about</i> - after verbs of perception	(6)	<i>I want to go swimming/fishing.</i> <i>I like playing football.</i> <i>How about going to the take-away?</i> <i>If you see somebody drowning ...</i>
Imperatives - affirmative commands - negative commands - directions - advice/warning - conditionals	(5) (6)	<i>Stand up, please.</i> <i>Don't run.</i> <i>Go straight on. Turn left / right.</i> <i>Don't touch that.</i> <i>If you are a poor swimmer, don't go in the water.</i>
Indirect object -after <i>buy, make, give</i>		<i>Ameena bought Noura a bracelet.</i> <i>Ameena bought a bracelet for Noura.</i>
Infinitives -after <i>want</i> - after <i>would like</i> - after <i>too</i> - after <i>learn how</i>	(4) (6)	<i>I want to play football.</i> <i>I'd like to play football.</i> <i>They were too late to put out the fire.</i> <i>They learn how to read.</i>
Modals/Auxiliaries/Verb Be <i>be, do</i> <i>-be</i> - present perfect <i>have got</i> for possession <i>have got to</i> for oblig/necessity <i>have to</i> for oblig/necessity <i>can</i> for ability in requests for possibility for suggestions <i>Let's</i> in suggestions	(3) (2)	(All forms) <i>I've been / haven't been to Spain.</i> <i>I have got one brother and two sisters.</i> <i>I've got to write a letter.</i> <i>have to do my homework.</i> <i>I can swim. Girls can't catch fish.</i> <i>Can I have it, please?</i> <i>Where can I buy orange juice?</i> <i>What can I buy for my sister?</i> <i>Let's go to the park.</i>

- must** for necessity (4) *You must wait and pray.*
need + noun *We need some bread.*
shall to ask for suggestions *What shall we do next?*
will in offers *I'll bring some Pepsis.*
 to express warnings (5) *You'll poison yourself.*
 would like + noun *I'd like a cheese sandwich.*
 + infinitive *I'd like to play football.*

Nouns

- singular countable
- regular plural countable
- irregular plural non-countable

a book, a car, etc
two cars, etc
men, women
tea, coffee, etc

Passive voice

- Present/past simple to describe a process (7) *The letters are delivered.*
Pigeons were used to send messages.

Possessives

- apostrophe s
- adjectives

Fatma's sister
my, your, his, her, our, their

Prepositions

- of location
- of direction

in, on, under, at, behind, next to, in front of, opposite, between
to, across, towards

Pronouns

- personal (subject) (object)
- demonstrative
- possessive
- reflexive (5)
- something/somebody series (5)

I, you, it, he, she, they, we
me, you, him, her, it, us, them
this, that, these, those
mine, yours, his, hers, ours, theirs
myself, yourself, himself etc.
something, some body, somewhere

Punctuation

- Apostrophe
- in contracted forms
- for possession

I'm 10.
Fatma's brother
Fatma, Ahmed, Monday, etc

Capital letters

- proper nouns
- beginning of sentence

Ali needs some water, some tea and some sugar.
Tom can't play football well, so he isn't in the team.
When I saw Mary, she was very unhappy.

Comma

Oh, Huda! Come in!

Exclamation mark

Sat.

Full stop

- at end of sentence
- after abbreviations

'I had a white falcon,' said Abdullah.

Question mark

Speech marks

Questions

Yes / No type

(+ short responses)

Have you got a pencil? Yes, I have. No, I haven't.

Can you swim? Yes, I can. No, I can't.

Do you like oranges? Yes, I do. No, I don't.

Is this white? Yes, it is. No, it isn't.

Did you visit your friend yesterday? Yes, I did. No, I didn't.

Wh- type

Who, What, When, Where, How many/much, How old

How far, How long, How well, Why, How

Superlatives

- of adjectives

- of adverbs

Regular, eg the biggest /smallest; Irreg: the best/worst/most

(8) *Regular, eg thefastest / highest; Irreg: the best/worst*

Tenses

Present simple

- for habitual actions

- for states/general truths

- programme or timetable

- to describe a process

(3)

(4)

(7)

Tom goes to school every day.

India is a big country.

YY154 leaves on Wednesday.

They sort the letters.

Present continuous

- for actions in progress

- for future arrangements

Past simple of regular/
irregular verbs

(2)

He is watching TV

What are you doing on Saturday? I'm playing football.

talked, phoned, etc, had, ran, drove, etc

I was on the pier. I was fishing.

When the car came round the corner, the old man was crossing the road.

What will you be doing between 7 and 8 o', lock tonight?

Past continuous

- for actions in progress

- for interrupted actions

Future continuous

will

- for neutral future

- in Type 1 conditionals
going to

- for definite intentions

- for present certainty

(5)

(2)

(4)

I will call her at half-past six.

I won't be in this evening.

If the boat sinks, we'll swim.

What is Aisha going to bring?

It's going to rain.

Present perfect

- for indefinite past time

Past perfect

- for contrasting past/
earlier past events

- giving reasons for past events
There is / are

- in descriptions

(3)

(4)

(8)

Have you ever been to Spain?

After they had checked in, they waited in the departure lounge.

I could not get any vegetables because Ali had closed his shop.

There is a clock on the wall.

Advice to teachers

The classroom A good classroom atmosphere is very important.

The following points should be borne in mind:

- The room itself should promote communication. Seating should allow for regular pairwork and occasional groupwork.
- The walls of the room should display appropriate language prompts; the pupils themselves can help to provide these.
- If real oral communication is taking place, the classroom cannot be silent. This does not mean that it must be noisy; provided the pupils understand the purpose of pair and group interaction, and provided the teacher exercises the right degree of control, a whole room of pupils talking simultaneously should not be unreasonably noisy.

The following materials will be needed in the language class:

white card This is needed to make word flashcards and pupil name cards. It may also be needed to make wall display material.

pictures A supply of pictures is invaluable for activities relating to vocabulary, speaking and writing. Excellent pictures can be found in magazines and the pupils can be asked to help supply these. They will be more easily used in the class and will last longer if they are mounted on card.

others Scissors, coloured chalk, coloured pens, Sellotape and Blu-Tack.

Pair and groupwork

Pair and group activities have these advantages:

- They promote communication in the classroom.
- They allow for oral practice by all rather than a few pupils.
- They place responsibility for learning on the pupil.

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

The teaching notes suggest pair or group practice when appropriate. In general, all the language exchanges, whether new or revised, need to be practised in simultaneous pairs after class presentation and demonstration. The pupils should also be trained to discuss their answers with their partners. Both of these situations allow real communication and should be exploited fully.

Group activities must be well-organized to be effective and they need very careful advance planning. The pupils must be willing to participate fully and they must understand exactly what is required of them. The activity itself must be suitable in that it demands several participants. Unless this is so, some pupils will remain silent. Demonstration with one group is needed before the whole class carry out group activities. Pupils need not sit as a group. For example, three rows of three pupils,

sitting one behind the other, would be adequate for most group activities. The two main requirements are that the pupils should know who makes up each group, and that they should be close enough to communicate with each other.

Mixed abilities

Apart from promoting pupil-centred learning, groupwork has the additional advantage of releasing the teacher to devote time to pupils who need special attention.

When more able pupils are carrying on with an activity by themselves, the teacher can work intensively with an individual or a small group. Provided the pupils are working effectively, it is possible to carry out this remedial teaching tactfully and quietly so that the pupils are not embarrassed.

Using Arabic

It is obviously important that English is used as much as possible during the English lessons. However, there are occasions when it is necessary and natural for both teacher and pupils to use Arabic.

Explanations of new activity types may have to be given in Arabic, as may explanations of grammatical and cultural points.

Frequently repeated classroom instructions should be in English.

Sometimes the teacher may have to use Arabic to explain a word or phrase.

However, where possible, it is preferable for the teacher to use English and then ask the pupils for the Arabic. If they can translate, they have understood.

Lesson planning

Good lesson planning results in efficient use of classroom time.

Students respond to a well-organized lesson where no time is wasted, and the teacher's job is thus made less difficult.

Planning ahead

At the beginning of the year, read the whole of this Introduction to the Teacher's Book so as to understand the nature of the material and the learning and teaching principle intended. Familiarize yourself with the language content in the Overview. Before beginning to teach a Unit, read all the student material for that Unit as well as the teaching notes. Use the Unit summary to see how many lessons deal with the same language area. This will give you an overview of the whole and enable you to avoid over-teaching.

Planning each lesson

- 1- Read the lesson notes and the lesson materials and listen to the Cassette Section where relevant.
- 2- Think about the stated learning objectives and consider whether the recommended procedure will achieve this aim. If necessary, amend the procedure to suit the particular needs of your pupils.
- 3- Think about any difficulties your pupils may have and decide how you can best present the materials so as to deal with these.
- 4- If the procedure advises asking questions and provides one or two examples, prepare other suitable questions and write them in your plan.
- 5- Estimate the time needed for each stage of your lesson. If you want to set home work, prepare it now.
- 6- Make sure that your plan allows adequate time for pupil to pupil interaction.



Make sure also that there is a variety of activities in the lesson. The general pattern of a lesson should be:

- A short teacher-led introduction
- B pupil activities
- C short teacher-led conclusion

Stage **B** takes most of the lesson time. There may be several activities within this stage and you will have to start and stop these and take control from time to time.

Nevertheless, the teacher should talk much less than the pupils in any lesson.

7- Prepare your teaching aids.

Remember! Lessons need to be able as well as efficient. Think about how to interest your class right from the start of the lesson. All texts should be introduced and usually it is left to the teacher to decide how to do this. Try to relate the topic to your pupils' own experience and interests.

During the lesson

Be prepared to be flexible and change your plan if necessary.

Make notes of common language problems so that you can prepare a controlled activity to remedy the problem in another lesson. Make a note of anything you have not been able to cover in the lesson so that you can do it later.

Classroom language

Your pupils can learn a great deal of language without you actually teaching it.

If you use English naturally in the classroom, the pupils will acquire it. Some essential classroom instructions are included in the teaching notes. However, there is a large body of language which can be used. Don't be afraid to use vocabulary and structures which have not been formally presented. Being in a natural language environment which requires the pupils to listen and think will help them learn.

Encourage them from the beginning to say they do not understand and ask for clarification.

Assessment

Most of the activities in *Crescent 3* are designed for learning purposes, not testing. However, on-going assessment of pupils' progress can be carried out through their performance in these activities. When oral pair practice is taking place, you can concentrate on a few pairs each day and give them a mark or grade for speaking, without the pupils knowing that they are being assessed. Reading and listening can be assessed by checking pupils' performance in the Workbook tasks. You can also assess reading ability by asking individual pupils about the text they are reading while you are circulating and observing. When the Workbooks are collected from time to time, marks can be allocated for writing.

Teaching techniques and procedures

General approach to the skills

Since real communication generally involves more than one the language skill, *Crescent* adopts an integrated skills approach. The materials and methodology are essentially pupil-centred, aiming to promote learning through meaningful individual and interactive tasks. The early levels of *Crescent*, however, recognize that young learners need controlled input and systematic practice of language before they can use it. Lower levels of *Crescent* therefore provide such activities as choral repetition and picture to word, phrase or sentence matching and copying exercises in preparation for using the language in oral games and simple listening, reading and writing tasks. As the Course develops and pupils become more familiar with the mechanics of the language, they are expected to do more for themselves, for example by memorizing vocabulary and spelling at home. The Course gradually puts more and more emphasis on skill development and activities become more varied and more task-based.

LISTENING

Objectives

Activities at this level aim to develop the following types of listening:

- for gist, ie for general meaning of the whole. This can be practised by letting the pupils listen to any of the recorded texts before any specific task is set.
 - for specific information, ie only the information specified by the task eg Unit 2, Step 2.
 - for pronunciation/ intonation, ie imitating a model eg Unit 1, Step 1.
- Additionally, some reading texts are recorded so that the pupils can hear them after they have read them. The listening at this stage can be regarded as a reward or consolidation. (See Reading.)

TP L1 - General procedure for listening activities

1 Introduce the text

Always prepare the pupils in some way for the listening so they know what to expect. Tell the class what kind of text they are going to hear, eg a conversation between two or more people. The names and location of participants should be given to the pupils in this introduction, unless it is part of the task to pick out this information.

2 Introduce the task

Read new instructions aloud. Ask a pupil to read familiar instructions. Make sure that all the pupils understand the task. To do this you may need to check understanding or go through an example. The amount of preparation will vary from class to class and from task to task. Remember, however, that this is preparation only; the pupils must still have a reason for listening and the task must not be done at this stage.



3 Play the cassette / pupils do the task

If the task is listening for gist, check the answers after playing the cassette only once. If very few pupils can answer, do not say whether they are right or wrong, but replay the section and then check the answers more fully. With other tasks you should decide how many times to play the section. As a general rule, play it as many times as necessary for the majority of the class to be able to do the task. At the same time, do not give the impression that pupils will be allowed to hear the recording as many times as they want as this will reduce their concentration and the effectiveness of their listening. Use of the pause button at strategic points in more complex passages will often reduce the number of replays needed. After a brief pause repeat the section for pupils to check their answers.

4 Check answers

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

5 Consolidate and transfer

Whether or not a listening task is followed by or leads on to another task, always allow some discussion of what has just been done, trying to allow pupils to comment on what they have heard.

SPEAKING

Objectives Crescent 3 aims:

- To provide opportunities for all the pupils to use the language in situations that are as realistic as the classroom and the limits of the language allow.
- To develop in the pupils the confidence to use the language outside the classroom.
- To provide a solid foundation of essential language patterns and vocabulary from which the learner may develop an awareness of the language system and on which he or she can build at later levels of the Course.
- To recycle structures previously introduced and to develop exponents of functions as required in the syllabus.

Activities

For controlled and guided practice: language tables, questionnaires, substitution conversations, information gap exercises) and ‘Read and talk’ exercises. The focus here is on accuracy.

For less controlled practice: talking about pictures, comparing answers, discussing texts and role-playing situations presented in the Pupil’s Book.

The focus here is on fluency.

For pronunciation: repeating after the cassette model and reading texts aloud **after** they have been read silently.

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

1 Present

Go through each item in the exchange, either presenting or checking its meaning.

Get the class to repeat in chorus and focus on correct pronunciation.

2 Practise with whole class

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

3 Pairs demonstrate

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

4 Pairs practise simultaneously

The whole class practise in pairs. Circulate and observe. Make sure the pupils change roles where relevant.



TP S2 - General procedure for substitution conversations

1 Introduce the conversation

Make sure the pupils understand any pictorial cues. Practise a basic conversation before starting to substitute different items. If there is a recorded model, let the pupils listen to the model while following in their books. Then play the cassette for class repetition.

2 Demonstrate the activity

Demonstrate how to use substitution items in the conversations.

3 Pairs demonstrate

Pupils practise making different substitutions in open pairs.

4 Pairs practise simultaneously

Circulate, observe and help where necessary. Make sure the pairs change roles.

Objectives

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

- Pupils should have acquired an active vocabulary of approximately 750 items. They should be able to use these productively, ie understand and use them orally and in writing. If not, remedial vocabulary activities will be needed
- Pupils need to learn how to deal with unfamiliar vocabulary. They should know that the meaning of a whole text can be discovered without necessarily understanding every word; that the meaning of words can sometimes be worked out from the text (see below); how to use a word list and dictionary. Since these three ways of dealing with unfamiliar vocabulary have to be developed, new vocabulary should **not** always be pre-taught. The teaching notes will indicate whether new vocabulary can be worked out from the context or has to be pre-taught.

Testable vocabulary

All of the new vocabulary is included in the Unit Word lists printed in Teacher's Book 3 and in the vocabulary boxes at the top of each Step. Non-testable items are marked with an asterisk.

When dealing with new vocabulary in a lesson, get the pupils to write the items in their own vocabulary notebooks. We suggest that you tell them to write a page reference beside each item. Then when they are learning the words at home, they can look at them in context. These references will also enable you to tell them which words you want them to revise for a spelling test or vocabulary quiz.

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

TP V1 - A procedure for revision and development of vocabulary

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

1 Elicit

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

2 Check

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

3 Teacher presents

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

Note: At the end of the lesson, ask the pupils to write any words they did not know in their vocabulary notebooks.

Working out the meaning of words from context

You will have to give pupils a lot of help and guidance, especially at the beginning. There are many ways a word can be from context understood and it will help pupils if they know what to look for. Train them to look for any of the following in the text:

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

Antonyms Opposites.

Explanations / paraphrases

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

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

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

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

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

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

1 Identify target words

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

2 Look at word form

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

3 Look at the context

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

4 Make a guess

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

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

Aids to learning vocabulary

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

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

Some suggestions for a vocabulary quiz

Synonyms Teacher says a word; pupil has to say one which means the same.

Opposites (antonyms) Teacher says a word; pupil has to say the opposite.

Equivalents Teacher says an Arabic word; pupil has to say the English equivalent.

Anagrams Teacher writes a word with the letters in jumbled order; pupil has to write the word correctly.

Definitions Teacher defines something or someone; pupil has to say what or who is being defined.

Hidden words Teacher writes a long word such as *dangerous* on the board; pupils have to make as many words as possible, of any length, from these letters in a given time.

Word sets Teacher asks pupils to list as many words as possible which are, for example, names of jobs, forms of transport, kinds of sports.

Word building Teacher gives the root (infinitive) of a verb; pupil has to give the past tense or past participle. Teacher gives a noun or verb; pupil has to give an adjective derived from it.

Spelling quiz Oral.

Objectives *Crescent 3* aims to develop the following reading skills and techniques:

- Predicting the content of a text
- Reading for gist (skimming)
- Reading a text for specific information (scanning)
- Reading for detailed understanding (intensive reading)
- Reading for enjoyment (extensive reading)
- Using the context to work out the meaning of unknown words (See TP V2.)

Predicting the content of a text

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

Skimming is the technique we use when we want to get a general idea of what the text is about without reading all the details. It is a way of dealing with the large amount of printed material we meet every day but don't have time to read in detail. It is very important for the pupils to realise that they can grasp the gist of a text without reading and understanding every word. Otherwise they will never have time to read extensively. The first task on each episode of the serial stories in *Crescent 3* is designed to give the pupils practice in this technique.

Scanning is the technique we use when we want to locate a particular piece of information in a text, or when looking up a word in a dictionary. It is important to show the pupils how to do this. They should learn to look for clues in the text. First they must think of the **kind** of information they need. For example, it could be the name of a person or a place, in which case the clue is a capital letter; or it could be someone's age, in which case they must look for a number. Where the information needed is not likely to have this kind of simple clue, they should learn to think of which part of the text is most likely to contain the information. For ways of doing this see TP R2

Reading text types in *Crescent 3*

Reading text types include conversations, short descriptive and narrative texts, factual texts, newspaper extracts, letters, charts, notices, and two serial stories.

The texts often present a new structure, eg PB10. All the texts, are intended for silent reading, but the conversations may be used for role-play after the reading task has been done. Similarly, the serial stories may be exploited for role-play and for practice in reading aloud after all the tasks are completed. **Jigsaw** reading (see Unit 5 Step 13) links reading, speaking and writing skills.

The language tables on the review pages and elsewhere are intended both for reading aloud and as a reference for the pupils.

Performance objectives

By the end of the year, the pupils should be able to read texts of the length and difficulty of PB48/49 with relative ease. They should also be able to make a good attempt to read longer texts such as the serial stories if tackled in a step-by-step way. They should also be able to interpret some of the information they read, rather than being limited to a literal understanding.

TP R1 - General procedure for reading

1 Introduce the text

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

- Discussing the topic before pupils open their books, in order to establish what they already know and arouse their interest.
- Giving pupils key words from the text.
- Telling pupils what the subject of the text is and encouraging them to formulate their own questions about it.
- Focusing on the title, picture, headings, and so on, so that pupils can begin to make guesses about the content.

2 Introduce the task

Crescent 3 provides various reading tasks to practise the different reading skills and techniques. Prepare for the task as for listening tasks, ie the pupils read the instruction and study the task itself. Check that they understand what they have to do.

If necessary, do an example with the class.

3 Pupils read silently and do the task

Usually the lesson notes recommend that they should check their answers with their partners.

4 Class check

You carry out a class check of the answers.

5 Discuss the text

This stage, where the pupils comment on what they have read, is very important. Although another activity such as a writing task may precede this stage, it should not be omitted. It is the transfer stage where you prompt the discussion.

TP R2 - A procedure for scanning

1 Preparation - what kind of answer

Prepare the pupils to scan the text by getting them to decide what kind of answer they will be looking for. For example, if the question asks for the name of a person or place, they will need to look for initial capital letters. If it asks for a date, they will need to look for figures. If it asks for a time, they will either look for figures or words, depending on the type of text. Tell them to circle key words or phrases in the question which they can look for when scanning.

2 Preparation -where in the text

Ask the pupils where in the text they are likely to find the answer. For example, if they have to scan a page of newspaper articles for a particular fact, get them to identify the most likely article by means of headlines, captions and pictures.

3 Pupils scan the text

Now that they know what they are looking for and where, tell the pupils to run their eyes very quickly over the text, looking for the key words or phrases. They should not stop to read any unrelated parts of the text. It is not necessary for them to have any idea what the rest of the text is about.

4 Find the answer

Once they have located the key words or phrases, pupils should slow down and read more carefully to find the answer.

Note: Scanning is a fast activity. To encourage pupils to increase their speed, the teacher may make it into a competition to be the first to answer.

TP R3 - A procedure for extensive reading (serial stories)

The procedure for handling the story varies from episode to episode, depending on the particular content. This is the general procedure.

1 Review the story so far

This can be done orally. You can elicit what the pupils remember, let them look at the Workbook pictures for the previous episode, or the summary first, or have them re-read the previous episode.

2 Recall predictions

If prediction is appropriate at the end of an episode, get the pupils to recall their predictions before reading the next episode.

3 Pupils read new

Each Unit has a picture numbering activity to help the pupils episode for gist read quickly and follow the storyline, rather than the details. Before looking at the story, use these WB pictures to predict the content of the episode and to present vocabulary needed for the task. Pupils then read quickly in order to number the pictures.

4 Read for details/to work out meanings

There are different exercise types in the Workbook for this stage. These are designed to guide the pupils towards understanding the main points of the story.

5 Listen to the story and discuss it

Some pupils may simply enjoy hearing the stories narrated (they are all read by professional actors); some may understand them better after hearing and following them. For this reason, it may be best to discuss the text at this stage rather than earlier.

Language work -pronoun reference

Understanding stretches of written language often requires understanding of the relationship between sentences signalled by pronouns. It is a good idea to draw the pupils' attention regularly to the use and function of these reference pronouns. Any suitable text in the Pupil's Book or Workbook may be used. The teaching notes offer suggestions and guidance. They should not take more than a few minutes of class time.

WRITING

Objectives Writing activities in *Crescent 3* aim:

- To reinforce pupils' understanding of sentence syntax.
- To reinforce work on structures and vocabulary.
- To develop pupils' ability to write continuous text.

Activities

A variety of activities cater for the first two aims. These include vocabulary exercises, completing grammatical tables, spelling and punctuation exercises, writing answers to questions and completing gapped exercises.

Continuous text writing includes rewriting a series of sentences in paragraph form, writing paragraphs or summaries based on notes or answers to comprehension questions.

For the longer writing projects pupils should write a draft before writing a final, fair copy. The pupils must learn to assess their own work and try to improve it. Establish a system of correction symbols. For example:

P - Punctuation error

G - Grammar

Sp - Spelling

? - The meaning or the writing is not clear due to grammar, spelling, bad hand writing, and so on.

To encourage good writing, tell the pupils you will display their work on the walls of the classroom. They can then read each other's work and choose the best. If this is not possible, you could read out some of the best pieces of work to the whole class. Or you could allow time for the pupils to exchange their work with several other pupils.

TP W1 - General procedure for writing activities

1 Oral preparation Introduce and discuss the topic.

2 Notes Either ask the pupils to think of ideas and write notes OR elicit ideas from a pupil and write notes on the board. Tell the pupils which pages in the textbooks to use for reference.

3 Plan

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

4 First draft

Pupils write while the teacher circulates and gives guidance. Close attention should be paid to connectors and reference pronouns, as well as grammatical accuracy. The teacher should indicate what needs amending without necessarily telling a pupil exactly how to amend it. Consultation between partners can be encouraged here. Pupils can also refer to dictionaries. This work might sometimes be done in pairs.

5 Final draft

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

TP W2 - General procedure for Workbook writing exercises

1 Introduce/prepare for the task

Make sure the pupils understand what they have to do. If they have to use information from a previous exercise, point this out.

If there is a model sentence, check that they can read it. The amount of preparation needed will vary depending on the task and the ability of the pupils. You can:

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

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

2 Pupils write

While the pupils are writing, go round the class helping and encouraging. If a pupil has spelled a word wrongly, point this out. If necessary, tell the pupil to find the word in his or her book. If a pupil has forgotten to use a capital letter or a full stop, point and ask

What's wrong? or What's missing?

Note: With some of the transfer writing exercises, you can get the pupils to do a draft in their copybooks first. You can check this before they write a fair copy in their Workbooks.

3 Check answers

You can do a class check in the following ways:

- Ask individual pupils to read out a sentence each. The rest of the class confirm or correct.
- Write gapped sentences or paragraphs on the board and get the pupils to help you fill the gaps.

Note: The Workbooks should be collected regularly for marking. Be *constructive* by writing encouraging comments on the pupils' work.

Dictation

Dictation is useful for improving listening, spelling and punctuation. There are no dictation exercises in *Crescent 3*, but teachers can use sentences and short paragraphs from the PB and WB texts for regular dictation practice.

TP D1 - A procedure for dictation

1 Read whole text

Read the whole text once straight through while the pupils listen.

Discuss the context if necessary.

2 Read for dictation

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

3 Read whole text

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

4 Pupils correct

Refer the pupils to the text of the dictation in the Pupil's Book or Workbook. Tell them to check their work and correct it.

Note: Corrections should never be delayed.

Language awareness/ spelling

Pupils need a lot of help and encouragement to spell correctly. They will not develop good spelling just through reading and writing activities. The learner needs to develop an awareness of common letter combinations in English and an awareness of letters that never combine. Activities which encourage pupils to look at words carefully and focus on word structure should be carried out regularly.

Some examples are as follows:

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

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

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

Punctuation

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

- Use any suitable Pupil's Book text that the pupils have read. Ask the pupils ***How many sentences are there? How many questions are there?*** Ask them how they know.

Get them to circle the initial capital letters, the full stops, question marks and commas.

- Ask the pupils to scan for names of people or places. Point out that the capital letter will help them find the words quickly. Focus on speech marks by asking them to read aloud what different characters say in stories. This could be done as a prereading task.
- When preparing for or checking a writing activity on the board, highlight the capitals, full stops or question marks in different coloured chalk. Elicit their purpose, ie to mark the beginning and end of a sentence or question.
- While pupils are doing a writing exercise, go round checking punctuation.

If they have forgotten to use a punctuation mark, point to it and ask ***What's missing?***

The Language review pages at the end of Units 2 to 7 in the Pupil's Book summarize the main structural and functional areas introduced in each Unit. Language tables or models are provided for use in class and also as a reference for the pupils at home. Each model is signalled by the word 'Look!' Exercises for oral and written practice follow the model.

Crescent Workbook 3 focuses attention on certain language points in activities headed 'Language study.'

Sentence building using FCs can provide useful practice in focusing on certain aspects of sentence structure. At the simplest level, substituting single lexical items in object position helps draw pupils' attention to the subject-verb-object pattern in English.

Getting pupils to substitute words in subject position and make the necessary alteration to the verb helps focus on subject /verb agreement. If pupils are having difficulty with questions, FCs can be used to demonstrate clearly how they are formed.

Unit 1 Summary Revision

Step/	Topic/Lexical areas	Activities/Skills	Language
1	<i>Presents from London</i>	Listen to model; read	Asking for/making suggestions.
PBI	dialogues & pictures	Make substitution conversations.	Expressing likes
WB1/2		Write a conversation.	
CS1		Choose presents for own family	
2	Language focus	Language study and practice.	<i>a /an/some/a (kilo) of</i>
WB2/3	Model shopping	Make conversations.	<i>How much/many ...?</i>
PB1	dialogues		
CS1			
3	Cardinal numbers	Read and write cardinal numbers.	<i>one- hundred</i>
WB3-5	Language focus	Language study and practice.	Present simple tense affirmative & negative statements
4/5	<i>What's my job?</i>	Read short descriptions of jobs for detail.	Present simple tense <i>Yes/No and Wh- questions</i>
PB2	Language focus	Language study and practice.	
WB5-7		Write parallel descriptions. Write, ask and answer questions.	Past simple tense
6/7	<i>The holidays</i>	Listen to model conversations.	
PB3	A questionnaire	Make parallel conversations.	
WB8-10	A gapped text	Ask and answer questions.	
CS2		Write a short paragraph about own holidays. Complete a gapped paragraph. Write past tense forms and 3 sentences.	Adverbial phrases of place Present & past simple tenses Reference pronouns
8	Map and description	Read for detail	
WB10/11			Past simple tense
9	<i>A postcard from London</i>	Read for detail.	
WB11/12		Retell the story in writing. Join sentences.	Conjunctions: <i>and, but, so, or</i>



10 WB13/14 .	Picture: A park scene	Describe a picture orally and in writing. Revise spelling rules. Recall events in picture.	Present continuous tense Past continuous tense.
11 WB15	Pictures of presents & sentences - personal details	Match presents to people. Ask and answer questions. Write sentences. Complete sentences.	Possession: apostrophes Possessive pronouns
12 WB16/17	Exercises	Write answers to questions. Write questions to fit answers. Write answers about oneself Punctuation identification and practice.	will future

1.1

PB1 WBI / 2 CS1

Learning objectives	Ask for and make suggestions orally and in writing. Listen and perform conversations. Make sentences by re-ordering words and phrases.
Language focus	Suggestions: <i>How about a pair of shorts?</i> SVO / SVOA sentences Vocabulary
Vocabulary	children, conversation, re-order, below, complete, table (= <i>chart</i>), page, verb, subject, object, adverbial

Note: In this revision Unit, revise as much language as possible. Try and find out if any areas need remedial work. Use this opportunity to recycle vocabulary from Books 1 and 2 both orally and in its written form.

1 Introduction to the topic PB1

A Write the word *presents* on the board. Ask the pupils when people give presents. Discuss briefly. Tell the pupils you are visiting a family and need suggestions for what to buy. If necessary prompt by saying for example:

One of the children likes games.

One likes sport.

Write suggestions on the board.

B Pupils look at PB1. Elicit the four category headings and write them on the board. Elicit which categories the pupils' suggestions go into and rewrite them under the headings. Elicit what else they can see in the pictures and write the words under the appropriate heading.

C Practise the words with choral repetition.

2 Read an introduction PB1

Elicit the page title. Tell the pupils to read the first three lines silently and find out who are buying presents. Elicit the names. Present children. Then ask:

Where are the family?

Why are they there?

Who do they want to buy presents for?

3 Listen and perform conversations PB1 CS1

A Introduce the two conversations on PB1. Tell the pupils that Taha is discussing with his father what to buy his friend Saleh. Elicit who is talking in the second conversation.

B Tell the pupils to listen to the two conversations and follow in their books. Play CS1.

C Invite two pairs of pupils to read the conversations aloud. If they have difficulty, divide the class into two groups and use the cassette for choral repetition.



4 Complete a table WB1.1A

A Books closed. Tell the pupils to think of a brother or sister. Ask one pupil:
Who are you thinking of?
How old is he/she?
What does he/she like?

Encourage the rest of the class to think of what their brothers or sisters like.
Elicit general ideas such as sport, games, reading and listening to music. Then elicit a few suitable presents.

Note: You may want to introduce some new activities such as dressing up or photography.

B Introduce WB1.1A. Check understanding of aunt, uncle and cousin. Elicit how to complete the table using the example of brother. Tell the pupils to complete the table in writing.

5 Write a conversation WBI.IB

A Introduce WB1.1B. Present *conversation*. Use the answers in WB1.1A to demonstrate a conversation between yourself and one pupil. For example:

P: What can I buy for my sister?

T: How old is she?

P: She's twelve.

T: What does she like?

P: She likes clothes.

T: How about a dress?

P: That's a good idea. Elicit other conversations in open pairs.

B Tell the pupils to write a conversation about a brother or sister in their Workbooks.

Note: Instruction words in the Workbook are considered as testable in Book 3.

They will be recycled throughout the book.

6 Language work WB1.1C

A Introduce WBI.1C. Present *re-order* and below. Elicit the words in the first sentence in the correct order. Tell the pupils to write it in their copybooks and then re-order and write the other four. Elicit the sentences orally to check them.

B Introduce the table. Elicit *the subject, verb and object* of the example sentence. Explain *adverbial* and ask the class for examples. Prompt with the question words *Where, How* and *Why*. Ask for examples from the other sentences. Tell the pupils to use their answers to complete the table. Go over the exercise on the board.

Answers:

2 She/doesn't like / reading.

3 My brother / plays / football / on Thursdays.

4 We/have go to / very good shops / in Yemen

5 Taha and Amna / went to / to London by plane.

7 Transfer PBI

Elicit the question at the bottom of PB1. Find out what the pupils would like from London.

Cassette Section 1 is the text of the two conversations on PB1.

1.2

PB1

WB2/3

CS1

Learning objectives

Perform shopping conversations.
Language study and practice.

Language Focus

Determiners with count and non - count nouns:
a / an/ some/ a (kilo) of.. **How much / How many**

Vocabulary

language, study, count/ non-count, noun, use, add,
example, phrase, litre, aloud

1 Make conversations PB1 CS1

A Play CS1, while the pupils follow in their books. Elicit similar conversations in open pairs. Pupils substitute name, age, likes and suggestions.

B Organize the pupils to practise conversations in simultaneous pairs.

2 Language work -countability WBI.2A/B

A Write on the board:

a / some		book
		tea

Elicit phrases using the words on the board. Accept a book / some tea, reject some book / a tea. Encourage the pupils to think about why the second pair is not possible.

B Introduce WB1.2A. Translate *language study*. Explain that these will be used throughout the Workbook to explain language points such as the one they have been thinking about. Go over the explanation and present the new words **count, noun, use, add, example** and **phrase**. Don't spend too long on the explanation before going on to the practice.

C Elicit how to complete WB1.2B Ex 1 orally. Tell the pupils to complete it in writing and then do Exercises 2 and 3. Check answers orally as a class.

3 Ask about quantity WB1.2C

Take the part of A and select a pupil to take the part of B. Read the conversation aloud. Do the same with conversation B. Then ask:

Which conversation uses count nouns?

Elicit that conversation 1 talks about apples (count nouns) and conversation 2 talks about cheese (non-count noun). Elicit the question used with count nouns **How many do you want?** and what question with non-count nouns **How much do you want?**

Note: The pupils should choose any suitable price for the apples and cheese.

4 Make conversations WB1.2C/D

A Elicit conversations in open pairs using words and phrases in WB1.2B for substitution. Then introduce WB1.2D. Elicit extended conversations making use of the phrases supplied.

Note: Point out that for the question **How many apples do you want?**

the following answers are possible, **A kilo, please or Ten apples, please.**



B Write the headings Food and Drink on the board. Elicit all the items the pupils know in each category. Tell the pupils to continue the conversation practice in simultaneous pairs using any food or drink items they wish. Select pairs to perform the conversations for the class.

5 Language work PB1

Tell the pupils to find and underline all the nouns in the introduction on PB1. These are:

Al Sabri, children, Taha, Amna, London, holiday, presents,
friends, home

Draw attention to the use of capital letters for names and the distinction between singular and plural.

1.3 WB3.5

Learning objectives	Read and write numbers in figures and in words. Language study and practice.
Language focus	Cardinal numbers Present simple tense Negative statements
Vocabulary	Numbers (see Workbook), draw, line, question, pupil, plus (+), present simple tense, correct, statement, negative, between, before

1 Revise numbers orally

A Use a class chain to revise numbers orally up to a hundred. Tell each pupil to say three numbers:

P1: one, two, three.

P2: four, five, six. etc

B Write the words *one* to *nine* in a column on the board. Point to words in random order and check recognition. Elicit and write *eleven* to *nineteen* in the next column. Then do the same for *ten* to *ninety* in the third column (in tens).

one		eleven		ten	
two		twelve		twenty	
three		thirteen		thirty	
four		fourteen		forty	etc

Tell the pupils to study the spelling and see which ones follow clear patterns.

Elicit, for example:

six, sixteen, sixty

Highlight the ones that follow the same pattern for two out of the three:

thirteen / thirty

four / fourteen

fifteen / fifty

Encourage the pupils to see that the regular nature of most of the spelling makes it easy to remember.

2 Match words and figures WB1.3A

A Introduce WB1.3A. Check understanding of the instructions and the new words *draw* and *line*. Let the pupils complete the exercise on their own.

B Check as follows. Say each number following the sequence in the exercise and elicit the spelling. Highlight the use of the hyphen in, for example, *forty-three*.

3 Answer questions WB1.3B

A Check understanding of the instructions in WB1.3B. Present *question*. Go over the questions and answers orally as a class. Present any new words. Then tell the pupils to ask and answer the questions with their partner.

B Tell the pupils to write the answers in their Workbooks in words.

Answers:

- 1 Three hundred and sixty-five days.
- 3 One hundred and forty-three pages.
- 4 Sixty-nine pages.
- 5 Thirty-two pieces.
- 7 Two hundred and sixty-two.
- 8 One hundred and thirty-eight.

4 Language work -present simple tense WB1.3C / D

A Write on the board:

I live in Yemen.

Point to the sentence and ask **When?** Encourage the pupils to explain, in Arabic if necessary, that the time includes the past, present and future. Explain that we use the present simple tense in such cases. Give other examples:

She works in a shop.

They walk to school.

He likes oranges.

Point out that in each case the sentence is true for yesterday, today and tomorrow.

B Introduce WB1.3C. Elicit the heading. Elicit all the present simple tense forms of **be** orally. Then tell the pupils to write them. Do the same for the other verbs.

C Go over the answers as a class. Focus on the 's' at the end of most verbs after **He**, **She** and **It**. Elicit the difference with **can** and **will**, which are the same for all persons.

D Elicit the instructions in WB1.D3. Present **statement**. Make sure the pupils understand that they should use the correct form of the verbs in the box. After they complete the text, carry out an oral class check.

5 Language study negative statements WB1.3E

Read explanation 1 to the class as they follow in their books. Elicit other example sentences. Do the same for the second and third explanation.

Note: Encourage the pupils to make some sentences with contractions and some without.

6 Write negative statements WB1.3F

Elicit the four sentences in WB1.3D in the negative. If the pupils have difficulty, refer them to the relevant explanation in WB1.3E. Then tell them to complete the sentences in writing.

Learning objectives	Identify four jobs by understanding written descriptions.
Language focus	Present simple tense
Vocabulary	-

1 Introduction to the topic

A Remind the pupils of the Al Sabri family. Tell the class that Mr Al Sabri is a doctor. Ask questions to find out what doctors do. For example:

Do they meet lots of people?

Do they work hard?

Do they wear a uniform?

Do they take care of people?

Do they have to know many things?

Do they work outside?

Write key words on the board as you ask each question. Then elicit sentences from different pupils to describe what a doctor does.

B Elicit other jobs and write them on the board. Make sure you include the four in the reading puzzle and the six in WB1.4B. Check understanding and reading recognition. Elicit at least one piece of information about each job.

2 Read for detail PB2 WB1.4A

A Elicit the title on PB2. Then read the introduction aloud to the class. Tell the pupils to read the first text silently and answer the question.

B Elicit the answer orally. Tell the pupils to write the answer in WB1.4A. Then tell them to read and complete the other three. Before checking as a class, they should check their answers with their partner.

Answers:

1 A secretary

2 A policeman

3 A dentist

4 A nurse

C Ask two comprehension questions about each text. For example:

Where does the secretary work?

Who does the secretary take care of?

3 Make connections to find jobs WB1.4B

A Introduce the task. Do example I as a class. Tell the pupils to discuss the rest with their partner before writing the answer.



B Write the answers in random order on the board. Let the pupils check spelling. Then elicit answers orally.

Answers:

- 1 A carpenter
- 2 A baker
- 3 An air-hostess
- 4 A painter
- 5 A fisherman
- 6 A teacher

4 Language work PB2

A Focus on text 1. Tell the pupils to underline all the verbs in the present simple tense. Elicit how many there are and then examples from different pupils:

sit, work, answer, type, have to, like, is, start, stop

Ask why there is no 's'. (Because they are all in the first person.)

B Tell the pupils to scan the four texts and find an example of a negative statement. (Text 3 *I don't have to wear a uniform.*) Ask them which explanation in WBI.3D explains how it is formed.

Learning objectives	Write a paragraph describing a job. Identify a job by asking and answering questions. Language study and practice.
Language focus	Present simple tense
Vocabulary	part, beginning, information, rule, partner, notes

1 Revision PB2

A Choose one of the texts on PB2. Make statements about the job and get the pupils to guess which one you are talking about. Leave the more obvious statements until last. For example:

He likes his job.

He doesn't have to wear a uniform.

He helps people.

He wears clean clothes.

He works in a clinic.

He takes care of people's teeth.

If the pupils guess early on, just say *Maybe* and continue with the other statements.

B Tell the pupils to work in pairs in the same way, using the texts in PB2 to help them.

2 Writing preparation

A Elicit other jobs and write them on the board. Ask the pupils to make one statement describing each job.

B Tell the class you want them to describe one of the jobs, Let them choose which one. Elicit sentences from individual pupils - in the first person - and write them on the board. Get the pupils to evaluate what you have written; focus particularly on the logical order of sentences. Tell them to write the final version in their copybooks.

3 Write a paragraph WB1.5A

Tell the class to choose one of the jobs on the board and write their own description. As they work, note down general problems. Stop the class and give help on the blackboard. Collect the books for marking at the end of the lesson.

4 Language study - questions WB1.5B / C

A Read out the introduction to WB1.5B, 1 and 2:

Questions that give the answer 'Yes' and 'No'.

Questions that give information.

Make sure they have understood what they are about to read. Present *information*.

Then tell the pupils to read silently.



B Check understanding of *part* and *beginning*. Then ask:

Questions that give the answer ‘Yes’ or ‘No’. What do you put at the beginning? Elicit *Am, Is, Are, Can, Do*. Then elicit example questions from the Workbook plus any others the pupils can give. Follow the same procedure for questions that give information.

C Show on the board how the two questions types follow similar rules.

	<i>Is your name Taha?</i>	Yes.
What	<i>is your name?</i>	Taha.

D Pupils complete WB1.5C on their own. When they finish, tell them to check with their partner and then ask and answer in pairs. Correct orally as a class.

Answers:

1 Is	2 Can/Do	3 Has ... got
4 When	5 Does	6 Do

5 Ask and answer questions about a job WB1.5D.

A Tell the pupils you want them to find out what job the pupils wrote about in stage 3 above. Elicit the example question in WB1.5D. Elicit two others orally. Then tell the pupils to write more in their copybooks.

B Pupils ask and answer questions in simultaneous pairs.

6 Ask questions to find information WB1.5E

A Introduce WB1.5E. Present the word *notes*. Elicit a few sample questions to give the pupils ideas. Then tell the pupils to write their own - different from those in WB1.5B. Point out the six question words in WB1.5B which they can make use of.

B The pupils ask and answer and make notes. When they have finished, elicit information from individual pupils as full sentences.

1.6

PB3

WB8 / 9

CS2

Learning objectives

Listen and perform a conversation.

Complete a questionnaire and interview a partner.

Use answers to write about self.

Language focusPast simple tense

Vocabularyby (prep), stay

1 Introduction to the topic PB3 CS2

Pupils look at PB3. Elicit the heading. Ask how long their last holidays were. Then get them to read the introductory text and understand the instruction. Elicit the two questions and write them on the board:

Did you go away?

Did you stay at home?

Tell the pupils to ask their partners. Find out how many said Yes to the first question and how many said No to the second. It should be the same number.

2 Listen for specific information PB3 CS2,

A Pupil's Books closed. Introduce the three conversations. Explain that the first is between two boys and the second and third between two girls. Ask the pupils to listen and find out who went away. Play CS2, Bands 1-3. Tell them to listen again and find out what the three children did.

B Pupil's Books open. Tell the pupils, to find the activities mentioned by the boy and mark them B. Then mark the activities done by the girls with G. If necessary play CS2 again.

3 Perform a conversation PB3

A Ask three pairs to perform the shorter conversations on PB3.

Encourage them to sound enthusiastic when they say:

It was great!

Oh, lots of things.

This should contrast with the third conversation. The girl on the cassette did not sound enthusiastic when she said *Not very much*.

B Go through the list of other possible activities on PB3. Elicit examples from individuals. Practise chorally if there are any pronunciation problems.

C Practise new conversations in open pairs using the prompts on PB3. Then tell the pupils to continue with their partner in simultaneous pairs.

4 Do a questionnaire WB1.6A

A Elicit the instructions and the first question. Tell the pupils that this questionnaire is designed to find out what they did. Elicit the activities in the questionnaire one by one. Ask the pupils to identify the ones not included on PB3. These are:

go to the park
go to any parties
watch TV
go on a picnic

Some others are not the same but are similar. For example visit *my friends and see my friends every day*.

B Tell the pupils to answer about themselves by filling in the column *You*.

C Elicit the first few questions and answers in open pairs. Then tell the pupils to ask and answer with their partner and complete the second column.

5 Write sentences WB1.6B

A Elicit what individual pupils did using the questionnaire. As they tell you, write the verbs they use in the past tense on the board.

B Elicit other things the pupils did. Help them with the language if it is new. Tell them to write sentences about themselves or their partner in WB1.6B.

6 Write a paragraph WB1.6C

Explain that the pupils can write a simple paragraph about their holiday using their answers to the questionnaire (helped by the past tense prompts on the board) and their answers to WB1.6B. Encourage the better pupils to add link words and personal comments. Collect their work for marking at the end of the lesson.

Cassette Section 2

Presenter: Band 1

Boy 1: Did you go away in the holidays?
Boy 2: Yes, I went to a village by the sea.
Boy 1: What did you do there?
Boy 2: Oh, I went swimming every day. And fishing. It was great!

Presenter: Band 2

Girl 1: Did you go away in the holidays?
Girl 2: No, I stayed at home.
Girl 1: What did you do all the time?
Girl 2: Oh, lots of things. I saw my friends every day. We went shopping.
I made some clothes.

Presenter: Band 3

Girl 1: Did you go away in the holidays?
Girl 3: No, I stayed at home.
Girl 1: What did you do all the time?
Girl 3: Not very much. I got up late every day. And I read lots of books. Oh,
and I learned to cook.

Learning objectives	Read and complete a paragraph. Language study and practice. Write sentences.
Language focus	Past simple tense
Vocabulary	infinitive, missing, past tense, sentence

1 Revision

Elicit examples of things the pupils did in the holidays. Then ask what they did the previous Friday.

2 Complete a gapped text WB1.7A

A Pupils look at the verbs in the box and say if they are in the present or past. Tell them to study the verbs and think of the present forms. Then elicit both forms as a class. Clarify the meaning of verbs where necessary.

B Tell the pupils to complete WB1.7A on their own. Check answers by asking questions and eliciting full answers. For example:

What did Amna and Fuad do last Friday?

What did they buy first?

3 Complete a verb table WB1.7B

A Introduce the table in WB1.7B. Present infinitive. Explain in Arabic that this is the root or base form of the verb. Point out that it has the same form as the present simple. Tell the pupils to complete as much as they can on their own and then check with their partner.

Finally elicit each verb with spelling and write it on the board.

B Write the following known past tense forms on the board:

ran	brought
held	found
got	forgot
flew	threw
broke	had
came	fed

Tell the pupils to choose two and write the infinitive in their copybooks. Then quickly elicit the infinitives from pupils around the class.



4 Write sentences WB1.7C

A Write these phrases on the board:

In the morning

In the afternoon

In the evening

Ask questions to elicit answers from the board prompts as follows:

When do you go to bed?

When do you have lunch?

When do you watch TV? etc

B Ask the pupils to think of things they did the day before in the morning, afternoon and evening. Elicit some examples. Then tell them to write sentences in WB1.7C.

Learning objectives	Distinguish true and false statements to show understanding of location. Understand details in a narrative and make inferences. Talk about where one lives.
Language focus	Location phrases Pronoun reference
Vocabulary	order (in ~)

1 Revision of location

Revise location phrases with the prepositions *in, on, under, in front of, behind, opposite and between*. Ask questions about objects in the classroom and about where people are sitting.

2 Do a True / False exercise WB1.8A

A Introduce the town plan in WB1.8A. Elicit the names of all the buildings. Ask questions like these:

You need some money. Where do you go? (The bank.)

B Introduce the *True / False* task and tell the pupils to complete it on their own.

C Check answers by eliciting from the pupils as follows:

T: Mrs White lives in a house.

P: Yes. She lives in a house.

T: The bakery is opposite the school.

P: No. It is opposite the **supermarket**.

Highlight the stress in corrected sentences, for example, supermarket in the sentence above.

Answers:

2 Yes. The mosque is between the park and the police station.

3 No. The restaurant is next to the supermarket.

4 No. The bakery is opposite the supermarket.

5 No. There's a car in front of the hospital.

3 Read for detail and inference WB1.8B

A Introduce both the text and the question *Where did Mrs White go?* Tell the pupils to read the first two lines of the text silently, look at the town plan and tell you where Mrs White went first. Elicit the answer *to the bank*. Before going on, make sure the pupils understand that they have to read and make the connection between what she wants and where to get it.



B Tell the pupils to read the rest of the text silently and work out the next five places where Mrs White went.

C If there is wide disagreement when you check the answers, go back to the text and clarify where Mrs White went second. Then tell the pupils to reread and check the other five answers themselves. Finally go over the answers as a class.

Answers:

- | | | |
|-------------------|----------------|------------------|
| 1 the bank | 2 the toy shop | 3 the restaurant |
| 4 the supermarket | 5 the bakery | 6 the bookshop |

4 Language work WB1.8B

Elicit the instructions to question 2 in WB1.8B. Encourage the pupils to guess the meaning of *look back to*. Pupils complete the exercise in writing. Elicit the answers. Discuss why reference words are used. (To avoid repetition.)

Answers:

- | | | |
|--------------|------------|-------------|
| some = money | her = Jane | them = toys |
|--------------|------------|-------------|

Note: You can use any of the printed texts to focus on pronoun reference throughout the year.

5 Talk about where one lives

Describe where you live and write it on the board. For example:

I live in a house in (name of district) - My house is
opposite /near /next to the Post Office.

Ask the pupils to give you information about where they live.

Learning objectives Understand the details of a postcard; retell the events in writing.
Combine simple sentences.

Language focus Sequence markers: *First, Next, After that, Then*
Sentence linking with *and, but, so, or*

Vocabulary a lot, postcard, PO Box, *Hyde Park, tick, true, false

1 Introduction to the topic PB4

Elicit the page title. Get the pupils to guess the meaning of *postcard* with reference to the picture. Tell them to study the postcard and answer your questions:

- Who wrote the postcard? (Amna)
 Who did she write to? (Mariam Malek)
 Where does Mariam live? (Sana'a)
 What does PO Box mean?

Tell the pupils to look at the picture on the postcard. Elicit the caption underneath. Explain that *Hyde* Park is a very large park in the centre of London. Then ask the pupils to describe what they can see in the picture.

2 Read for specific information PB4 WB1.9A

A Introduce WB1.9A. Present tick, *true* and *false*. Prepare the pupils by reading the sentences in random order and eliciting the appropriate number. Do this twice for each sentence so the pupils are familiar with the information.

B Tell the pupils to read the postcard and find which sentences are true and which are false.

C Go over the exercise as a class. Elicit corrections to the false sentences as in Step 1.8. **Answers:**

- 1 and 4 are true
 2, 3 and 5 are false

3 Language work PB4

Ask *Why did Amna go to the shop?* There are different ways of expressing the answer. Choose the following and write it on the board:

She wanted to give the birds some bread.

Underline some and discuss the meaning. Write under the sentence on the board:

She didn't have ...



Elicit how the sentence ends - *any bread*. Underline *any* and compare with some. Explain that any is used with *negative statements and questions*. Write these on the board and elicit some examples of each from the class.

Have you got any ... ?

I haven't got any ...

4 Write the story WB1.9B

A Elicit the main events of the story and write notes on the board:

- walked in park
- bought bread / fed birds
- went on boat
- sat on grass

Elicit full sentences from the notes on the board.

B Introduce WB1.9B. Elicit the full story using the sequence words. Then tell the pupils to write the story in their Workbooks. Sample story:

First they walked in the park.

Next they fed the birds.

After that they went on a boat.

Then they sat on the grass.

5 Link pairs of simple sentences PB4 WB1.9C

A Elicit the instruction in WB1.9C. Tell the pupils to scan the postcard and find which ones are used in the text. Then go over the exercise orally. When a pupil answers, ask the others if they agree, and encourage them to correct it if it is wrong.

B Explain that two of the sentences will have commas dividing the two halves of the sentence. Tell the pupils to try and use the commas in the right place when they complete the exercise in writing. Point out that they can refer to the postcard to help them. Go over answers on the board.

Answers:

1 Mrs White was thirsty, so she had a cup of tea.

2 He wanted to buy a present, but he didn't have any money.

3 Would you like a cup of tea or a cup of coffee?

4 She had two eggs and some cheese for breakfast.

6 Transfer

Ask the pupils to think about things they did the previous Friday. Write *First*, *Next*, *After that* and *Then* on the board. Get the pupils to tell you some of the things they did in sequence, using the words on the board.

Learning objectives	Language study and practice. Describe present events orally and in writing, Talk about a picture from memory.
Language focus	Present simple / present continuous tense Past continuous tense
Vocabulary	continuous tense, spelling, drop (v), hide

1. Language focus: WB1.10A

A Ask the pupils what they do every day. Elicit as many things as you can.

For example:

I get up.

I come to school.

I talk to my friends.

Then ask what things they are doing now. For example:

I'm learning English.

I'm speaking in English.

I'm listening to my friends.

Ask the pupils to think about the difference between the two forms of the verb.

Elicit explanations from the class.

B Pupils look at WB1.10A. Read the names of the two tenses but don't explain at this stage. Tell the pupils to read the explanation and understand for themselves. Get them to make their own rule. Check understanding by asking questions like:

Do Al Sabri family live in London?

Are they in London?

Do you have breakfast every day?

Are you having breakfast now?

2 Spelling WB1.10B / C

A Introduce WB1.10B. Present the word *spelling*. Tell the pupils to complete the table following the examples given.

B Go over the rule without giving the answer. Present *drop*. Give the pupils time to think about the rule, then elicit the answer. (Drop the letter 'e'.) Check the spelling of the six words in the table orally.

C Tell the pupils to complete the next table, WB1.10C, following the example. When they finish, elicit the spellings and write them on the board. Ask the pupils what happens with the final letter in each of these words. Elicit the answer - you add a second one.

Note: The pupils are not asked to make a rule because it may be too difficult for them at this stage. However, if you want to explain it, you will have to explain that letters *a, e, i, o* and *u* are vowels and all the others consonants. Consonants *m, n, t, p*, are only doubled if they follow a single vowel; contrast with *clean / cleaning, eat / eating, sleep / sleeping* where they are not doubled.

3 Preparation for writing: WB1.10D

Elicit the instruction and introduction to the exercise. Focus on the first question *What can you see?* Elicit as much as you can. Let the pupils use short answers *a boy on a bike, some birds, a tree etc.* Then focus on the second question and elicit statements like these:

Two women are walking by the lake.

A boy is riding his bicycle.

Three boys are sitting under a tree.

A boy is hiding behind a tree.

A girl is looking for the boy.

Some people are sitting in the restaurant.

Some birds are swimming on the lake.

Some people are sitting in a boat.

4 Write about a picture: WB1.10D

Tell the pupils to write as many sentences as they can, If you think it is necessary, write the subjects of the sentences on the board as prompts. Collect the Workbooks for marking at the end of the lesson.

5 Describe a picture from memory:

Books closed. Ask the pupils to try and remember what was happening in the picture. If a pupil gives an answer using the present continuous, highlight the fact that you can't see what is happening. Explain that they should talk about what they saw. Elicit answers in the past continuous.

Learning objectives: Ask, answer and write about ownership.

Language focus Possessive pronouns /apostrophe 's'

Vocabulary like this, balcony

1 Talk about ownership

A Collect objects from five pupils, for example, a pen, a book, a bag etc. Ask:
Whose pen is this?

Prompt the pupil who owns it to say *It's mine*. Ask about the other objects in the same way and elicit answers from the other four pupils. Then ask the class who the objects belong to. Elicit, for example, *It's Ibrahim's*. If they can't remember who owns what, repeat the procedure from the beginning.

B Mix some of your possessions with the others. Ask individual pupils about them and elicit the following range of answers:

It's yours.

It's (Ahmed's).

It's mine.

2 Match owners and possessions WB1.11A

A Ask the class to think about how we choose presents for people. Elicit the answer that we think about what they like. Say:

Ali likes sport.

What could you buy him?

Elicit different suggestions.

B Introduce WB1.11A. Elicit the different objects in the box. Tell the pupils to read the sentences and match objects to their owners. Check answers in stage 3 below.

3 Ask and answer: WB1.11A

A Hold up your Workbook and point to item 1. Ask:
Whose ring is this?

Elicit *It's Nadia's*. Ask about the other items in the same way.

B Highlight the question and answer in the speech bubbles. Divide the class into two halves and practice the exchange with choral repetition.

C Tell the pupils to ask and answer the questions about each item in simultaneous pairs.

4 Write sentences :WB1.11B

Show the pupils how you want them to answer in writing using the example in WB1.11B. Elicit the second answer. Then tell them to complete the exercise in writing.

Answers:

- | | |
|------------------------------|----------------------------|
| 2 The model boat is Ahmed's. | 3 The sweater is Mariam's. |
| 4 The camera is Faisal's. | 5 The cassettes are Ali's. |
| 6 The comic is Ahmed's. | 7 The skirt is Mariam's. |
| 8 The necklace is Nadia's. | |

5 Complete sentences : WB1.11C

A Write on the board:

mine

yours

Elicit the other possessive pronouns and write them in a column. Prompt by saying for example:

T: It belongs to Faisal. It's ...

C: his.

B Pupils look at the first example in WB1.11C. Elicit the answer. Pupils complete the exercise in writing. Check answers using the words on the board. Then get the pupils to talk about clothes as follows:

Ahmed's shirt is green.

Mine is white. etc

Answers:

- 1 mine
- 2 yours
- 3 theirs
- 4 hers
- 5 his
- 6 mine

Learning objectives	Give opinions in writing. Write questions and answers about self.
Language focus	Question formation The will future Punctuation
Vocabulary	punctuation, capital letter, apostrophe, comma, full stop, question mark

1 Give opinions in writing WB1.12A

A Remind the pupils of Al Sabri family. Ask:

Where did they go in London?

Where do they live?

What does Mr Al Sabri do?

B Pupils read the introduction to WB1.12A. Check comprehension. Then ask the first question. Guide the pupils to use will in their answer. Accept any suitable answer. For example:

I think he will | go to work.
| visit his friends.

Ask the second question and elicit an opinion, not just Yes or No. For example:

No, I think she will stay at home.

C Tell the pupils to complete the exercise in writing and then compare their answers with their partner. Elicit different answers from individual pupils.

2 Write questions: and answers WB1.12 / B / C

A Go over orally. Then tell the pupils to complete the exercise in writing.

Answers:

- 1 Where do you live?
- 2 How many rooms has it got?
- 3 How far is it from your school?
- 4 What did you do after school yesterday?
- 5 What were you doing at seven o'clock yesterday?
- 6 Where will you be at eleven o'clock tonight?

B Tell the pupils to answer the questions about themselves in WB1.12C. Point out that they can use the answers in WB1.12B to help them.

3 Punctuation work:

A Write this unpunctuated sentence on the board:

is this book alis salman

Elicit how the sentence should begin. Use coloured chalk to change the first letter to a capital. Write **Capital letter** on the board. Tell the pupils to think about the sentence and tell you if it is statement or a question. Elicit **question** and insert a question mark at the end. Write **Question mark** under Capital letter. Ask what other punctuation marks are needed. Elicit the following:

Capital A and S for the names of people

Apostrophe - Ali's (Add **Apostrophie** to the list on the board.)

Comma before Salman (Add **Comma** to the list.)

B Practise recognition of the words in the list.

4 Practise punctuation: WB1.12D

A Tell the pupils to do the first part of Exercise A. While they are doing this, write the sentences on the board with boxes in positions marked in the Workbook. When the pupils have finished, elicit answers and write them in the boxes.

Answers:

1	2	2	3	4
1	1	5		

B Elicit the instructions to the second par.,. Tell the pupils to write the sentence with the correct punctuation., While they work, write the sentence without punctuation on the board. Elicit the punctuation and mark it on the sentence with coloured chalk.

Encourage the pupils to answer like this:

Capital I in 'Is'.

Apostrophes in 'sister's'. etc

Unit 1 word list

a lot	forty	PO Box
add	fourteen	postcard
adverbial	full stop	present simple tense
aloud	hide	punctuation
apostrophe	hundred	pupil
balcony	*Hyde Park	question
before	infinitive	question mark
beginning	information	re-order
below	language study	rule
between	like this	sentence
by (prep)	line	seventeen
capital letter	litre	seventy
children	missing	sixteen
comma	negative	sixty
complete	nineteen	spelling
continuous tense	ninety	statement
conversation	non-count (- noun)	stay
correct	notes	subject
count (- noun)	noun	table (= chart)
draw	object	thirteen
drop (v)	order (in~)	thirty
eighteen	page	tick
eighty	part	true
example	partner	twenty
false	past tense	twenty-one (etc)
fifteen	phrase	use
fifty	plus (+)	verb



Unit 2 Summary Describing; Making plans

Step/ Materials	Topic/Lexical areas	Activities/Skills	Language
1-3 PB5 WB18/19 CS3	<i>What do they look like?</i> pictures, captions and a short description: physical features and clothing	Develop vocabulary. Describe people orally and in writing. Listen for information; take notes. Write questions. Interview partner; use notes to write short descriptions.	Words describing physical appearance Present simple tense <i>Wh-</i> questions
4 PB6 WB20	<i>Opposites</i> - pictures and captions describing character	Read captions to work out meaning. Ask and answer questions. Write short descriptions.	<i>lazy, hard-working, etc</i>
5 PB7 WB21	<i>Describing people</i> - three texts	Read for information; write notes; use them to compare two people in writing. Develop vocabulary.	<i>but</i> for contrast in compound sentences
6 PB8	<i>Describing animals</i> - pictures & captions and a short description	Describe animals orally and in writing.	Present simple tense
7 PB9 WB22/23 CS4	<i>What's the time?</i> - labelled clocks Short recorded conversation	Express time orally and in writing. Listen for specific information.	<i>quarter / five past / to; half past; thirteen minutes past / to</i>
8/9 PB10 WB23-26 CS5	<i>Arranging to meet someone</i> - diary entries and a conversation.	Listen for specific information; read to check answers. Use diary to ask and answer questions. Exchange information. Write own diary; use it make conversations.	Present continuous to express arrangements Inviting, accepting, refusing with reasons
10 PB11 WB26/27 CS6	<i>Things to do</i> - picture and phrases Conversation strands	Develop vocabulary. Make conversations. Write conversations.	<i>have got to for</i> obligation <i>because</i> for reason Present simple tense

<p>11/12 PB12 WB27-29 CS7</p>	<p><i>Planning a garden</i> - illustrated extract from a gardening book Language focus</p>	<p>Listen for specific information. Read for specific information, to work out meaning and for detail. Language study and practice.</p>	<p>going to + infinitive to express future</p>
<p>13 PB13 WB29/30</p>	<p><i>What are they going to be?</i> - two texts</p>	<p>Read for specific information. Write a parallel paragraph about self.</p>	<p>Present simple tense going to + inf.</p>
<p>14/15 PB14 WB31-33 CS8</p>	<p><i>The snake</i> - first episode of a serial story</p>	<p>Read for gist, specific information; work out meaning; complete a summary; predict what will happen next. Punctuation - speech marks.</p>	<p>-</p>
<p>16 PB15 WB33 / 34</p>	<p>Language review 1 and a revision exercises Language focus</p>	<p>Revise. language of the Unit. Language study and practice.</p>	<p>- nouns and adjectives</p>

2.1 PB5

Learning objectives Describe people's appearance orally and in writing.
Develop vocabulary.

Language focus (See questions in Pupil's Book)

Vocabulary slim, metre, centimetre, weigh, dark, a bit, fat (adj), fair (hair)

1 Introduction to the topic PB5

A Elicit the page title. Ask who 'they' are and refer to the four people in the pictures. Use the first two pictures to introduce the concept of measuring and weighing. Elicit *metre, centimetre and kilo*.

B Tell the pupils to look at the picture of the young man as you read his description aloud. Then write the following words on the board:

tall short slim dark

Tell the pupils to find these words in the text you have read and work out what they mean. Elicit / present the meanings.

C Ask the following questions and elicit full sentence answers:

How tall is he?

What does he weigh? (present *weigh*)

What's his hair like?

2 Talk about pictures: PB5

A Tell the pupils to look at the picture of the woman on the left and the words under the picture. Then ask questions as follows:

How much does she weigh?

Is she slim?

How tall is she?

Is she tall?

Point out that we can use *short* to talk about hair and other things, for example, *short skirt, short socks* etc. Ask for the opposite of short hair.

Elicit *long hair*. Give other uses of *long* for example *long skirt, long trousers, long neck, long jump*. Ask for other information about the lady:

She's got long dark hair.

She's wearing a short white skirt. etc

B Use the picture of the man as above. Present fat and a bit. Explain that it is not very polite to say someone is fat; it is better to say *a bit fat*.

C Use the last picture as above. Present *fair*.

3 Ask and answer questions: PB5

A Elicit the questions in the box at the bottom of PB5. Then get the pupils to use the questions to ask you about the young man at the top of the page.

B Continue the practice in open pairs using the other three pictures. Then tell the pupils to practise with their partners in simultaneous pairs.

4 Describe people: PB5

A Explain that you want the pupils to describe the three people in the middle of the page in the same way as the first man. Tell them to read the first sentence silently, then make a similar sentence about the woman on the left. Elicit a complete description and write it on the board, sentence by sentence. Check spelling and punctuation as you write.

B Elicit oral descriptions of the other two people.

5 Spelling and pronunciation:

A Elicit the spelling of *weigh* and write it on the board. Then ask the pupils to spell another word that sounds the same, Elicit and write *way*. Elicit other rhyming words such as *day* and *say*. Present the noun *weight*. Then rub off the *w* and elicit the word *eight*.

B Write the words *short, bought* and *caught*. Elicit the sound / spelling relationship, *or, ough* and *augh*.

6 Transfer : PB5

A Elicit the question at the bottom of the page. Tell the pupils to think of one sentence to describe themselves. For example:

P1: I'm slim.

P2: I've got short hair. etc.

Elicit as many different sentences as you can from the class.

B Tell the pupils to write three sentences about themselves.

2.2

PB5 WB18 CS3

Learning objectives Extract specific information from a recorded interview and write notes:
use notes to complete a paragraph.

Write a parallel paragraph about own appearance.

Language focus 1st person present simple tense

Vocabulary age, height, weight, description, column, exercise

1 Revision PB5

A Revise the vocabulary of description using the questions on PB5 to ask about the four people.

B Write on the board:

Height: 1 metre 88
Weight: 90 kilos

Ask *Who is it?* (The second man on PB5). Elicit the meaning of **height**.

Point out that this word rhymes with **right**. Practise pronunciation of the two words on the board.

2 Listen for specific information: WB2.2A CS3

A Introduce the task in WB2.2A. Present **age**.

Explain that the pupils will hear Bill interview Tom. They should listen and write Tom's replies in column 1. Present the following abbreviations:

metre - m
centimetre - cm
kilos - kg

Explain that they should be used when making notes. Play CS3 without pausing. Then replay the cassette so the pupils can check their answers.

B Check answers orally as a class.

Answers:

Age: 14
Height: 1 m 75 cm
Weight: 60 kg
Eyes: blue
Hair: short, fair

3 Describe appearance WB2.2B

A Tell the pupils to think about the two questions under the chart and write what they think is the best answer. (He is very tall and slim.)

Note: Tom is very tall for his age. Discuss this point in Arabic.

Don't insist on right or wrong answers.

B Discuss the height and weight of pupils in the class. Ask, for example:

How tall are you, (Huda)?

Is (Ali) tall, very tall, short or very short?

What do you weigh (Fatma)?

Is (Khalid) slim or a bit fat?

4 Complete a paragraph WB2.2C

A Elicit the instructions for WB2.2C and present *description*. Elicit the paragraph orally. Point out that the pupils should write the numbers in figures but the words *metres* and *kilos*. Tell the pupils to do the task.

B Elicit the complete paragraph and write it on the board.

Answer:

Tom is 14 years old. He is 1 *metre* 75 centimetres and he weighs 60 *kilos*.

He is *very tall* and *slim*. His eyes are *blue* and he has got *short, fair hair*.

5 Write personal details :WB2.2D

Read the instructions aloud and present *fill in, column* and *exercise*.

Elicit the approximate height and weight of several pupils to give an idea to those who are not sure of this information. Tell the pupils to write their own details in the second column in WB2.2A. Encourage them to be as accurate as they can.

6 Write a parallel paragraph. WB2.2D

Tell the pupils to use their notes to write a paragraph about themselves following the model in WB2.2C. If necessary, elicit a model paragraph first. Collect the books for marking.

Cassette Section 3

Presenter: Listen to Bill and Tom. Take notes.

Bill: Hello. What's your name?

Tom: Hello. My name's Tom.

Bill: How old are you?

Tom: I'm fourteen.

Bill: How tall are you?

Tom: I'm one metre, seventy-five.

Bill: How much do you weigh?

Tom: About sixty kilos.

Bill: What colour are your eyes?

Tom: They're blue.

Bill: And what about your hair?

Tom: It's fair - and short. I've got short, fair hair.

Learning objectives Write questions and use them to interview someone.
Write a description of someone from notes.

Language focus: Wh- questions; 3rd person present simple tense

Vocabulary: check, someone, describe

1 Revision:

A Revise the questions used in the interview by asking different pupils:

What's your name?

How old are you?

How tall are you?

What do you weigh?

What colour are your eyes?

What colour is your hair? Is it long or short?

B Elicit and write the questions on the board. Focus on the spelling of *weigh*, *eyes* and *colour*. Practise the questions chorally.

2 Write questions: WB2. 3A/B CS3

A Clean the board. Then introduce WB2-3A- Tell the pupils to write the seven questions you have been practising. They can refer to the answers in WB2.2A to help with the order.

B Tell the pupils to listen to the interview and check the questions they have written. Point out that they can only check the first five. Play CS3.

C Elicit and write the questions on the board. Compare Bill's last question with their question 6:

What about your hair?

What colour is your hair?

Explain that *What about* refers back to the previous question

What colour are your eyes?

3 Interview someone: WB2.3C

Introduce WB2.3C. Elicit the instructions and present *find out about* and *someone*. If possible get the pupils to interview someone other than their usual partner by asking in front of or behind them. Remind them of the question *How do you spell ... ?* which they might need for the name. Let the class work on their own and complete the task.

4 Write a paragraph: WB2.3D

A Introduce WB2.3 D and present *describe*. Elicit a model paragraph first following the pattern of the paragraph on PB5. Then tell the pupils to write about the person they interviewed.

B Collect five books from different parts of the class. Read out descriptions and get the class to guess who you are describing. Collect all the books at the end of the lesson for marking.

Learning objectives	Develop vocabulary. Ask and answer questions about personal characteristics. Describe characteristics orally and in writing.
Language focus	Present simple tense
Vocabulary	opposites, memory, tidy, untidy, bad at, good at, hard-working, helpful, unhelpful, polite, friendly, unfriendly, remember, right (= <i>correct</i>), rude, character

1 Vocabulary presentation: PB6

A Elicit the page title. Then ask for opposites the pupils already know connected with describing people. For example:

- a short person/ a tall person
- short hair/ long hair
- a slim person/a fat person

Explain that these describe what people look like. Tell them that they are going to learn words to describe people's characters - what kind of people they are - for example *happy or lazy*.

B Ask how many boys are on PB6. Elicit six and then their names.

Discuss each picture in turn. For example:

- T: Picture 1 - What's Tom doing?
- P: He's walking along the street.
- T: Why are the other boys laughing?
- P: Because he's only got one shoe.

Elicit the caption. Help with pronunciation. Encourage the pupils to work out the meaning of *bad memory*. Write the new words on the board. Use the other pictures in the same way to elicit and present vocabulary.

2 Read sentences: PB6

A Practise the language by asking questions as follows:

- Who's untidy?
- Who's got a good memory?
- Is Tom polite? etc

Then ask some transfer questions like these:

- Are you untidy, (Mona)?
- Have you got a good memory, (Ahmed)?

B Elicit the opposites on the page as follows:

- T: Tom has got a bad memory. Who is the opposite?
- P: Simon is the opposite. He has got a good memory. etc

Help pupils to use the correct stress as shown underlined above.



3 Write opposites: WB2.4A

A Pupil's Books closed. Introduce WB2.4A. Elicit the first two answers. Then tell the pupils to complete the whole exercise in writing. Ask them to check answers and spelling using PB6.

B Check answers orally.

4 Ask and answer questions: WB2.4B

A Introduce WB2.4B. Tell the pupils to answer the questions about themselves using column 1. Point out that they should answer truthfully. When they have finished, ask a few pupils about themselves.

B Tell the pupils to interview their partner and complete column 2.

5 Write about self and partner : WB2.4C/D

A Present *character* and explain the heading. Ask the pupils to use the answers about themselves in WB2.4B and elicit descriptions similar to the following:

I am very tidy and hard-working. I have got a good memory.

I am not good at games.

Encourage the pupils to use *a bit* and *very* where appropriate.

B Tell the pupils to write about themselves first and then about their partner.

C Ask the pupils to read what they have written in WB2.4B to their partner. Find out if they agree with the description.

Learning objectives	Read and understand three descriptive texts. Complete a written comparison of two people.
Language focus	<i>but</i> for contrast
Vocabulary	young, hard (<i>adv</i>), Arabic, quite, weekend, motor-bike, fix, enough, photography, stork, appearance, compare

1 Vocabulary presentation and revision: PB7

A Ask some questions to revise vocabulary. For example:

Is Jim polite?

Has Tom got a good memory? etc

Ask similar questions about the pupils. Present the word *quite* to help the pupils answer more truthfully. For example:

T: Are you hard-working?

P: I'm quite hard-working.

Note: Explain that *quite* is stronger than *a bit*.

B Discuss the pictures next to the descriptions on PB7. Elicit what each person is doing. Present *motor-bike*, *fix* and *photography*.

2 Scan for information: PB7

A Elicit the page title and the name of the boy who is speaking. Ask the pupils to read what he is saying. Then ask:

How many people is he going to describe?

Who are they?

B Tell the pupils to find the text about Ali. They should be able to do this quickly. Ask them to think about why it was so easy - they just have to find the word Ali at the beginning of one of the paragraphs. Then ask:

Who is Ali? (one of Fuad's friends)

Who is Hassan? (another friend)

Who is Fatma? (Fuad's younger sister)

C Tell the pupils you are going to ask some more easy questions. Explain that these are easy because the answers are all numbers. Ask:

How tall is Ali?

How much does he weigh?

How tall is Fatma? etc

When they have answered all the questions, explain that finding information quickly in a text without reading every word is an important reading skill. They will practise this more during the year.

3 Read for detail: PB7 WB2.5A

A Elicit the heading for WB2.5A. Introduce the chart and present *appearance*. Demonstrate the task using the text about Fatma. Write the heading *Appearance* on the board. Then ask the pupils to read the text quickly and find information about her appearance. Elicit and write the information under the heading. Do the same for *Character* and *Likes*. When you finish, the board should look like this:

Appearance	Character	Likes
short, very slim	hard-working	Arabic, English
long black hair	helpful	working in the garden
brown eyes		

Highlight the way the information is written in note form. During the demonstration present the new words *young, Arabic and weekend*.

Note: As Fatma ‘quite likes English too’, she must like Arabic as well as being good at it. The pupils should get used to making these kind of inferences when they read.

B Tell the pupils to do the rest of the activity by themselves.

C Elicit the notes they have written about Ali and Hassan and write them on the board:

Ali	quite short	a bad memory	motor-bikes
	a bit fat	a bit lazy	
Hassan	tall, slim	a good memory	animals, birds
		hard-working	photography

4 Complete a paragraph WB2.5B

A Present *compare* in the heading. Prepare WB2.5B orally so that you can explain how *and* is used to link similar things and *but* to link things that are different. Write this sentence on the board:

Ali is quite short and a bit fat, but Hassan is tall and slim.

Then elicit sentences contrasting the boys’ characters and interests:

Ali has got a bad memory and he is a bit lazy.

Hassan has got a good memory and he is hard-working.

Ali likes motor-bikes, but Hassan likes animals and photography.

Highlight the fact that we do not always link sentences with *and or but* when comparing.

B Clean the board. Then tell the pupils to do WB2.5B on their own. When they have finished, elicit the complete paragraph and write it on the board. Let them check their own work.

2.6 PB8

Learning objectives	Describe animals orally and in writing. Develop vocabulary. Listen and identify descriptions.
Language focus	Present simple tense for general truths / present state
Vocabulary	*tusk, *trunk, horn, neck, tiger, stripe, tail, mane, hump, leaf / leaves, nut, light (brown)

1 Introduction to the topic PB8

A Books closed. Write *animal* on the board. Elicit which ones the pupils know and write them up. Check understanding by asking questions such as:

Is it big?

Is it tall?

Is it dangerous?

Then get them to practise saying the words.

B Ask what the animals on the board eat. Elicit statements like:

Cats eat fish and meat.

Camels eat grass. etc

C Elicit the page title on PB8. Ask the pupils to name the animals. Then ask:

Which ones are on the board?

2 Identify animals PB8

A Present the new vocabulary in the first six pictures by asking questions as follows:

Which animal has a hump?

Which animal has horns? etc

Encourage the pupils to try and identify the new words in the pictures.

Note: For *neck*, ask *Which animal has a long neck?* When you ask which animal has a tail, elicit all six animals.

B Elicit the seven words and write them on the board. Practise with choral repetition. Then point to each word and elicit which animal it describes. Extend the practice to other animals the pupils know. For example:

T: (Points to stripes)

P: The tiger.

T: What other animal has stripes?

P2: The zebra.

C Ask questions about colours and present the new lexical items *light and dark brown*.

Which animal is dark brown?

Which animals are light brown?

Which animal is brown and white? etc



D Present and revise the four items at the bottom of the page. Then continue the practice as above. Ask questions such as:

Which animal eats nuts? etc

Answers:

elephant and giraffe - leaves

tiger and lion - meat

monkey - fruit / nuts

camel - grass

3 Read and identify PB8

A Elicit the question *What is this?* Then tell the pupils to read the short description silently to find the answer.

B Elicit answers from different pupils. Don't confirm what it is until at least eight pupils have given their opinion.

Answer:

The monkey

4 Write parallel descriptions PB8

Tell the pupils to choose one animal and write a description of it in their Copybooks. They should follow the model on PB8. Quicker pupils can write about more than one animal.

5 Listen and identify

Ask individual pupils to read out their descriptions for the rest of the class to identify. Let five pupils do this without interrupting for corrections. Then comment on common mistakes. Ask five more pupils to read out their work for the class to guess. Then make comments as before. Continue in this way until about twenty pupils have read out their work.

2.7

PB9 WB22 / 23 CS4

Learning objectives	Express time orally and in writing. Extract specific information from a recorded conversation.
Language focus	Telling the time
Vocabulary	second (n), quarter, past (<i>adv</i>), finish, How long

1 Revision -telling the time

A Draw a clock on the board to show eight o'clock. Elicit the time. Then rub off the hour hand and point to different numbers to *elicit 2 o'clock, 5 o'clock etc.*

B Draw both hands on the clock to show 8.15. Then rub off the minute hand, point to different numbers and *elicit 8.20, 8.35 etc.*

Note: Remind the pupils how to say **8.05 - eight oh five.**

C Ask the pupils questions about their daily habits. For example:
What time do you get up?
What time do you come to school? etc

2 Presentation - telling the time PB9

A Pupils look at PB9. Explain that you are going to show them a different way of telling the time. First tell the pupils to read the short text silently and answer the question. Tell them to refer to the picture of the clock. Elicit the meaning of second.

B Tell the class that it is a quarter past three. Ask:

Where is the minute hand?

Ask the pupils to point to the quarter on the right-hand side of the clock. Say ***It's quarter to four.*** Pupils point to the quarter on the left.

Continue the practice using other times:

Ten past three

Twenty-five to four. etc

Explain that when the minute hand is on the right they should use ***past*** and when on the left they should use ***to***.

3 Practise telling the time PB9

A Tell the pupils to read the four example ways of telling the time silently. While they read, draw the four clocks on the board. Point to clock 2 and say ***First way.*** Elicit:
It's half past twelve.

Then point to clock 4 and say ***Second way.*** Elicit:

It's one twenty-two.

Let the pupils refer to their Pupil's Books to help them. Continue the practice until the pupils are confident about the two ways of telling the time.

B Write on the board:

Twenty past one.

Twenty-two minutes past one.

Highlight the fact that when telling the time at five-minute intervals we omit 'minutes'.

C Ask the pupils to look at the eight clocks at the bottom of the page. Say, for example, ***It's twenty-five past one.*** Get the pupils to find the clock (number five).



Then elicit the time in the second way. When they have had sufficient practice, change and say, for example, *Seven forty-five and elicit Quarter to eight.*

4 Label clocks W B 2.7A

A Elicit the time on clock number 1 in the new way. Tell the pupils to write *Quarter past ten.* Then ask them to complete the exercises on their own.

B Elicit answers and write them on the board. Tell the pupils to pay attention to spelling.

Answers:

- | | |
|---------------------|---------------------------|
| 1 Quarter past ten. | 2 Half past three. |
| 3 Quarter to two. | 4 Twenty past six. |
| 5 Five to four. | 6 Twenty-five past eight. |

5 Ask, answer and write WB2.7B

A Elicit the questions and answer them yourself. Then tell the pupils to ask their partner the same questions and write down the answers.

B Ask questions to elicit information about different pupils. For example:

Ahmed. What time will your partner get home?

6 Listen for specific CS4

A Introduce the situation - two boys, Ali and Fuad, are discussing information bus times for a journey. Tell them to listen and find out why Fuad wants to get to the bus station early. Play CS4. Elicit that he wants time to buy a ticket.

B Tell the pupils to look at WB2.7C.

Ask them to try and remember the times they heard in the conversation and tick the answers. Tell them to guess if they cannot remember. Then play CS4 again and let them check their answers. Go over the answers as a class.

Answers:

- 1 The bus leaves at *twelve minutes to ten.*
- 2 It takes *twenty minutes* to get to the bus station.
- 3 They need to get to the bus station at *half past nine.*
- 4 Fuad wants to get there at *9.10.*

Cassette Section 4

Presenter: Listen to Fuad and Ali. They have to catch a bus.

Ali: What time does the bus leave?

Fuad: Let's see. Er, twelve minutes to ten.

Ali: And how long does it take to get to the bus station?

Fuad: About twenty minutes. Yes, twenty minutes.

Ali: So we need to get there at nine-thirty.

Fuad: No, Ali. That's too late. We have to buy our tickets. I'd like to get to the station at ten past nine at the latest.

Ali: Oh, all right. We'll get to the bus station at ten past nine.

Learning objectives Extract specific information from a recorded conversation.
Make conversations.

Language focus Present continuous tense for future arrangements

Vocabulary arrange, I'd love to, Let me ., lesson, study (v), exam

1 Introduction to the topic PB10

A Elicit the page title. Present *arrange*. Tell the pupils to read the conversation and find out what Ali and Fuad, the two boys in the picture, are doing. Elicit that they are arranging to meet. Point out that some people use a diary to record their arrangements.

B Ask a few questions to make sure the pupils understand the situation. For example:

Does Fuad want to go to Ali's house?

(Present *I'd love to*)

Can he go on Saturday?

Why not?

C Tell the pupils to find the diary entry for Saturday. Elicit how the two arrangements are written.

2 Listen for specific information WB2.8A CS5.

Pupils Books closed. Introduce WB2.8A. Elicit the answer to number 1.

Tell the pupils to listen to the rest of the conversation and complete the task. Play CS5

3 Read and check answers PB10 WB2.8A/B

A Tell the pupils to read the diary on PB10 and check their answers.

Then go over the answers as a class.

Answers:

1 his father

2 quarter past five

3 in the garden

4 Wednesday

B Elicit the day and the time they arrange to meet.

C Write the words *study*, *exam* and *lesson* on the board. Tell the pupils to find the words and guess their meaning.



4 Ask and answer questions PB10

A Write on the board:

What's Fuad doing at ten past five on Thursday?

Elicit the answer. Then elicit similar questions from individual pupils and answer them yourself.

B Continue the practice in open pairs.

5 Language work

A Books closed. Elicit and write on the board the two things Fuad is doing on Saturday:

He's helping his father.

He's meeting Rashid.

Ask if he is doing these things now or later. Elicit that he is talking about the next Saturday - which is in the future. Explain that this is one way of talking about the future. It is usually used when talking about arrangements.

B Elicit the question *What is Fuad doing on Saturday?* and write it on the board above the three answers.

6 Perform a conversation PB10

Tell the pupils to study the conversation on PB10. Ask them to think about how they could continue asking and answering, using the diary, until they make the arrangement for Wednesday. Get the pupils to practise the conversation in open pairs.

Cassette Section 5

- Presenter:** Ali and Fuad are arranging to meet. Fuad looks in his diary.
- Ali: Would you like to come to my house next week, Fuad?
- Fuad: Yes, I'd love to. When?
- Ali: Can you come on Saturday?
- Fuad: Let me look in my diary. Sorry, I can't come on Saturday.
- Ali: What are you doing on Saturday?
- Fuad: I'm helping Dad at 6 o'clock. Then I'm meeting Rashid later in the evening.
- Ali: What are you doing on Sunday?
- Fuad: I'm playing football at quarter past five. Then I'm looking at Rashid's motor-bike at quarter to eight.
- Ali: Monday?
- Fuad: On Monday I'm working in the garden at five o'clock. Then some friends are coming at seven.
- Ali: And Tuesday?
- Fuad: I'm visiting Khalid in hospital after school. Then I have to get some photographs from the shop at six-thirty. After that I'm studying for the exam on Wednesday.
- Ali: Oh, yes. Of course! I'll have to study too. What about Wednesday?
- Fuad: Wednesday's fine. Early in the evening?
- Ali: OK. I'll see you about five o'clock.
- Fuad: Good.
- Ali: Are you still taking driving lessons, Fuad?
- Fuad: Yes. I'm taking a lesson on Thursday at ten past five.
- Ali: What are you doing on Friday?
- Fuad: I'm going on a family picnic early in the afternoon.
- Ali: Are you driving?
- Fuad: (laughing) No, not yet.

2.9 WB24-26

Learning objectives Exchange information from two diary entries.
Write own diary; use information to make conversations.

Language focus Present continuous tense for future arrangements

Vocabulary nothing

1 Revision Pupils look at Fuad’s diary on PB10. Ask:

What is Fuad doing on Wednesday?

Elicit *He is visiting Ali*. (Remind the pupils that he arranged this the day before).

Then ask about the other days as follows:

Is he helping his father on Sunday?

Is he having a driving lesson before going to the hospital on Thursday?

etc

Remind the pupils that diaries help you remember what you have to do.

2 Exchange information WB2.9A

A Remind the pupils of the information gap exercises they did in Book 2. Organize the class into pairs of A and B pupils. Tell the A pupils to look at WB24, Salman’s diary, and the B pupils to look at WB26, Hamad’s diary. Explain that Hamad and Salman are trying to arrange to meet. Ask an A pupil:

What is Salman doing on Saturday?

Elicit and present *nothing*. Tell the B pupils to write this next to Saturday in their chart. Then ask a B pupil:

What is Hamad doing on Saturday?

Elicit *playing football*. Tell the A pupils to write this next to Saturday on their chart.

B Pupils find the rest of the information by asking their partner and writing it in their books. Encourage the pupils to do the activity seriously as it is a good opportunity to practise their English.

C When the activity is finished, tell the pupils to find on what day the two boys can meet. The answer is *Thursday*.

3 Complete own diary WB2.9B

A Elicit the question and the instructions. Then ask individual pupils what they are doing on the different days. If they have difficulty thinking of arrangements, encourage them to use their imagination. If necessary, write a selection of activities on the board to choose from. Remind them that they can write *nothing* if they wish, but no more than twice.



B Tell the pupils to fill in their diaries for the week. They can add times if they wish. While they work, prepare your own diary for stage 4.

4 Make conversations WB2.9C

A Elicit the instructions. Then demonstrate the activity with one or two pupils. Use your own diary. Tell the pupil to be the first speaker.

The rest of the class should listen and follow the arrows in WB2.9C.

Example conversations:

P1: Would you like to visit me next Thursday?

T: Yes. OK.

P1: Great! Come and visit me then.

P2: Would you like to visit me next Friday?

T: Sorry, I'm going shopping on Friday.

P2: What are you doing on Saturday?

T: Nothing.

P2: Great! Come and visit me then.

B Tell the pupils to carry out similar conversations in simultaneous pairs to invite their partners. When they finish ask *When can you meet?*

C Invite the pupils to make the same kind of conversation in open pairs.

The pupil who is inviting should attempt the conversation with his Book closed.

Learning objectives	Express obligation orally and in writing. Develop vocabulary.
Language focus	<i>have got to</i> + infinitive to express obligation <i>because</i> to express reason
Vocabulary	parents, soon, because, dishes, mend, water (<i>v</i>), plant (<i>n</i>), poster, *Oh well, myself

1 Introduction to the topic PB11

A Elicit the page title. Then read the introduction to the class. Present *parents* and *soon*. Ask the pupils to guess the meaning of *has got to*. Write on the board:

Tom	has got to	do lots of work.
	has to	

Explain that they both have the same meaning. *Has got to* is more common in speech.

B Tell the pupils to look at the picture. Ask *Is it tidy?*

Elicit *No, it's very untidy*. Then ask:

How many things has Tom got to do?

Give the pupils time to study the picture. Then elicit answers and write them on the board. Tell them they will find out who is right later in the lesson.

C Ask why Tom has got to do lots of work - there are two possible reasons which together make the complete answer. Elicit:

His room is untidy

His parents are coming home soon.

Present *because* and write on the board:

Tom has got to do lots of work because his room is untidy and his parents are coming home soon.

2 Read a conversation PB11

A Elicit the name of the other boy - *Bill*. Choose two pupils to play the part of Tom and Bill. Ask them to read the conversation aloud.

B Ask why Tom can't play football with Bill. Elicit:

Because he's got to wash the dishes.

Then ask:

Has he got to wash many dishes?

(Prompt with the picture)

Has he got to do other things?

(Prompt with the sentences on the board.)

3 Guess the meaning of words

A Tell the pupils to study the six phrases under the conversation. Get them to try and guess the meaning using the pictures. Help them with the first one as follows:

How many chairs are there?

Are they both OK?

What has Tom got to do with one chair?

What's the meaning of 'mend'?

Let the pupils think about the other phrases on their own.

B Elicit what the pupils think each phrase means. Then clarify the meaning and practise pronunciation.

4 Perform a conversation WB2.10A CS6

A Elicit who the two people are in WB2.10A - a boy and his mother. Tell the pupils to listen to two conversations and follow in their Workbooks. Play CS6, Band 1. Elicit the mother's question and the boy's answer. Do the same with Band 2.

B Practise the two conversations line by line using the cassette for repetition.

C Invite pupils to perform different conversations in open pairs. Then ask them to work together with their partner in simultaneous pairs.

5 Write two conversations WB2.10B

Tell the pupils to choose two conversations and write them in their Workbooks.

6 Read and complete Sentences WB2.10C

A Write *put up* on the board. Explain that verbs like these are a very important part of the English language. This is because new verbs can be made using different combinations. Elicit other combinations with *put*. For example, *put down* and *put away*. Remind them of *fill in* and *find out* used on Workbook pages 18 and 19.

B Introduce WB2.10C. Elicit the first answer. Tell the pupils to do the rest on their own in writing. They can use the phrases on PB11 to help them.

Answers:

- 1 Put your books *away*, please.
- 2 Put your hands *up / down*, please.
- 3 Put your pens *down / away*, please.
- 4 Take *out* your Workbook, please.
- 5 Please take that *picture down* and put this one *up*.

Cassette Section 6

Presenter : **Band 1**

Mother: Can you take those posters down please?

Boy: I'm sorry, but I've got to do my homework.

Mother: Oh, well, I'll do it myself.

Presenter: **Band 2**

Mother: Can you water the plants, please?

Boy: I'm sorry, but I have to write a letter.

Mother: Oh, well, I'll do it myself.

2.11 PB12 WB27/28 CS7

Learning objectives	Express future plans orally and in writing. Develop vocabulary. Extract specific information from a recorded conversation.
Language focus	<i>going to</i> + inf for future plans
Vocabulary	plan (v), land (n), flower, gardening, tool, spade, fork (garden ~), hoe, hose, watering can, text, top

1 Introduction to the topic PB12

A Books closed. Ask what you can grow in a garden. Elicit *trees, vegetables* and *grass*. Present *flowers*. Explain that both vegetables and flowers are called *plants*. Ask what you need for them to grow and elicit *sun* and *water*. Present *piece of land*.

B Present the title on PB12. Explain that you must plan a garden if you want the plants to grow well. Focus on the picture. Ask:

Is it a garden?

Elicit that it is just a piece of land, not a garden.

C Write the new words on the board. Check recognition, understanding and pronunciation. Then ask the pupils what they would grow in their own garden and why.

2 Read for detail PB12 WB2.11A

A Introduce WB2.11A. Present *text* and *top*. Tell the pupils to read the first part of the text silently and answer the questions in full.

B Elicit answers and write them on the board.

Answers:

- 1 They are going to grow vegetables and flowers.
- 2 No, they don't.
- 3 They are going to find out in a book.

3 Develop vocabulary PB12

A Ask the pupils where the text with the pictures comes from. Elicit the answer that it is the book the girls are looking at. Focus on the tools. Say each word and get the pupils to point to the appropriate picture. Then practise the words with choral repetition.

B Discuss what each tool is used for in Arabic.

4 Listen for specific information WB2.11B CS7

A Introduce the task. Explain that the pupils will hear a long conversation between the four girls making plans for their garden. They should listen and find out which tools the girls decide to bring. Play CS7 without pausing. Let the pupils hear the conversation twice.

B Elicit sentence answers orally.

Answers:

Nadia is going to bring a spade.



Yasmin - a watering can; Mariam - a hoe; Aisha - a fork

Then ask:

Where are they going to get the tools?

Elicit that they are going to ask their parents for the tools.

5 Language work - making plans PB12

A Elicit what each girl is going to bring. Then ask: *Why do they need these things?*

Elicit and write on the board:

They are going to make a garden.

Underline **are going to**. Ask if the girls are making a garden now. Elicit that they are planning to make a garden. Explain that **going to** is another way of talking about the future.

B Write on the board:

The girls are talking about the garden.

They are going to grow vegetables.

They are going shopping on Friday.

Elicit which sentences are talking about the future (sentences 2 and 3).

Then elicit the difference in the form of sentences 2 and 3. Finally elicit why different tenses have been used.

Sentence 2 is about plans.

Sentence 3 is about arrangements.

6 Write sentences WB2.11C

Tell the pupils to complete WB2.11C in writing using their answers in Exercise B.

Cassette Section 7

Presenter: Aisha and her friends are going to start work on their garden.

How are they going to get the tools they need? Listen.

Mariam: Oh, dear. We need all these tools and we can't buy them. How are we going to get them, Aisha?

Aisha: Don't worry, Mariam. We don't need to buy them. We can get them from our parents. OK?

All: (sounds of agreement)

Aisha: Right. We need a spade or a fork, a hoe, a watering can and a hose.

Nadia: My father has two spades. I'll ask him for one.

Aisha: Thanks, Nadia. So, you're going to bring the spade. What about you, Mariam?

Mariam: Oh, er, I think I can get a hoe.

Aisha: Good. Mariam's going to bring the hoe. That leaves the hose, the watering can and the fork. Yasmin, what are you going to bring?

Yasmin: I think we have two watering cans.

Aisha: You're going to bring a watering can then, Yasmin?

Yasmin: Yes, all right. Are you going to bring anything, Aisha?

Aisha: Well, there's a long hose in my parents' garden, so we can use that.

Yasmin: What about a fork, Aisha?

Aisha: We don't really need a fork because Nadia is going to bring a spade.

But digging is hard work, so I'm going to ask my father for one. Then two of us can dig at the same time.

All: That's a good idea. [etcetera]

Aisha: So, let's see. Nobody is going to bring a hose because there's one in our garden. Nadia is going to bring [FADE] a spade, Mariam's ...

Learning objectives

Develop vocabulary.

Language focus

-

Vocabularydig, soil, artificial, fertilizer, natural, *manure, plant (v), seed,
*plenty of, appear, weed (n), kill, *get rid of, mean (v), the following**1 Language work**

A Remind the pupils of the conversation between the four girls. Elicit who is going to bring which tool. Write on the board:

Nadia: I'll bring a spade.

Aisha: Nadia's going to bring a spade.

Ask the pupils to think about the two different ways of talking about the future.

Point out that the first is an offer. Once it has been agreed, it becomes part of a plan.

For a plan we use *going to*.

B Get the pupils to make offers in the same way. Elicit suggestions from five pupils. For example:

P1: I'll bring a fork.

P2: I'll bring a watering can. etc

Then get another pupil to say what has been planned. For example:

Ali's going to bring a fork.

Hassan is going to bring a watering can. etc

2 Read and match words to definitions PB12 WB2.12A

A Tell the pupils there are several new words in the next part of the text. Introduce Exercise A and explain that it will help them understand the words. Elicit the definitions orally. Explain *natural*. Then tell the pupils to read the text silently and try to find the words. Tell the pupils to compare their answers in pairs.

B Elicit and discuss the answers. Write them on the board.

Answers:

- | | | | |
|---|------------|---|--------|
| 1 | tools | 2 | soil |
| 3 | fertilizer | 4 | manure |
| 5 | artificial | 6 | seeds |
| 7 | weeds | | |



3 Read for detail PB12 WB2.12B

A Introduce Exercise B. Elicit the questions orally. Then tell the pupils to read the text again and write answers. If you find that they are not doing the task very well, stop them and elicit the answers orally.

Then tell them to read and write their answers individually.

B Elicit the written answers.

Answers:

- 1 You can use a fork or a spade.
- 2 They make plants grow well.
- 3 Because it will wash the seeds away.
- 4 You do not want weeds to grow.
- 5 You use a hoe.

4 Talk about how to make a garden

Books shut. Tell the pupils you want them to try and remember the five steps for making a garden. Give them time to think. Then ask them to tell their partner using their own words. Finally, elicit and discuss the steps as a class.

5 Transfer

Ask pupils what they think of gardening. Find out what they would grow if they had a garden of their own and why.

Learning objectives	Read and understand two texts. Write a paragraph about self. Develop vocabulary.
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Language focus	-
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Vocabulary	subject (school -), history, interested in, past (n), *hare, gazelle, ibex, left (= <i>remaining</i>), physics, chemistry, patient (n), visitor, zoologist, paragraph
-------------------	--

1 Talk about school school subjects

A Write the following heading on the board:

school subjects

Present the meaning. Then write underneath *English and Arabic*. Ask which the pupils like best. Elicit other subjects they know. Add to the list any they supply and clarify for the rest of the class. Make sure you present *history, physics, chemistry, mathematics, geography and biology*. Also add *zoology*. Explain that this is not a separate subject at school but part of biology.

Note: Only the subjects in the Step summary are part of the active vocabulary.

B Ask the pupils to say which subjects they like and which ones they are good at. This will not always be the same. Present *interested in*.

2 Read for gist PB13

A Elicit the title. Then tell the pupils to look at the beginning of the two texts and find who 'they' refers to - Hassan and Laila. Ask the pupils to look at the pictures and tell you what they think Hassan and Laila are interested in and guess what they are going to be when they leave school. Present *hare, gazelle* and *ibex*.

B Tell the pupils to read the two texts and see if they were right about Hassan and Laila. Explain that they should read just enough to find out the information they need by concentrating on what they can understand. Tell them to choose the most suitable of the three choices at the bottom of the page.

Answers:

Hassan - a zoologist

Laila - a doctor

3 Read for detail PB13 WB2.13A/B

A Write these words on- the board: *history, past, left, patient*.

Encourage the pupils to guess the meaning themselves.

B Tell the pupils to read the two texts again and answer the questions in WB2.13A/B using short answers.



C Elicit the answers orally. Then get the pupils to use their answers as prompts to talk about the two young people. For example:

Hassan's favourite school subject is history because he is interested in Yemen's past. His favourite pastimes are walking in the mountains and photography. etc

Answers:

Hassan

- 1 History.
- 2 Because he's interested in Yemen's past.
- 3 Walking and taking photographs.
- 4 Foxes and hares.
- 5 No.
- 6 Bring back the ibex to Yemen.

Laila

- 1 Physics and chemistry.
- 2 Helping people.
- 3 Visiting people in hospital.
- 4 University.

4 Write about self WB2.13C

Discuss the questions in WB2.13C as a class. Then tell the pupils to write short answers in their Workbooks.

5 Write a paragraph WB2.13D

A Elicit answers from one pupil and write them on the board. Get the class to help you write a model paragraph. Encourage them to add some extra information to make it more interesting.

B Tell the pupils to write their own paragraph. Collect books for marking at the end of the lesson.

Learning objectives	Read and understand the first episode of a serial story.
Language focus	-
Vocabulary	shake/shook, plastic, Africa, rock, bit (bite, wonderful, hand (v), better

Note: The aim of the serial story is to encourage reading for pleasure. This is done through activities which are designed for rapid reading, first for gist and then for specific details. The text is understood more fully through further activities including listening, vocabulary work and summary. It is important to follow the sequence of activities so that the pupils gain confidence in their ability to read longer texts on their own.

1 Introduction to the serial story PB14

A Ask the pupils if they ever read stories in Arabic or English.

Briefly discuss the subject of reading for pleasure. Talk about why people do this and how. Point out these important things about reading:

It can be a very enjoyable pastime.

It is very useful.

We need to read quickly if we want to read a lot.

We don't have to know every word in a story to understand it.

B Read out the title on PB14. Explain that this story is in three parts. They are going to read the first part today. The story is about Hassan and his younger brother Khalid - and a snake. Elicit what they already know about Hassan.

2 Preparation for reading PB14 WB2.14A

A Discuss the two pictures on PB14. Ask if snakes are dangerous and if you can find them in the mountains. Then ask what they think will happen in the story.

B Tell the pupils you want them to read the story quickly to find out what happens. Point out that they don't need to understand the details at this stage. Introduce WB2.14A and explain that this activity will help them read more quickly. Ask some questions about each picture so that the pupils can begin predicting the story.

For example, picture 1:

What is Khalid carrying?

What do you think is in it?

What is Hassan carrying?

What is he going to use it for?

Use this opportunity to present or revise some of the new vocabulary.

Picture 1: plastic bag; camera

Picture 2: falcon; hare

Picture 3: shake

Picture 4: rock; bite; sandwich

Note: Don't talk about the order of the pictures at this stage.

The pupils read and order them in stage 3.



3 Read for gist PB14 WB2.14

A Ask how many paragraphs there are. Elicit that there are four paragraphs, the same number as there are pictures in WB2.14A. Point out that most paragraphs contain one main event. When doing the exercise they should try and match the paragraphs to the pictures by just reading the beginning of each one. If they can't order all the pictures in this way, they may need to look at the end of a paragraph or even in the middle.

B Tell the pupils to read quickly and order the pictures.

C When they have finished elicit what they know about the story so far using the pictures in the Workbook to guide them.

Answers:

2 4
1 3

4 Read for specific information PB14 WB2.14B

A Tell the pupils you now want them to find some specific details in the text. Explain that because they already understand something about the story, they should know where to look for the answers. Tell the pupils to look at the first statement. Ask where they will find the information - at the beginning of paragraph 1. Ask a pupil to read the first sentence of the story aloud. Then elicit whether the statement is true or false. (It is false.)

B Tell the pupils to complete the rest of the activity on their own by reading each statement and checking the information in the text.

C Elicit the answers orally.

Answers:

1, 3, 4, 8 and 9 are false

2, 6 and 7 are true

5 Listen to the story - consolidation PB14 CS8

A Tell the pupils to listen to the story on cassette and follow in their books. Play CS8.

B Ask some questions to check understanding. Use the opportunity to clarify some of the new vocabulary. For example:

Did Khalid want to get up early?

How did Hassan wake him?

Why did he get up?

What does the black stork look like?

Where does it live when it's not in Yemen? etc

Ask what Khalid meant at the end when he said:

Hare for lunch - that's better than a cheese sandwich.

6 Transfer Find out which pupils have been walking in the mountain. Ask if they agree with Hassan when he says the mountains are wonderful. Ask what they have seen during their walks.

Cassette Section 8 is the story on PB14.

2.15 PB14 WB3

Learning objectives Read for detailed understanding.
Develop vocabulary.
Complete a summary of the serial story.

Language focus Punctuation - speech marks

Vocabulary reply/replied, *So what?, smile, whisper, quietly, stone, summary, speech marks

1 Reading skills PB14

A Elicit what the pupils remember of the serial story.

B Tell the pupils to look at the end of paragraph 2 and find the words *asked and replied*. Get them to guess the meaning of *replied*. Then write *whispered* on the board. Ask the pupils to find the word in paragraph four. Point out that you must be quiet when watching animals. Get them to guess the meaning of *whisper*. Elicit that when you whisper you speak *quietly*.

C Tell the pupils to look at paragraph three. Ask what Khalid meant when he said:
Hassan, it's half past ten.

Elicit I *want to stop*. Ask if Hassan understood. Point out that he didn't understand and *So what?* is a short way of saying *What do you mean? Present smile* and ask the pupils to think why Hassan smiled. (Perhaps it is because he had just remembered how young his brother was.)

Note: Explain that when we speak, we don't always say exactly what we mean.

We sometimes have to work out the meaning for ourselves. This is the same when reading. As well as trying to guess the meaning of unknown words, we also need to think about what the author is trying to say when he or she uses particular words and phrases.

D Present the word *stone*. Tell the pupils to read the description of the falcon. Elicit what the phrase *fell out of the sky like a stone* means.

2 Read for detail PB14 WB2.15A

Tell the pupils to re-read the story and then answer the questions.

Let them check their answers with their partner. Then go over the answers orally.

Answers:

- 1 quarter past seven
- 2 a black stork
- 3 food and water
- 4 Africa and Yemen
- 5 Khalid was tired and hungry
- 6 a falcon
- 7 a hare
- 8 No



3 Vocabulary consolidation WB2.15B

A Introduce WB2.15B. Tell the pupils you have already discussed the words so they should be able to find them easily. Write on the board where they should look:

- Para 1: 1-3
Para 2: 4
Para 3: 5-8
Para 4: 9

Do the first one as a class. Then let them continue on their own.

B Elicit and write the answers on the board. Then recycle the words in random order by using both definitions from the Workbook and words from the Pupil's Book. For example:

- T: A very big stone.
P: A rock.
T: Smiling.
P: Looking happy. etc

Answers:

- | | |
|-----------------|-----------------|
| 1 return | 2 look for |
| 3 replied | 4 half the year |
| 5 half past ten | 6 smiling |
| 7 rock | 8 handed |
| 9 whispered | |

4 Read and complete a summary PB14 WB2.15C

A Elicit the heading and present *summary*. Tell the pupils to read the summary in WB2.15C and think about the missing words.

Elicit the first two words. Then tell the pupils to complete the rest on their own.

B Point out that most of the words are in the text, but not always in the same form. Tell them to find the words and check their spelling.

Answers:

Hassan and his *brother*, Khalid, went to *look for* a black stork in the mountains. Black storks *live* in Africa for six months and they spend the other six months in *Yemen*. The brothers *left* their house early in the morning. At ten thirty, they *stopped* to eat their *sandwiches*. They sat down next to a *rock*. Suddenly they saw a *falcon* in the sky. It was carrying a *hare*. Hassan and Khalid *didn't* see a black stork.

5 Practise punctuation - speech marks PB14 WB2.15D

A Present *speech marks*. Tell the pupils to look at the explanation and example. Highlight the word said. Elicit what other words show that someone is speaking. Elicit *replied, asked and whispered*.

B Tell the pupils to find what Hassan said to his brother and copy it into their Workbook - '*It's quarter past seven.*' Highlight the use of the comma before *said*.

C Pupil's Book closed. Write on the board:

ok ill see you when i get back said hassan im going to look for a black stork Tell the pupils to punctuate the two sentences and write them in their copybooks. Then tell them to find the sentences on PB14 and correct their work.

2.16 PB15 WB33/34

Learning objectives	Revise the language of the Unit.
Language focus	Nouns and adjectives
Vocabulary	form (of a verb), definition, adjective, future time, present continuous tense, arrangement, plan (n), *obligation

Note: Step 16 in Units 2 to 7 of *Crescent 3* contain revision material in the Workbook as well as a Language review in the Pupil's Book. Teachers will know best what their pupils need to revise. However, it is suggested that the printed material should be used at some point.

The Language reviews: You can use open pairs for most of the exercises in the Language reviews. If pupils make mistakes, direct them to the model above the exercise. There are just a few examples in each exercise. The practice can be extended by getting the pupils to use the same pattern with substitutions. Make sure the pupils understand the explanation of each language point so that they can use these pages for reference.

1 Language review 1 PB15

A Before doing Exercise 1, make sure the pupils know how to reply if they haven't made any arrangements. Refer to the example on PB15 in the speech bubble. Highlight the use of *will*. Point out that they can't use the present continuous when no arrangement has been made. Practise asking and answering in open pairs.

B Before the pupils do Exercise 2, elicit how they think they will reply if they don't have any plans. Point out that they cannot use *going to*. Elicit an example sentence such as:

Perhaps I'll be a doctor.

Practise asking and answering in open pairs.

C Do Exercise 3 in the usual way.

2 Vocabulary revision WB2.16A-D

A Introduce WB2.16A and B. Tell the pupils to attempt to do as much as they can of both exercises on their own. Then discuss where they might find the words in their books. Tell the pupils to refer to their books to check their answers. Then elicit and write the words on the board.

Answers:

A	appearance	plant
	description	visitor
	water	weight
B	bit	replied
	shook	answered



B Remind the pupils of the words in WB2-10C by asking questions like these:

Show me fair hair (PB5 / 11)

Who is friendly? (Jim / Laila)

Show me a tidy room. (PB6) etc

Tell the pupils to attempt the exercise without reference to their books. Then tell them to find the words and check the answers.

Answers:

dark	natural
unfriendly	forget
rude	hard-working
thin	unhelpful
untidy	old

C Go through the definitions in WB2.16D and elicit on which page of the Pupil's Book they can find the words. Then Tell the pupils to complete the activity using their books for reference.

1 a patient	2 soil
3 weeds	4 a rock
5 whisper	6 tools
7 an elephant	8 a lion
9 a watering can, a hose	10 dishes

3 Language study -nouns and adjectives WB2.16E

A Go over the explanation as a class.

B Tell the pupils to choose six adjectives from the box and make sentences. Give them time to think. Then elicit sentences as a class.

C Tell the pupils to scan the first episode of *The snake* and find five adjectives and five nouns.

Unit 2 word list

a bit	helpful	quite
adjective	history	remember
Africa	hoe	reply, replied
age	horn	right (= <i>correct</i>)
appear	hose	rock
appearance	How long ... ?	rude
Arabic	hump	second (n)
arrange	I'd love to	seed
arrangement	ibex	shake, shook
artificial	interested in	slim
bad at	kill	smile
because	land (n)	*So what?
better (good, best)	leaf, leaves	soil
bit (bite, -)	left (= <i>remaining</i>)	someone
centimetre	lesson	soon
character	Let me ...	spade
check	light (<i>brown</i>)	speech marks
chemistry	mane	stone
column	*manure	stork
compare	mean (v)	stripe
dark	memory	study (v)
definition	mend	subject (school~)
describe	metre	summary
description	motor-bike	tail
dig	myself	text
dishes	natural	the following
enough	neck	tidy
exam	nothing	tiger
exercise	nut	tool
fair (hair)	*obligation	top
fat (adj)	*Oh, well	*trunk
fertilizer	opposites	*tusk
finish	paragraph	unfriendly
fix	parents	unhelpful
flower	past(adv)	untidy
fork (garden)	past (n)	visitor
form (of a verb)	patient (n)	water (v)
friendly	photography	watering can
future time	physics	weed (n)
gardening	plan (n, v)	weekend
gazelle	plant (n, v)	weigh
*get rid of	plastic	weight
good at	*plenty of	whisper
hand(v)	polite	wonderful
hard (adv)	poster	young
hard-working	present continuous tense	zoologist
*hare	quarter	
height	quietly	



Unit 3 Summary Other countries

Step/ Materials	Topic/Lexical areas	Activities/S kills	Language
1 PB16 WB35	<i>What is the weather like?</i> - pictures and weather forecast	Develop vocabulary. Talk and write about the weather.	<i>will</i> future
2 PB17 WB36 CS9	<i>The months of the year</i> - pictures and a rhyme.	Develop vocabulary. Read a rhyme. Ask and answer questions about the weather in England.	Names and sequence of the 12 months + abbreviations
3 PB18 WB37	<i>The weather in Yemen</i> - short descriptions	Make statements about the weather in Yemen. Answer a questionnaire.	Frequency adverbs
4/5 PB19 WB38-40 CS10/11	<i>Dates - a calender</i> and a rhyme Language focus	Develop vocabulary. Learn a rhyme and work out number of days in the months. Listen for detail. Practise saying dates. Language study and practice.	Different ways of saying and writing dates
6/7 PB20/21 WB41	<i>Four countries</i> - pictures and text	Develop vocabulary. study text organization Read of detail.	Present simple tense
8/9 PB22 WB42-44	<i>Comparing countries</i> Language focus Geographical information - Yemen, England and Indonesia	Ask and answer questions. Complete a table and work out a spelling rule. Write sentences comparing Yemen and England. Complete a text about Indonesia. Answer a questionnaire.	Comparative and superlative forms of adjectives
10 WB44-45	Workbook questions	Write about own country.	

11 PB23	<i>The world</i>	Ask and Answer a question Carry out a class survey.
12/13 WB45-48 CS12	Workbook exercises focusing on new	Answer questions. Write about pictures. Language study and practice. Complete verb table.
14/15 PB24 WB49/51 CS13	The snake - a serial story	Read for gist, specific information; work out meaning; complete a summary.
16 PB25 WB52/53 CS14	Language review 2 and revision exercises Conversation strands	Revise language of the Unit. Make conversations.

3.1

PB16

WB35

Learning objectives Develop vocabulary. Talk and write about the weather.

Language focus will future

Vocabulary cool, cold, wet, cloudy, windy, warm, sunny, mainly, dry,
*forecast, degrees Celsius, temperature, *Kuala Lumpur,
*Paris, *Cairo, city / cities

1 Vocabulary presentation PB16

A Elicit the page title. Use the pictures to present the new adjectives.

Write the words on the board and practise recognition. Ask questions about the weather today. For example:

Is it hot today?

Is it cloudy?

Present *temperature* and *degrees Celsius*. Discuss the temperatures shown in the pictures. Remind the pupils that they can use *quite* and *very* with the adjectives. For example, ask questions like these:

Is forty degrees hot or cold?

What about ten degrees?

And zero degrees?

Do you think it's forty degrees today?

Note: *Celsius* is pronounced *Selsius*.

B Read the title and explain *forecast*. Make sure the pupils understand that it refers to the future. Present *city / cities* and ask the pupils to find the names of four cities in the text. Then elicit where these cities are. Discuss the meaning of the weather symbols next to 'London'. Ask different pupils to read sentences from the forecast aloud. Elicit the *verbs* and the *tense*.

2 Language practice PB16

Tell the pupils to look at the notes about Kuala Lumpur, Paris and Cairo. Then elicit tomorrow's weather in Kuala Lumpur from one pupil. Ask the rest of the class if they agree. If not, elicit alternative versions. Do the same for Paris and Cairo.

Note: 28 degrees C may be described as warm, hot or very hot depending on where one lives. It would be considered very hot in England.

3 Answer questions in writing PB16 WB3.1A

A Tell the pupils to read the instruction in WB3.1A. Elicit the first answer as a full sentence. Tell the pupils to do the exercise.

B Elicit the answers orally.

Answers:

- 1 No, it will be wet/it will rain in the morning.
- 2 No, it will be warm and sunny in the afternoon.
- 3 No, it will be cool in the evening.
- 4 It will be 8 degrees Celsius.

4 Write sentences PB16 WB3.1B

A Introduce WB3.1B and ask the pupils what they can write about the weather in Kuala Lumpur tomorrow. Tell them to write at least two things about the weather in each city.

B Elicit the answers orally. Accept different answers.

Sample answers:

- 1 In Kuala Lumpur it will be cloudy but hot.
- 2 In Paris it will be cool with some rain.
- 3 In Cairo it will be dry, warm and sunny.

5 Write about local weather WB3.1C

Introduce WB3.1C. Elicit predictions about the weather in the morning, the afternoon and the evening. Then tell them to write a paragraph to include two times of the day.

3.2 PB17 WB36 CS9

Learning objectives Learn the months through a rhyme.
Understand a chart showing the weather in different months.
Ask and answer questions about the weather.

Language focus Present simple tense
Names of months and their abbreviations

1 Vocabulary January, February, March, April, May, June, July, August,
September, October,

November, December, *I'm told, month, fun, still (= *continuing*), snow (n, v),
end, umbrella

1 Vocabulary revision

Revise the weather vocabulary presented in Step 3.1. Ask the pupils for opposites of *hot, sunny, wet* and *warm*,

2 Listen and repeat PB17 CS9

A Read the page title and present *month*. Ask the class which English names of the months they know and how many months there are in a year. If they don't know, tell them to find them in the rhyme. Point out that the months, like the names of the days of the week, begin with a capital letter.

B Explain that the months are in their proper sequence in the rhyme. Tell the pupils to follow the rhyme as they hear it. Play CS9. Then play the cassette with pauses for the pupils to repeat each line.

C Elicit the question next to the rhyme. Tell the pupils to read the rhyme and think about which part of Yemen it describes. Encourage discussion from the class.

3 Vocabulary practice PB17

A Elicit the names and spelling of the twelve months from the class and write them on the board. Number the months 1 to 12. Then practise as follows:

T: Month 3?

C: March.

T: The fifth month?

C: May. etc

B Tell the pupils that the months are very often written in short forms. Write *Jan.* beside January, then elicit the abbreviated forms of the other months. Point out that *May* is not abbreviated, and four letters rather than three are used in *Sept.*

C Rub the full names of the months off the board. Then point to the abbreviated forms and get the class to say the full names.

Note: Practise the months regularly in class to help the pupils memorize them.

4 Answer questions in writing PB17 WB3.2A

A Introduce the chart on PB17 and explain that it shows the weather in England in each of the twelve months. Talk about the key to the chart. Elicit what each of the five symbols are and what they mean. Present *snow* and explain the snowman; people in cold countries enjoy making these in winter; they also make snow balls, which they throw at each other for fun.

B Read out the first question beside the chart. Tell the pupils to look at the chart to answer it. Elicit the following:

It rains in April, May, July, November and December.

Tell the pupils to answer the five questions in writing. Check answers orally.

Answers:

- 2 It snows in January and February.
- 3 It is sunny in May, June, July and August.
- 4 It is cloudy in October.
- 5 It is windy in March and September.

5 Ask and answer questions PB17

Workbooks closed. Use open pairs to practise asking and answering the five questions on PB17. Then continue the practice in simultaneous pairs.

6 Transfer - answer questions WB3.2B

A Elicit the heading of WB3.2B. Discuss the answers to each question. Allow the pupils to disagree with each other's opinion.

B Tell the pupils to write answers in their Workbooks. Circulate and check accuracy of structure, spelling and punctuation.

Cassette Section 9 is the rhyme on PB17.

3.3 PB17 / 18 WB37

Learning objectives Express frequency in relation to local weather and personal habits.
Write about own habits.

Language focus Frequency adverbs

Vocabulary always, usually, often, never, coast, more, letter (of the alphabet),
ever, circle, letter (to a friend), film, programme

1 Revise the months PB17

Use the rhyme on PB17 to revise the names of the months.

2 Language presentation PB18

A Elicit the page title. Explain that the diagrams show the meanings of the words under them and that the words answer the question *How often?*

Tell the pupils to study the words. Then ask *Which one do you know?*

Elicit *sometimes*. Ask them to study the diagrams and try to work out the meanings of the other words. Encourage answers before presenting the words yourself.

B Focus on the first sentence under the diagrams. Read it aloud and ask if it is true or not. Tell the pupils to read the other sentences silently and think about each one. Discuss the answers as a class. Use the picture to present the word *coast*.

C Highlight the position of the adverbs - they come *after* the verb *be* and *before* other verbs.

3 Make true statements about weather PB18

Ask the pupils to use the tables to make sentences about the weather in Yemen. Elicit sentences from individual pupils and ask the others to say whether or not they are true.

4 Read and complete a questionnaire WB3.3A

A Elicit the instructions in WB3.3A. Explain that this is a questionnaire, like those that are often found in magazines. Explain how it works. Then elicit the six questions orally, presenting the new vocabulary as it arises. Demonstrate the task by writing the first question and the letters A to E on the board and asking different pupils *Do you go camping at the weekend?* Tell them to answer truthfully using one of the five answers at the top of the exercise. Circle the appropriate letter for each answer.

B Tell the pupils to complete the questionnaire with their partner. Circulate and ask questions while they are doing the task.

5 Use answers to write about self WB3.3B

A Introduce WB3.3B. Explain that they should use their answers in WB3.3A to write about how often they do the things in the questionnaire. Elicit some answers to question one to demonstrate. For example:

T: Do you go camping at the weekend, Ali?

Ali: Yes, sometimes.

T: What will you write?

Ali: I sometimes go camping at the weekend.

B Elicit and write one answer on the board. Remind the pupils of the position of the adverb. Tell the pupils to write six sentences about themselves.

6 Play a guessing game

A Demonstrate the game. Tell the class you are going to make guesses about their habits. For every true guess you make, you will score a point.

You are trying to score 6 points altogether. Choose one pupil and make statements as follows:

T: Huda, you always go camping at the weekend. True or false?

P: False. I sometimes go camping at the weekend.

T: You never go horse-riding at the weekend

P: True. I never go horse-riding at the weekend. One point.

Make 6 guesses and add up your score at the end.

B Tell the pupils to play the game in pairs.

3.4 PB19 WB38 CS10

Learning objectives	Understand and memorize a rhyme.
Language focus	Ordinal numbers
Vocabulary	date (calendar -), rest (= <i>others</i>), except, *clear, *leap year, calendar, eighth (+ all ordinals), *rhyme, national

1 Learn a rhyme PB19 CS10

A Present the page title. Explain that this page is about calendar dates, not the fruit that grows on trees. Tell the pupils that English people use the rhyme to remember how many days there are in each month. Some have thirty, some thirty-one, and one month is different. Tell them to follow the rhyme as they hear it. Play CS10.

B Ask some questions to check understanding and present vocabulary:

Which months have thirty days?

Look at lines 3 and 4. (Explain *All the rest and except.*)

Which months have thirty-one days?

What about February?

After eliciting the answer that February sometimes has twenty-eight days and sometimes twenty-nine, explain as follows:

Every fourth year, February has twenty-nine days. These are called *Leap years* - they are years where the last two numbers can be divided by four, for example, 1996, 2000, 2004.

C Tell the pupils to listen to the rhyme again. Play CS10. Then use the cassette for choral repetition.

D Tell the pupils to study the rhyme silently for a few minutes and try to learn it. Then ask a few pupils to say the rhyme - they can look at their books to remind themselves of lines. Tell the class to learn the rhyme at home.

2 Revise/expand ordinals PB58

A Present *calendar* and say *Sunday is the first day of the month on this calendar.* Ask the pupils to look at the calendar and say the *ordinal* in sequence - *second*, third, *fourth*, etcetera to *thirty-first*.

Note: ordinals above *seventh* are new for the pupils. They will need help and encouragement with pronunciation.

B Tell the pupils to look at the bottom of PB19 and find the date of France's national day. Then elicit the date of national day in Yemen.

C Expand the ordinals orally to a *hundredth*.

3 Match short and full forms WB3.4A

A Introduce WB3.4A. Tell the pupils to draw lines and complete the task.

B To check the exercise, write the short forms on the board in two columns.
Elicit the pronunciation of each and the spelling of the word like this:

T: (Point to 8th.) What's this?

P: eighth.

T: How do you spell eighth?

C Tell the pupils to study the spellings written under the matching exercise. Ask why they have been chosen. Encourage the pupils to notice that they all have irregular spelling. Elicit what this is in each case. For example in *fifth* the *v* changes to *f*.

4 Write first to twelfth WB3.4B

Elicit how many months there are in a year' Then ask which is the first month. Elicit *January*. Tell the pupils to write *first* to *twelfth* beside the months in WB3.4B.

5 Write the number of days in each month PB19 WB3.4B

A Tell the pupils to write the number of days in each month. Encourage them to try and remember the information using the rhyme. When they have finished, let them check their answers on PB19.

Note: They should write their answers using figures.

B Check answers as follows:

T: What's the first month?

P: January.

T: How many days has it got?

P: Thirty-one days.

Ask the class to confirm or correct the answers.

C Write this question on the board:

How many days has March got?

Get the pupils to ask and answer questions about different months in open pairs.

Cassette Section 10 is the rhyme on PB19.

Learning objectives	Identify dates in a recorded text. Understand and express dates. Ask and answer questions about sports and games.
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Language focus	Written and spoken forms of dates
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Vocabulary	date of birth
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1 Revise the rhyme PB19 CS10.

Tell the pupils to listen to the rhyme *Thirty days has September*. Play CS10.

Then invite them to say it. Encourage them to do this without looking at their books.

2 Listen for detail WB3.5A CS11

A Write *birthday* on the board and elicit the word and its meaning. Introduce WB3.5A. Tell the pupils that they are going to hear six statements about people's birthdays.

Elicit the six names on the page only. Then tell them to listen and tick the correct dates. Play CS11.

B Elicit full sentence answers. Get the class to confirm or correct.

C Use the cassette for pronunciation practice.

3 Write sentences WB3.5B

A Practise the first question in WB3.5B. Then tell the pupils to ask their partner and find his or her birthday. Elicit answers to both questions from individual pupils.

B Tell the pupils to write full answers to both questions.

4 Language study WB3.5C

A Go through the four ways in which a date can be *written*; then explain that we always say the date in the way shown on the page. Elicit the eight dates under the heading *Say these dates*.

B Go through the two ways in which the day, month and year can be written and the way it is spoken. Then elicit the three dates under the heading.

5 Answer questions in writing WB3.5D

Elicit answers to the questions from different pupils. Then tell them to write each answer using a different way for each one.

Cassette Section 11

- Presenter:** Jack's birthday is the 18th of March.
Hamad's birthday is the 21st of November.
Fatma's birthday is the 22nd of July.
Kevin's birthday is the 6th of February.
Susan's birthday is the 19th of May.
Yuki's birthday is the 3rd of August.

Learning objectives	Develop vocabulary. Prepare to read factual texts about four countries.
Language focus	Present simple tense
Vocabulary	country / ies, India, huge, population, agriculture, agricultural, industry, industrial, important, cotton, *wild, *temple, Oman, fisherman, oil, traditional, interesting, *fort, sailing, Japan, large, produce (v), modern, store (n), France, famous (for), museum, size

Note: Two Steps are allocated for reading these texts. Because of the number of new and fairly difficult vocabulary items, it is suggested that you use the first Step to present the vocabulary and introduce the pupils to the texts. Making them aware of how texts are organized will help them to read with understanding. They can then do the reading tasks in the second Step.

1 Vocabulary presentation

A Discuss in Arabic the kind of information the pupils learn about other countries in their geography lessons. Find out if they know about things such as *size*, population, agriculture, industry and tourism.

B Extend the discussion and use it to present some of the new vocabulary. For example, present *size*. Then get the pupils to use the words they know to describe different countries: *big, small, quite big* and not *very big*. Then present *large* and *huge*. Use the headings *agriculture, industry* and *tourism* to recycle and present other related vocabulary.

2 Preparation for reading PB20 / 21

A Elicit the page title and the names of the four countries. Find out if any of the pupils have ever visited any of them. If so, let them tell the class about the visit and what they saw and did there.

B Ask the pupils to talk about what they can see in the pictures. Use them to present or recycle *wild animals, agriculture, fishermen, fort, industry, traditional gardens* and any others which the pictures prompt them to use.

C Present *important* and *interesting*. Ask the pupils to find the word *important* in the first text and ask *What is important in India?* Then ask them to find the word *interesting* in the second text and ask *What is interesting?* Ask *What is important in Yemen?* and elicit things such as oil, gas and agriculture. Then ask what is interesting to visitors and elicit such things as the mountains, the coast and traditional buildings.

3 Text organization PB20/21

A Ask the pupils to read the first sentence in each text. Ask:
What do they tell you?

Elicit that they give information about size and population. Do the same for the second sentence of each text. Elicit that they are about agriculture and industry.

B Point out that each text has two paragraphs. Books closed, ask the pupils what they think the second paragraph will be about. Elicit answers. Then let the pupils read and check.

Note: Encourage the pupils to read quickly. They only need to understand enough to do the task.

4 Vocabulary work PB20 / 21

A Give definitions of words from the texts. Ask the pupils to listen, find and underline the words you define. Carry this out in the order they appear to help the pupils with the task. Elicit spellings and write them on the board.

Text 1: Very big.	(huge)
A country that grows lots of things.	(agricultural)
We use it to make shirts.	(cotton)
Animals such as elephants and tigers.	(wild animals)
Text 2: The number of people in a country.	(population)
People who catch fish.	(fishermen)
You don't make or grow oil:	
What do you do?	(produce)
The opposite of modern.	(traditional)
You do this on the sea.	(sailing)
Text 3: Another word for big.	(large)
A country that makes lots of things.	(industrial)
A place you can buy things in.	(a store)
Text 4: Industry is very what?	(important)
A building you can see old and interesting things in.	(a museum)

Tell the pupils to write the words in their vocabulary notebooks. While they do this, write gapped sentences on the board to put the words in context. For example:

Yemen is a big country but the USA is _____

India is an _____ country. They grow many things.

The best _____ comes from Egypt.

There are many _____ animals in the mountains

B Tell the pupils to read the sentences you have written on the board and complete them.

3.7

PB20 / 21 WB41

Learning objectives Extract specific information from factual texts.
Use notes to summarize information about countries.

Language focus Present simple tense

Vocabulary -

1 Vocabulary revision

Use the suggestions in Step 3.6 Stage 4 to revise vocabulary.

2 Scan for details PB20/21 WB3.7A

A Introduce WB3.7A. Tell the pupils to study the headings and think about where they will find the information in the four texts. Elicit that it is all contained in the first paragraph. The second paragraph is about places to visit.

B Tell the pupils to look at the first sentence of each text and find information about the size of each country. Elicit answers as follows:

T: India?

P: Very big.

T: Oman?

P: Quite small.

Tell the pupils to write the answers in their Workbooks. Then tell them to continue on their own and complete the table.

C Elicit answers and write them on the board in a chart as in the Workbook so that the pupils can correct their own work.

Answers:

India	very big	huge	rice, tea, cotton	cars, buses, clothes
Oman	quite small	small	fruit vegetables	oil
Japan	not very big	large	rice vegetables	cars,radios televisions
France	big	quite small	fruit vegetables	cars planes

3 Text organization PB20 / 21 WB3.7B

Pupil's Books closed. Introduce WB3.7B. Elicit sentences from the chart. Then remind the pupils how to combine information to make compound sentences. For example:

India is very big *and* it has a huge population.

They grow rice, tea and cotton, *and* they make cars and buses.



Other suggestions:

Oman is quite small and it has got a small population. They grow fruit and vegetables and they produce oil.

Japan is not very big, but it has got a large population. They grow rice and vegetables and make / produce cars, radios and televisions.

France is a big country, but it has got quite a small population. They grow fruit and vegetables and they make cars and planes.

4 Read and answer PB20 / 21

Ask questions about the second part of each text. Encourage the pupils to use the texts as reference material by asking questions as follows:

Can you go sailing in Oman?

What can you visit in India?

What are the stores in Japan like?

The pupils should follow these stages:

- 1 Locate the text.
- 2 Look at paragraph 2.
- 3 Scan for the key word.
- 4 Answer the question.

5 Transfer

A Ask the pupils if they know anything else about these four countries. They may know more about what is produced and made and what people can see and do in them.

B Ask the class if they would like to visit any of these countries and why.

Learning objectives	Develop vocabulary. Compare countries in terms of population, area and temperature.
Language focus	Comparatives and superlatives of adjectives
Vocabulary	million, area, square kilometres, bigger/est (+ reg adjs), than, comparison, regular, irregular, change, worst (bad, worse, -)

1 Vocabulary presentation PB22

A Read and present the page title. Then use the chart headings to present *million, area and square kilometres*. Ask what the abbreviations in the chart stand for.

B Give information from the chart in the form of true/false statements. Elicit corrected versions of false statements.

The population of Oman is one and a half million. (T)

The area of India is three million square kilometres. (F)

The temperature in France in July is 20 degrees Celsius. (T)

When the language is familiar to the pupils, elicit similar true sentences from the class.

2 Make comparisons PB22

A Pupils look at the conversation under the chart. Read the first question aloud and elicit the answer from the class. Elicit the meaning of *bigger*. Go through the other two questions and answers in the same way, eliciting the meaning of *larger* and the *biggest*.

B Tell the pupils to look at the chart and answer the following:

Which country is hotter in July - France or Japan?

Which country is the hottest?

Which country has a smaller population - France or Japan?

Which country has the smallest population?

Write *big, bigger, the biggest* on the board. Briefly explain that you use the 'er' form when comparing two things and the 'est' form when comparing more than two things.

C Ask the pupils to make true statements using the two language tables and the chart.

3 Complete a table WB3.8

A Introduce the table. Explain the heading and the term 'Regular adjectives'. Elicit the letters that are added to 'cold' to make the other two forms - 'er' and 'est'. Then tell the pupils to complete the first part of the table, the first four adjectives, in the same way. When they finish, elicit the answers and write them on the board.

B Tell the pupils to look at the next line of adjectives in the table. Ask what is added to 'big' to make the other two forms. Elicit '*er*' and '*est*' again, but with the letter '*g*' doubled. Tell the pupils that the next three adjectives in the list follow the same spelling rule. Tell them to write them. Again, elicit the answers and write them on the board.

C Follow the same procedure with the next two sets of adjectives. The first set show that where an adjective ends in *e*, only *r* and '*st*' are added to make the comparative and superlative. The final group show the spelling change from '*y*' to '*i*' when something is added. Tell the pupils to complete the rule when they finish this set.

D Finally, present the two irregular adjectives. Point out that they do not follow a rule and just have to be memorized.

4 Transfer

Write the following on the board:

taller, the tallest	shorter, the shortest
older, the oldest	younger, the youngest

Ask the pupils to make statements using these words and phrases. For example:

My brother Ahmed is taller than me.

My sister Huda is the youngest in our family.

Learning objectives	Write sentences comparing geographical features of Yemen and England. Understand and complete a summary about Indonesia.
Language focus	Comparatives
Vocabulary	product, gas, *volcano, *rain forest, *Indonesia

1 Revision PB22

A Use the chart on PB22 to revise comparatives. Get the pupils to ask and answer questions like those under the chart.

B Books closed. Elicit the spelling of different comparatives and write them on the board.

2 Write comparisons WB3.9A

A Introduce WB3.9A by asking questions as follows:

What's the population of Yemen?

What's the population of England?

Has England got a bigger population than Yemen?

Continue in the same way with the other information.

B Elicit a comparison between the area of Yemen and England. Write it on the board. Then show how it can be written an alternative way:

Yemen is bigger than England.

OR England is smaller than Yemen.

Tell the pupils to choose one way and write it in their Workbooks. Then ask them to write about the population and temperature in the same way.

Answers:

Yemen has got a smaller population than England.

OR England has got a larger population than Yemen.

OR Yemen is hotter than England in July.

England is cooler than Yemen in July.

3 Talk about a country WB3.9B

A Books closed. Ask the pupils to tell you what they know about Indonesia. Elicit information related to the topics in WB3.9B. Use the opportunity to introduce some of the new vocabulary.

B Pupils look at the information about Indonesia in WB3.9B. Get them to use it to make statements about the country. For example:

They grow coffee, tea, sugar and rice.

You can visit volcanoes and rain forests.

4 Complete a description WB3.9B

A Tell the pupils to use the information to complete the gapped text. Encourage them to do as much as they can. Then elicit pieces of information, for example, as follows:

Indonesia is famous for its volcanoes.

The weather is good for agriculture.

B After talking about the text, let the pupils correct their work. Then elicit and write the answers on the board.

Answer:

Indonesia is a *large* country with a very big population. The weather is *warm* and *wet*. This is good for *agriculture* and many people are farmers. They *grow rice, tea, coffee* and *sugar*. They make wood *products* and *produce* oil and *gas*. Indonesia is *famous* for its volcanoes, beautiful *beaches* and huge *rain* forests. *Visitors* can go *walking* in the forests and see all kinds of birds. They can also go *swimming* and sailing, or visit old *temples* and interesting *museums*.

5 Read and complete sentences WB3.9C

A Introduce WB3.9C. Tell the pupils to read some of the sentences silently to find out what they have to do. Then elicit possible names for the first two. Tell the pupils to complete the task using their own opinion. Point out that they can choose themselves for some of the answers but they will have to change is to am and has to have.

B When you elicit answers, find out how many pupils have named the same person in each sentence. For numbers 1, 2, 3, 4 and 5, bring the relevant pupils to the front to find out which is the right choice. You should make the final decision on numbers 6, 7 and 8. The pupils can then tick the sentences they got right and add up the score.

3.10

WB44 / 45

Learning objectives Write two paragraphs about Yemen.

Language focus Present simple tense

Vocabulary summer, winter

1 Preparation

A Tell the class you want them to write about their own country.

Ask them to study the description of Indonesia in .WB3.9B Get them to think about how they could adapt the information to describe Yemen.

B Elicit what they have to write about in each paragraph:

Para 1: Size, population, weather, agriculture and industry

Para 2: What visitors can see and do

Discuss the contents of each paragraph orally. When you discuss paragraph 2, write notes on the board to help the pupils in the next Stage.

2 Write notes WB3.10A

A Explain that WB3.10A shows them what to do first when they write a piece of continuous text - they have to think of ideas and make notes. These questions make the task easy because they don't have to think of their own ideas. Tell them to work in pairs to answer the questions. Remind them that the information for questions 1 to 3 is on Workbook page 43.

B Elicit the answers, getting the class to confirm or correct.

3 Write a draft WB3.10A

Tell the pupils to use their notes in WB3.10A to write a draft in their copybooks. Circulate and check progress. Note any common errors or difficulties.

4 Check and improve draft

If you have noted any common errors, deal with them now before telling the pupils to check their drafts. Tell them to check punctuation, spelling and grammar; see if they should add or change any of the information; think of ways of improving their sentences.

5 Write final copy WB3.10B

Tell the pupils to copy their amended drafts into their Workbooks in their best handwriting.

Collect the books for assessment.

3.11 PB23

Learning objectives	Ask and answer questions about countries visited.
Language focus	Present perfect tense
Vocabulary	world, been, *North/South America, *Asia, *Europe, Qatar, *The United States, *Scotland, Spain, *Germany, *Egypt, *Russia, *Pakistan, *Saudi Arabia, *Kenya, *China, *Australia

1 Vocabulary presentation PB23

Note: The names of the countries are marked as non-testable, but teachers may decide that the pupils can learn these words actively.

Read and present the page title. Then ask the pupils to look for the name of a country (or continent) beginning with 'A'. Use this method with all the places named on the map so that you can get the pupils to try to pronounce them for themselves. Then pronounce them correctly for choral repetition.

2 Language presentation PB23

A Elicit the two questions and answers about Spain and Qatar. Point out that *ever* means at *some time in your life*. Ask different pupils the two questions and elicit Yes or No answers.

B Write on the board:

Have you ever been to Spain?

Did you go to Spain last year?

Tell the pupils to think about the difference in meaning. Elicit ideas. Then explain that the first question asks about a period of time from birth right up until now. The second question refers to a period of time which has finished. Highlight the fact that each question uses a different tense. When the past is connected with the present we use a new tense. Events which happened at a definite time in the past use the past simple.

Note: Don't give a detailed explanation at this stage.

3 Ask and answer questions PB23

Use open pairs to ask and answer similar questions using the map. Tell the pupils that they can also ask about other countries they know.

4 Carry out a class survey PB23

A Elicit the question at the bottom of the page. Then show the pupils how to find out. Choose one pupil and elicit where he has been to. For example:

I've been to Oman and Saudi Arabia.

Write the two countries on the board. Ask another pupil to tell you where he has been. If he has been to other countries add the name to those on the board. Do this with ten pupils. Then ask:

Who has been to another country?

Add any others to the list. Then find out how many pupils have been to each country with a show of hands. You will end up with a chart something like this:

Oman	Saudi Arabia	England	Egypt	etc
15	30	4	8	

B Get the pupils to make statements like these:

(15) pupils have been to Oman.

Then tell them to write about the class in their copybooks.

5 Arrange alphabetically PB23

Elicit the names of the countries on PB23 in alphabetical order.

Then tell the pupils to write them in order in their copybooks.

Learning objectives	Complete a questionnaire and ask and answer questions about activities in the past. Write about pictures showing completed actions.
Language focus	Present perfect tense for completed actions
Vocabulary	seen (see, saw, -), eaten (eat, ate, ~), ridden (ride, rode, -), burn

1 Read and complete questionnaire for self WB3.12A

Introduce WB3.12A. Elicit all the questions in the questionnaire orally. Practise with choral repetition. Then tell the pupils to read the questions silently and answer them truthfully by making a tick or a cross in the boxes under the first heading.

2 Ask and answer questions WB3.12A

Tell the pupils to work in pairs asking and answering the same questions and filling in the second column of boxes. Circulate and check that they are doing the task properly.

3 Ask and answer questions WB3.12B.

Elicit the instruction and the question and two possible answers in WB3.12B Then ask the pupils to think of different questions. If necessary, give them prompts. For example, tell them to think of another animal to replace 'elephant.' They should be able to think of camel and *horse*. Then tell them to look back at the questions in WB3.12A and substitute different nouns. For example:

Have you ever climbed a tree?
seen a river / lake?
been on a boat?
visited a fort?
eaten Indian / Chinese / Japanese / food?

Ask them to practise in open pairs and then with their partners in simultaneous pairs.

4 Write about present and completed activities WB3.12C

A Introduce WB3.12C. Tell the pupils to imagine it is 9 o'clock.

Elicit what the three people in the pictures are doing:

Badria is making a dress.
Amna is making a cake.
Ali is fishing.

Tell the pupils to label the three pictures with these sentences.

B Elicit the time on the second clock. Highlight that it is now four hours later. Discuss the three pictures. Then ask:

What has happened?

Guide the pupils to answer using the words in the box:

Badria has finished her dress.

Amna has burned her cake.

Ali has caught a fish.

Tell the pupils to label the pictures.

C Ask what Badria can do now that she has finished her dress. Elicit that she can wear it. Then ask if Amna can eat her cake. Elicit that she cannot because it is burned.

Tell the pupils to complete the three sentences.

Language focus

Tell the pupils to think about the two sets of pictures:

How are they different?

Why is a different tense used to describe each?

Discuss what they think as a class. Then explain as follows. The first three pictures describe an action which is taking place. The second three pictures show actions that have been completed (either with a good or bad result). Although the actions happened in the past, they are connected with the present because we can see the result.

3.13

WB47 / 48 CS12

Learning objectives	Language study and practice. Make conversations about past activities. Complete a language table.
Language focus	Past simple and present perfect tense - use and form
Vocabulary	*definite, present perfect tense, past simple, past participle, I'd rather, done (do did, ~), met (meet, met, -), forgotten (forget, forgot, begin / began / begun, driven (drive, drove, , gone (go, went,-)

1 Language study WB3.13A

Go through the explanation of the present perfect and past simple tenses. Use Arabic to explain and to answer questions from the pupils. Tell the pupils they will find a complete table showing the present perfect tense in the Language review on PB25.

2 Make conversations WB3.13B CS12

A This conversation contextualizes the past simple and present perfect tenses. Tell the pupils to follow the conversations they hear on the cassette. Play CS12. There are three Bands.

B Ask the pupils to repeat after the cassette. Then use open pairs to demonstrate all three conversations. Present *I'd (I would) rather*.

C Tell the pupils to practise the conversations in simultaneous pairs, Remind them to change roles. Circulate and listen.

3 Practise with substitutions WB3.13B

Use open pairs to practise the conversations with substitutions where items are printed in italics. Present these time expressions before they begin:

last month, last week, two / three / four years ago. Ask the pupils to answer truthfully.

Encourage them to speak without using their books.

4 Complete a language table WB3.13C

A Explain the headings in the table and the labels in the left-hand margin. Elicit the first three verb forms before reading out the text on the right. Then tell the pupils to complete the table down to number 10.

B Elicit the answers orally.

C Prepare the rest of the exercise orally before asking the pupils to complete it in writing.

5 Practise verb forms WB3.13C

Call out the infinitive and elicit the past tense and past participle. Let the pupils refer back to the table. When they are familiar with the tense forms, continue the practice with Books closed.

Cassette Section 12

Presenter: **Band 1**

Boy 1: Have you ever been to France?

Boy 2: Yes, I have. I went there last year.

Boy 1: What did you do there?

Boy 2: I went shopping and visited some museums.

Presenter: **Band 2**

Boy 2: Have you ever been to France?

Boy 1: No, I've never been there.

Boy 2: Would you like to go?

Boy 1: Yes, I'd love to.

Presenter: **Band 3**

Girl 1: Have you ever been to France?

Girl 2: No, I've never been there.

Girl 1: Would you like to go?

Girl 2: No, I'd rather go to Japan.

3.14 PB24 WB49 CS13

Learning objectives	Read and understand the second episode of the serial story.
Language focus	-
Vocabulary	stood (stand, stood, -), pick up, turn (v), dam, man-made, clear (adj), get dressed, move on (= <i>continue</i>), Look out!, wide open, terrified, point (v), die, still (= <i>not moving</i>), flat (<i>adj</i>), beg, distance, nobody

1 Recall the story

Books closed. Ask the pupils what they remember of The snake. Elicit the names of the two characters, Hassan and his brother Khalid. Ask them a few questions to summarize the story:

- Where did they go?
- What were they looking for?
- What did they take with them?
- Why did they stop at 10.30?
- What did they see?

Finally ask *What do you think will happen next?* Encourage different opinions.

2 Preparation for reading PB24 WB3.14A

A Discuss the picture on PB24. Elicit what the pupils can see. Then ask:

Why is Hassan shouting?

Elicit that he wants his brother to see the snake.

B Introduce WB3.14A. Ask some questions about each picture to give an idea of the story before reading. Use the opportunity to present some of the new vocabulary.

For example:

Picture 1: terrified / wide open

Picture 2: dam / man-made / get dressed

3 Read for gist WB3.14A

A Remind the pupils how to read for gist. They should read just enough of each paragraph to understand the main idea. They demonstrate understanding by identifying and ordering the pictures. Elicit how many paragraphs there are and compare with the number of pictures.

Point out that one paragraph must contain information about two of the pictures.

Remind the pupils to look at the end as well as the beginning of paragraphs if necessary.

B Tell the pupils to read quickly and order the pictures.

C When they have finished, elicit what they know about the story so far using the pictures in the Workbook to guide them.

Answers: 3 2
 1 5
 6 4

4 Read for specific information PB14 WB3.14B

A Introduce WB3.14B. Then read the first statement aloud. Ask where they will find the information - somewhere in paragraph 1. Tell the pupils to look at the story and see if the statement is true or false. (It is false.)

B Tell the pupils to complete the rest of the activity on their own by reading each statement and checking the information in the text.

C Elicit the answers orally. Then tell the pupils to use the statements with the pictures in Exercise A to make a summary of the story.

Answers:

1, 2, 5, 6 and 8 are false
3, 4 and 7 are true

5 Listen to the story -consolidation PB14 CS13

A Tell the pupils to listen to the story on cassette and follow in the Pupil's Book. Play CS13.

B Ask some questions to check understanding.

Use the opportunity to clarify some of the new vocabulary. For example:

Hassan did six things in paragraph 1 of the story.
What did he do?
Was the lake natural?
What held back the water?
What was the water like?
Did Hassan and Khalid move on after swimming? etc

6 Transfer

Find out if any of the pupils has been bitten by a snake or knows anyone who has.
Find out what happened.

Cassette Section 13 is the story on PB24.

3.15 PB24 WB50 / 51

Learning objectives	Read for detailed understanding. Develop vocabulary. Complete a summary of the serial story.
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Language focus -

Vocabulary -

1 Revise the story PB24

A Divide the pupils into three groups. Tell each group that you will give them part of the story to read in detail. Tell them to try and guess the meaning of any word they are not sure about from the context while they read. Allocate paragraphs as follows. Group 1, paragraphs 1 and 2, group 2, paragraphs 3 and 4, group 3, paragraph 5. Pupils read silently.

B Books closed. Elicit the first part of the story from group 1. Then continue with groups 2 and 3.

2 Answer questions in writing PB24 WB3.15A

Introduce Exercise B and tell the pupils to answer the questions in writing using full answers.

Answers:

- 1 He took some photographs of the mountains.
- 2 It took half an hour.
- 3 They went swimming in the lake.
- 4 Hassan saw the snake.
- 5 It went into a hole in the ground.
- 6 He was terrified. His eyes were wide open and he was shaking.
- 7 He needed to go to hospital.
- 8 He had to get help.
- 9 He found that nobody was at home.

3 Vocabulary consolidation WB3.15B

A Introduce WB3.15B. Write on the board where the words can be found:

Para 2: 1 - 3

Para 3: 4 - 7

Tell the pupils to do the exercise in their Workbooks.

B Elicit and write the answers on the board. Then recycle the words in random order by using both definitions from the Workbook and words from the Pupil's Book. For example;

T: With clothes on.

P: Dressed.

T: Man-made.

P: Artificial.

Answers:

- | | | | |
|---|-----------|---|-----------|
| 1 | man-made | 2 | huge |
| 3 | clear | 4 | dressed |
| 5 | Look out! | 6 | terrified |
| 7 | still | | |

4 Read and complete a summary PB24 WB3.15C

A Tell the pupils to read the summary in WB3.15C and think about the missing words.

Elicit the first two words. Then tell the pupils to complete the rest on their own.

B Point out that most of the words are in the text. Tell them to find the words and check spelling.

Answers:

Hassan *took* some photographs. Then he and *Khalid* walked to the new dam.

They went *swimming* in the lake. After *fifteen* minutes, they got *dressed*.

They were ready to *move* on when Hassan saw a *snake*. It *bit* Khalid on the leg. Khalid was *terrified*. Hassan told him to keep still. He had to get *help*. Hassan *ran* home, but his *parents* were not there.

C Elicit what Hassan says at the end of the story.

Get the pupils to predict what he does next.

3.16

PB25

WB51-53

CS14

Learning objectives Revise the language of the Unit. Read and role-play a conversation.

Language focus Revision

Vocabulary lose/lost/lost

1 Language review

PB25

A Revise the frequency adverbs individually. Then practise in Exercise 1. Use as a model for similar questions and answers.

B Practise comparisons of adjectives by calling out different adjectives and eliciting the comparative and superlative forms. Then use Exercise 2.

C Revise the form of the present perfect tense using the language table. Then use Exercise 3 to practise asking and answering questions.

2 Vocabulary revision

Use any of the methods suggested in the Introduction as well as those suggested in the teaching notes in the Units. Remember to include vocabulary from previous Units.

3 Identify irregular past forms

PB24 WB3.16A

A Write four verbs on the board as follows:

ran	walked
stood	begged

Elicit how those in the first column are different from the second. (Those in the first are irregular, in the second regular.) Tell the pupils that there are twelve examples of irregular verbs in the text on PB24. Tell them to scan the text and find and underline as many as they can.

Answers:

took, Stood, said, came, had, was / were, got, saw, went, bit, ran, had to

B Elicit the verbs and write them on the board. Practise as follows. Point to a verb, for example, *saw*. Elicit the word. Then ask:

What did Hassan see?

Elicit *He saw a snake*.

4 Perform a conversation WB3.15B CS14

A Introduce and explain the new activity. These are designed to guide the pupils to more natural oral interaction. Organize the pupils into pairs of A and B pupils. Tell the A pupils to look at WB page 52. Explain that they have the part of a parent whose daughter is lost. Tell the B pupils to look at WB page 53. Explain that they are a policeman who is trying to help the parent. Tell the pupils to listen to the conversation on cassette. They can follow their own part in their Workbooks.

B Play the cassette again for choral repetition.
The A pupils repeat after the parent and the B pupils after the policeman.

C Demonstrate the activity with one pupil. The aim is to get the pupils to speak rather than read aloud. Tell the pupils to use their Workbooks as prompts only and look at their partner as they speak. Practise in open pairs. Then let the pupils work with their partners in simultaneous pairs. When they finish they should change roles.

5 Role-play the conversation

Invite pairs of pupils to make conversations without looking at their books.
After they have used the ideas in the exercise, encourage them to make substitutions.

Cassette Section 14

Presenter: Listen.
Parent: Please help me. I've lost my little girl.
Policeman: Oh, dear! When did you lose her?
Parent: About half an hour ago.
Policeman: Where were you when you lost her?
Parent: In the market. I was buying some oranges. When I turned round, I couldn't see her.
Policeman: I see. Now, how old is she?
Parent: She's only seven. She doesn't know how to get home.
Policeman: What does she look like?
Parent: She's quite slim and not very tall. She's got long black hair and brown eyes.
Policeman: What's she wearing?
Parent: A red dress and white shoes and socks.
Policeman: OK. Now, don't worry. We'll find her.

unit 3 word list

agricultural	forgotten (forget, forgot, -)	*Paris
agriculture	*fort	past participle
always	France	past simple
April	fun gas	pick up
area	*Germany	point (v)
*Asia	get dressed	population
August	gone (go, went, -)	present perfect tense
*Australia	huge	produce (v)
been	I'd rather	product
beg	*I'm told	programme
begin, began, begun	important	Qatar
bigger/est (+ reg adjs)	India	*rain forest
burn	*Indonesia	regular
*Cairo	industrial	rest (= others)
calendar	industry	*rhyme
change(v)	interesting	ridden (ride, rode,
*China	irregular	*Russia
circle	January	sailing
city, cities	Japan	*Saudi Arabia
clear (adj)	July	*Scotland
cloudy	June	seen (see, saw,-)
coast	*Kenya	September
cold	*Kuala Lumpur	size snow (n, v)
comparison	large	Spain
cool	*leap year	square kilometres
cotton	letter (of the alphabet)	still (=continuing)
country/ies	letter (to a friend)	still (=not moving)
dam	Look out!	stood (stand,
date (calendar ~)	lose, lost, lost	stood,~)
date of birth	mainly	store (= shop)
December	man-made	summer
*definite	March	sunny
degrees Celsius	May	temperature
die	met (meet, met,~)	*temple
distance	million	terrified
done (do, did,~)	modern	than
driven (drive, drove~),	month	*The United States
dry	more	traditional
eaten (eat, ate,~)	move on (= continue)	turn round
*Egypt	museum	umbrella
eighth (+ all ordinals) end	national	usually
*Europe	never	*volcano
ever	nobody	warm
except	*North/South America	wet
famous (for)	November	wide open
February	October	*wild
film	often	windy
fishermen	oil	winter world
flat (adj)	Oman	worst (bad, worse,~)
*forecast	*Pakistan	

unit 4 Summary Visiting Japan

Step/ Materials	Topic/Lexical areas	Activities/S skills	Language
1-3 PB26 WB54-57	<i>A Japanese pen-friend</i> a long letter Language focus	Read a letter. Language study and practice. Write a letter of reply.	Paragraph organization Combining simple sentences
4/5 PB27 WB57-59 CS15/16	<i>A letter to Yuki</i> - A short letter Pictures of things in Japan	Read for detail and language. Language study and practice. Predict content of a reply. Listen to check predictions. Listen for information.	Ways of talking about the future
6 WB60	An air ticket and timetable	Write answers to questions.	Present simple tense
7 WB61-63 CS17	Conversation strands	Make conversations. Complete a letter of reply.	
8 PB28 WB63/64	<i>Travelling by air</i> - pictures, captions and text Language focus	Read to work out meaning. Language study and practice.	Past perfect tense
9/10 PB29/30 WB64-67 CS18	<i>Which one is Yuki</i> - Meeting people for the first time	Read to identify someone. Listen to, read and perform formal introductions. Read for information/to work out meaning. Describe people in writing.	Future continuous tense <i>X is shorter than Y</i>
11 PB31/32 WB67/68 CS19	<i>Fuad's first meal in Japan</i>	Compare eating customs in Japan and Yemen.	frequency adverbs <i>but</i> for contrast
12/13 WB68/69 CS20	A postcard. A postcard being read aloud	Read for information, Listen for information, Write a postcard.	-
14/15 WB70-71 CS21	<i>The snake</i> - a serial story	Read for gist, specific information, to work out meaning	-
16 PB34 WB72	Language review 3 and revision exercises	Revise language of the Unit	-

4.1

PB26 WB54

Learning objectives Understand a personal letter.

Language focus Paragraph organization

Vocabulary Japanese, pen-friend, *application form, Secondary, several, as well as, for example, Disneyland, baseball match, judo, temple, play (n), nationality

1 Introduction to the topic PB26

A Write *pen-friend* on the board. Encourage the pupils to guess what it means from the two words that make it up. Discuss why people like to have pen-friends, for example:

- to practise reading and writing in a foreign language
- to find out about other countries.

B Elicit the title on PB26. Introduce the text by reading the two sentences under the title aloud. Then ask some questions. For example:

Who wrote to Fuad?

Where does he come from?

What's his nationality? (Present the new words.)

What's Yuki's address?

When did he write to Fuad?

How many paragraphs did he write?

(Explain that the last line is not really a paragraph. It is a single sentence to end the letter.)

2 Read for gist PB26 WB4.1A

A Elicit the instructions in WB4.1A. Remind the pupil, about reading for gist - reading to get the main idea of a text. Focus on the phrases and elicit the kind of things that Yuki might say about each. For example:

What Japan is like: weather

size

number of people etc

B Tell the pupils to read quickly and label the paragraphs.

Answers:

- 1 Yuki and his house.
- 2 What Japan is like.
- 3 Things to do in Japan.

3 Read for specific information PB26 WB4.1B

Introduce the task in - WB4.1B. Check understanding of the headings. Then let the pupils read and find the answers. When they have finished they can check their answers with their partner.

Answers:

- 1 Yuki Ono 14
Japanese Soma
Secondary Fishing / climbing mountains
- 2 Not very big
Mountains, rivers and lakes
Rains a lot, so very green
- 3 Very cold /sometimes snows in winter
Visit Disneyland/old temples /gardens
Go to a baseball match
Learn to do judo
See a traditional Japanese play

4 Vocabulary work PB26

A Write on the board:

driest traditional far from very hot

Tell the pupils to scan the text and find the opposites.

B Write on the board any new words you wish to clarify. Tell the pupils to find and underline them. Encourage them to use the context to understand the meaning.

5 Discussion PB26

Discuss Yuki's letter. Tell the pupils to imagine they have received this letter from Yuki. Ask:

- What did you find most interesting?
- What new things did you find out about Japan?
- Would you want to reply?
- What would you tell Yuki?

Learning objectives	Language study and practice.
Language focus	Linking words: <i>and, but, because, or, so, when, so... that, too ...to</i>
Vocabulary	link (n, v), above, kind (n), reason, choose, same, result, worried, team, each.

1 Identify link words PB26 WB4.2A

A Remind the pupils of Yuki's letter. Elicit what they remember about Japan.

B Elicit the instructions for WB4.2A. Present **link**. Tell the pupils that for some of the link words there are several examples. Elicit examples of sentences with *and* in the text. Tell the pupils to choose one example and write it in their Workbook. They complete the others on their own.

Answers:

- 1 I am a Japanese boy and I am fourteen years old.
- 2 Japan is not very big, but it is very beautiful.
- 3 Japan is very green because it rains a lot in summer.
- 4 For example, you can visit Disneyland, go to a baseball match or learn to do judo.

2 Language study - link words 1 WB4.2A / B

A Elicit examples of sentences the pupils wrote in WB4.2A. Get the pupils to try and explain in Arabic why each link word is used.

B Introduce WB4.2B. Present **above**. Tell the pupils to attempt the exercise on their own. Explain that by attempting to understand the explanations themselves first, they will remember them more easily. When they have finished, go over the explanations carefully as a class. Elicit / present **kind, reason, choose and same**.

C Discuss the purpose of the link words in general. They help to make the text both **understandable** and **interesting to read**.

Answers:

- ... but ...
- ... because ...
- ... or ...
- ... and ...

3 Language work -link words 2 WB4.2C

A Introduce WB4.2C. Tell the pupils to read the explanations, do the sentence completion, then read the explanation again. Remind them of what you have already told them about finding out things for themselves. The three-stage process will help reinforce understanding.

Note: There is one example of each in the exercise: when as a past, present and future link, and *so, so ... that and too ... to*.

B Find out what the pupils understand by discussing the link words in Arabic. Present *result*.

Answers:

- | | | |
|---|--------------|------------------|
| 1 | When ... | 2 ... when ... |
| 3 | ... when ... | 4 ... so ... |
| 5 | ... too ... | 6 ...so ... that |

C Tell the pupils to look at paragraph five of The *snake* on PB24 and find examples of the link words and phrases.

4 join sentences using link words WB4.2D

A Pupils work in pairs and discuss how to join the seven pairs of sentences. They should not write at this stage, *just* think about the task. While they do this, go round and find out if they need help.

B If you feel the pupils are ready, tell them to complete the exercise in writing. If you feel they have difficulty with some of the sentence pairs, go over these as a class before they write.

Answers:

- 1 Sameera has been to England, but she has never been to Scotland.
- 2 Ahmed is ill, so he can't come to school.
Ahmed is too ill to come ...
Ahmed is so ill that he can't come...
- 3 I haven't got any sisters or brothers.
- 4 We were walking in the park when we saw Hameed.
- 5 Ali is untidy and he is very lazy.
- 6 Fuad was driving so fast that he had an accident.
... very fast, so he...
- 7 I live too far away to walk to school.

5 Transfer

A Tell the pupils you want them to write four sentences about themselves using some of the link words. Elicit a few examples orally. Help the pupils with ideas and sentence construction as necessary. Encourage the better pupils to use the more complex link words.

B Tell the pupils to write four sentences in their copybooks.

4.3

PB26

WB57

Learning objectives Write a reply to a letter.

Language focus -

Vocabulary imagine, reply (n), step (n), draft, final, copy (n)

1 Preparation for writing WB4.3

A Elicit the instructions in WB4.3. Present *imagine* and *reply*. Then go through the six steps for writing. Present the new vocabulary.

B Do stage 1 and 2 with the class. Elicit the plan of Yuki's letter. Then write headings on the board as follows:

Information about yourself	What Yemen is like	Things to do in Yemen
-------------------------------	--------------------	--------------------------

C Elicit some information about each topic in note form. Tell the pupils to do the same thing in their copybooks, extending the notes and writing more under each heading.

2 Write a draft

A Tell the pupils to use their notes to write a draft letter. Circulate during this stage and find out what help you will need to give the pupils during the improvement stage. This might include organization and ways of combining their ideas to make their letters more interesting to read.

B Discuss ways of improving the draft letters. Then talk about these letter conventions: position of own address, greeting, way of ending a letter to a friend.

3 Write a final copy

Encourage the pupils to write neatly and carefully in their copybooks. If there is time, let some of the pupils read out their letters to the class. Collect copybooks for marking at the end of the lesson.

Learning objectives	Understand a short letter contextualizing different ways of expressing the future. Language study and practice.
Language focus	<i>will + infinitive; going to + infinitive</i> ; present continuous tense with future meaning
Vocabulary	news, hotel, Tokyo, best wishes, believe, neutral future, refer to, heading, *United

1 Read for detail PB27 WB4.4A

A Introduce the text by asking questions which require the pupils to scan for information:

Who is this letter to?

Who is it from?

When did Fuad write it?

Explain Great news! and ask what the great news is - Fuad is going to visit Japan.

B Introduce WB4.4A. Tell the pupils to read the letter and answer the questions. Point out that they should use the same form of the verbs in their answers as in the questions.

C Elicit the answers. Discuss the meaning of *hotel*, *best wishes* and *Let me know*. Make sure the pupils understand that Fuad means *let me know the answer to my question*.

Answers:

- 1 He is going to visit Japan.
- 2 He is flying in August.
- 3 His uncle is taking him.
- 4 They are going to stay in a hotel.
- 5 They will be there for two weeks.
- 6 No, he doesn't.

2 Language study - future events WB4.4B

Remind the pupils that there are several ways of talking about the future in English. Elicit the ones they know and when they are used. Then go through the explanations in WB4.4B. Present the words *believe* and *neutral*. Elicit examples of each future form from PB27 orally:

I am going to visit ...

Are you going to visit ...

We are going to stay ...

He is flying ...

... he is taking ...

We will be there ...



Tell the pupils to write one example of each on the lines provided.

Note: *will* + verb is described as the ‘neutral’ future because it does not indicate a specific situation in the way that the others do (plans /predictions and arrangements).

3 Complete sentences WB4.4C

Tell the pupils to discuss the four sentences in WB4.4C in pairs. Get them to choose which situation best fits the four explanations (there are two explanations for *going to*). Point out that some sentences can use more than one form of the future but there is only one best way of using each explanation once. Give them time for a thorough discussion. Then get them to write their answers. The best answers are:

- 1 It is going to rain soon.
- 2 City are playing United on Saturday.
- 3 In five minutes it will be nine o’clock.
- 4 I am going to be a pilot when I leave school.

4 Transfer

A Write on the board *Plans* and *Arrangements*. Elicit some examples from the pupils about themselves. This will help show if they understand the difference between *going to* + infinitive and the present continuous to express the future.

B Get the pupils to write two examples of personal plans and arrangements in their copybooks.

Learning objectives Use pictures to predict the content of a letter.
Check predictions by listening to the letter.
Extract specific information from a recorded conversation.

Language focus -

Vocabulary fantastic, at first, finally

1 Discuss pictures PB27

A Books closed. Elicit the details of Fuad's letter to Yuki. Ask the pupils why Fuad wrote the letter. (Because he is visiting Japan in August and wants to meet Yuki.)

B Tell the pupils to look at the pictures on PB27. Elicit what each one shows and what Yuki may say when he writes a reply. For example:

Picture 1: This shows a hotel. Maybe Yuki will tell Fuad about a good hotel.

The next picture shows a house. Elicit what Yuki may say about this.

Note: The four pictures at the bottom of the page show things to see in Japan - Mount Fuji and a pagoda (a traditional Japanese tower); judo; a Japanese garden; traditional Japanese theatre.

2 Read and predict WB4.5A

A Introduce WB4.5A- Tell the pupils to look at the five pairs of sentences and decide which one they think Yuki will write in his letter. They put ticks in the first column.

B Write on the board:

I think Yuki will write...

Then ask individual pupils to give their predictions using this pattern. Find out who agrees. Don't say whether they are right or wrong at this stage.

3 Listen to check predictions WB4.5A / B CS15

A Tell the pupils that Yuki's letter has arrived and Fuad reads it to his father.

Tell them to listen and tick what Yuki has written in the second column. Play CS15.

B Check answers as a class.

Answers:

- 1 Fantastic.
- 2 Don't stay in a hotel.
- 3 Come and stay at my uncle's house.
- 4 We'll meet you at the airport.
- 5 We'll show you everything in Japan.

4 Listen for specific information WB4.5C CS16

A Elicit the question Fuad asked his father:

Can I stay with Yuki? Ask the pupils what they think his father will say. Tell the pupils to read the introduction to WB4.5C. Elicit that his father wants him to stay in a hotel.



B Explain that Fuad's father, Ibrahim, and his Uncle Salim discuss the matter. Tell the pupils to look at the three True / False sentences and then listen to the discussion. Play CS16 twice. Pupils tick the correct information. Check answers as a class.

Note: Make sure the pupils understand that the main reason Yuki does not want to stay in a hotel is because he doesn't like hotels and will be bored. His uncle being at work just adds to the problem.

Answers:

- 1 it will not be interesting for him.
- 2 to stay with Yuki.
- 3 can stay with Yuki.

5 Transfer

Ask the opinion of the class about Fuad staying with Yuki. Prompt with questions like:

- Do you think it is a good idea?
- What would your parents say?
- Do you have an Uncle like Salim?

Cassette Section 15

Presenter: Listen and check your answers.

Fuad: Dad, Dad, I've got a letter from Yuki.

Father: Well, what does he say?

Fuad: Listen. I'll read it.

Dear Fuad, You're really coming to Japan? Fantastic! But don't stay in a hotel. Come and stay at my uncle's house in Tokyo. My whole family is staying there this August, so you can come and stay too. We'll meet you at the airport and we'll show you everything in Japan. It'll be great. Best wishes, Yuki.

PAUSE

Well, Dad? Can I stay with Yuki?

Cassette Section 16

Presenter: Listen.

Fuad: Well, Dad? Can I stay with Yuki?

Father: What's wrong with staying in a hotel?

Fuad: Oh, I don't like staying in hotels. Anyway, Uncle Salim will be out at work all the time. I'll be bored.

Father: But two weeks is quite a long time to stay with people who don't know you.

Fuad: But Yuki and his family want me to stay. They're going to show me everything in Japan. It'll be fantastic.

Uncle Salim: Now, now Ibrahim. The boy's right, you know. Staying with a Japanese family will be much better

for him than staying in a hotel.

I'll meet Yuki's parents at the airport and make sure that everything is all right.

Father: Mmm. Yes, I think you're right.

Fuad: Oh, great. Thanks, Dad.

Father: Now Fuad, you must write to Yuki and let him know when you're arriving.

Fuad: Yes, of course. Right away.

4.6 WB60

Learning objectives Understand an airline timetable and a ticket.

Language focus Present simple tense

Vocabulary timetable, flight, arrive, depart, ticket

1 Introduction to the topic WB4.6A/B

A Elicit the instruction for WB4.6A. Ask the class to find *a timetable* on the page and tell you what the word means. Use the same procedure to elicit and present *ticket*.

B Explain the details of both the timetable and the ticket. Present *depart, flight* and *class* in this context. Elicit what IY and JL mean - Yemenia and Japan Airlines. Tell the pupils that Y means Economy, the cheapest class, and that there are economy, business and first class seats on most planes.

C Explain the 24-hour clock and elicit the times shown on the ticket:

20.45 is 8.45 in the evening (or quarter to nine).

06.50 is 6.50 in the morning or ten to seven.

Give the pupils practice in changing 24-hour clock times to 12-hour clock times and vice versa.

2 Read and understand a timetable WB4.6A

Tell the pupils to discuss WB4.6A in pairs and then write the answers. Check answers as a class.

Answers:

- | | |
|----------------|------------------|
| 1 IY 231. | 2 At 20.45. |
| 3 At 21.30. | 4 At 06.10. |
| 5 On Thursday. | 6 Flight JL 710. |

Note: IY 154 leaves on Wednesday evening and arrives on Thursday morning.

3 Read and think WB4.6A / B

A Pupils look at Fuad's ticket. Elicit which date he is leaving Sana'a and which flight he is travelling on. (August 11th, on IY 154.)

B Tell the pupils that to answer the questions in WB4.6B they will have to think carefully. It will be easier if they discuss the answers with their partner.

Note: Fuad spends fourteen days in Tokyo because he arrives early on the 12th of August and his last *day* is the 25th of August.

C When checking answers as a class, allow discussion before confirming answers.

Answers:

- | | |
|------------------|-------------|
| 1 On Thursday. | 2 At 06.50 |
| 3 Flight IY 154. | 4 Fourteen. |
| 5 Yes. | |



4 Language work

Write on the board:

IY 154 arrives in Tokyo at quarter to nine.

Ask the pupils to think about when this happens. Ask:

Is it talking about the past, present or future?

Elicit that this is a regular event that happens every Wednesday. Explain that the present simple is always used for timetables. Point out that we can also use this tense to refer to the future when we talk about things that happen at a fixed time.

For example, we can say:

When does your plane arrive?

It arrives at quarter to nine.

5 Transfer

Elicit some of the problems of flying. Prompt the pupils with questions such as:

Are planes usually full?

What can you do on a plane?

Is it always the same time in the country you are flying to as in your own?

Do planes always leave on time?

Learning objectives

Make conversations.

Accept an invitation in writing.

Language focusPresent continuous and *going to* future**Vocabulary**

lucky, arrival, invite, look forward to, hope (to)

1 Practice conversations WB4.7A CS17

A Books closed. Tell the pupils they are going to hear two slightly different conversations, the first between Fuad and a friend talking about his trip to Japan, the second between two girls talking about a trip to India. Tell them to listen carefully as they will practise the conversation later. Play CS17.

Present *lucky* and *look forward to*.

B Tell the pupils to look at Workbook pages 61 and 62. Remind them of the similar activity they did in Unit 3. Let them choose to be pupil A or pupil B. Demonstrate the activity with one pupil. Remind them to look at their partner as they speak.

C Tell the pupils to practise in pairs. Circulate and listen. Don't let the activity go on too long. It can be used again.

2 Make a substitution conversation WB4.7A

Ask the pupils to make different conversations by changing some of the information. After practice, choose one or two pairs to perform the conversation.

3 Preparation for writing WB4.7B

A Books closed. Remind the pupils of the situation: Yuki *invited* Fuad to stay with him in Japan. Present the new word. Explain that Fuad should write a reply. Elicit what he is going to write first. Then tell the pupils to look at WB4.7B.

B Elicit the beginning of Fuad's letter and present the form

Thank you for inviting me to

Elicit the instructions for the exercise and ask the pupils where they will find the details. (On WB60.) Elicit the meaning of *arrival*.

4 Complete a letter WB4.7B

Tell the pupils to write the middle of the letter in their copybooks. When they have finished, elicit a model and write it on the board so they can correct their work. Rub off the model and tell the pupils to complete the letter in WB4.7B

Model completion:

My uncle and I are arriving in Tokyo on Thursday 11th
August at 06.50. Our flight is KU 154.



Cassette Section 17

Presenter: Band 1

- Boy 1: I hear that you're going to Japan.
Fuad: Yes. I'm leaving in August.
Boy 1: How long are you going for?
Fuad: For two weeks.
Boy 1: Great! Are you going to stay in a hotel?
Fuad: No. I'm staying with my pen-friend's family.
Boy 1: Oh, that'll be interesting. What are you going to do there?
Fuad: I want to see everything.
Boy 2: You're very lucky. I'd love to go to Japan
Fuad: Yes. I can't wait to go.

Presenter: Band 2

- Girl 1: I hear that you're going to India
Girl 2: Yes. I'm leaving in June.
Girl 1: How long are you staying?
Girl 2: For a month.
Girl 1: Fantastic! Are you going to stay in a hotel?
Girl 2: Yes, I am.
Girl 1: Oh, that'll be nice. What are you going to do there?
Girl 2: I want to visit lots of different places.
Girl 1: You're very lucky. I'd love to go to India.
Girl 2: Yes. I'm really looking forward to it.

Learning objectives	Develop vocabulary. Work out a logical sequence of events. Language study and practice.
Language focus	Past perfect tense
Vocabulary	travel, check in, departure lounge, board (v), fasten, seat belt, take off, steward, call (n), event, past perfect tense

1 Introduction to the topic PB28

A Find out which pupils have travelled by plane. Elicit some of the things that happen between arriving at the airport and taking off. Write any new vocabulary on the board.

B Discuss the six pictures on PB28. Ask which of the things you do before arriving at the airport and after taking off.

C Write the following jumbled phrases on the board:

Buy	at the airport
Board	the seat belts
Check in	a ticket
Wait	the plane
Fasten	in the departure lounge

Get the pupils to match the correct parts orally.

2 Sequence events PB28 WB4.8A

A Pupil's Books shut. Tell the pupils to try to order the sentences in WB4.8A in the correct sequence. Then let them check their work by looking at PB28.

B Tell the pupils to read the two paragraphs about Fuad and his uncle and see if they followed the same order of events when they went to the airport to catch a plane to Tokyo. Elicit what two extra events are included. (Had dinner and watched a film.)

Answers:

3, 2, 4, 1, 5

3 Language study - the past perfect PB28 WB4.8B

A Pupils look at WB4.8B. Tell them to read the two sentences and answer the question. Ask how they know buying the tickets comes first. (It says *a week before*.)



B Go over the explanation in WB4.8B. Then ask how we can be sure that buying the tickets, sentence (b), comes before going to the airport, sentence (a). Elicit that this is shown by the use of the past perfect tense, *had bought*. Tell the pupils to look at the text on PB28 to find exam' ples where both tenses are contained in one sentence. Elicit the two sentences:

After they had checked in, they waited in the departure lounge.

Soon after the plane had taken off, the air-hostess brought them something to drink.

They might be confused by:

... had to fasten their seat belts.

...had dinner.

Make sure they understand that the past perfect is made with *had* + past participle. Tell the pupils to choose one sentence and write it in their Workbooks.

4 Language practice - complete sentences WB4.8C

A Tell the pupils to study the four sentences and decide which tenses should be used in each case. (They are all the past perfect.) Discuss what they think as a class and get them to justify their answers.

B Tell the pupils to write the correct form of the verb. They can refer to WB48 for the spelling of the past participle if they wish.

Answers:

- | | | | |
|---|-----------|---|-------------|
| 1 | had gone | 2 | had started |
| 3 | had taken | 4 | hadn't done |

Learning objectives	Identify people from written descriptions. Read and role-play introductions.
Language focus	Future continuous tense
Vocabulary	recognize, suit (n), a little, plump, *kimono, future continuous tense, midnight

1 Read and identify PB29

A Elicit the title on PB29. See if the pupils can guess which one is Yuki in the picture. Elicit where the people are and what they are doing.

B Elicit the instructions in the box. Explain that Fuad and his uncle have arrived at Tokyo airport. Fuad has read a description of Yuki so he will be able to *recognize* him. Tell the pupils to read the first two sentences and identify Yuki.

C Tell the pupils to read the rest of the text and find Yuki's mother and father.

2 Work out the meaning of words WB4.9A

Introduce WB4.9A. Tell the pupils to read the text and find the words.

Answers:

- | | |
|-------------|-----------|
| 1 recognize | 2 parents |
| 3 a little | 4 plump |
| 5 kimono | |

3 Describe people PB29

A Elicit descriptions of Yuki and his parents and where they are standing.

For example:

Yuki is standing in front of a man wearing a white jacket.

Yuki's hands are in his pockets.

He's wearing blue trousers, a white T-shirt and red shoes.

Yuki's father is the tallest man in the picture. He's standing behind Yuki. His hands are behind his back. Yuki's mother is standing next to Yuki's father.

She's got grey hair and is wearing a kimono.

B Tell the pupils to work in pairs and describe different people at the airport. One pupil describes and their partner identifies and points to the person in the picture.

4 Language study -future continuous tense WB4.9B

A Tell the pupils to study the two sentences in WB4.9B and work out the rule. Then ask them to think about the difference between the two sentences:

I will wear.

I will be wearing.

Explain that with the second one you are getting the listener to imagine they are in the future and are picturing the situation. Tell the pupils to complete the rule.

Answer:

... will + be ... ing.

B Elicit answers to the two questions orally.

Then tell the pupils to write their own answers.

5 Write a description WB4.9C

A Introduce the situation. Then go over the steps you want the pupils to follow in their writing. Explain that their writing will only improve if they carry out writing activities in such *a step-by-step way*.

Note: The text on PB29 is the model for this activity.

B Pupils write a draft. While they write, go round helping and encouraging.

Then go over common problems on the board. The pupils then correct their own work.

C Pupils read their descriptions to their partner and note any comments their partner makes.

D Pupils write a neat final copy.

4.10

PB30

WB66 / 67 CS18

Learning objectives

Read for gist and specific information.
Describe people in writing.

Language focus

Introductions
Adjectives: comparatives and superlatives

Vocabulary

How do you do?, welcome, introduce, notice (v), strange, understand, journey, afraid of, thin, label, person

1 Read and listen to introductions PB30 CS18, Band 1 and 2

A Discuss the pictures on PB30. Present *introduce* and the phrase *shake hands with*. Tell the pupils to listen to how the two families introduce themselves. They follow the conversation under the two pictures while listening to the cassette. Play CS18, Bands 1 and 2.

B Discuss the two conversations. Explain *How do you do?* Although it is a question, the response is usually *How do you do?* Point out that Fuad says *Hello* to Yuki because he is a young person, but *How do you do?* to Mr Ono. Yuki says both to Fuad because the Japanese are very formal and also because Yuki does not speak English as well as Fuad.

2 Predict, then listen to another introduction CS18, Band 3

A Tell the pupils that Yuki introduced his mother next. Elicit what they might have said to each other. Then listen to the introduction on cassette. Play CS18, Band 3. Present *It's nice to meet you. and Welcome to Japan.*

B Practise these expressions in chorus:

How do you do?

It's nice to meet you.

Welcome to Yemen.

You're very welcome.

3 Skim for gist PB30

Introduce paragraph 1 on PB13. Read the first two sentences and the last sentence aloud to the class. Then elicit what paragraph 1 is about. (The journey from the airport to Yuki's uncle's house.) Tell the pupils to find the topic of the second paragraph. Remind them to read the first sentence and then skim the rest. Elicit the answer. (The rest of Yuki's family.)

4 Work out meaning PB30 WB4.10A

A Introduce WB4.10A. This exercise will guide the pupils through, the text and help them read it in more detail. Tell them numbers 1 to 4 are in paragraph 1 and numbers 5 to 8 in paragraph 2. Present *while* in phrase 1 and *meaning* in phrase 6.

B Tell the pupils to do the exercise on their own, then check answers with their partner. Finally do a class check.



Answers:

- | | | | |
|---|-------------|---|----------------------|
| 1 | on the way | 2 | noticed |
| 3 | strange | 4 | traditional |
| 5 | signs | 6 | could not understand |
| 7 | the rest of | 8 | afraid of |

5 Read for specific information PB30 WB4.10B

A Check understanding of the questions. Then tell the pupils to complete the exercise on their own.

B Check the answers. Ask more questions to elicit other detailed information from the text.

Answers:

- 1 Yuki's uncle drove on the left.
- 2 a) Yuki's uncle.
b) Yuki's brother.
c) Yuki's sister.
- 3 a) His uncle.
b) His sister.

6 Label pictures PB30 WB4.10C

Tell the pupils to try and label the pictures from what they have learned about Yuki's family so far. Then tell them to read paragraph 2 again and check. Elicit answers like this:

T: Who is the man on the left?

P: Mr Mitsubishi.

T: How do you know?

P: Because he is huge.

T: Bigger than Mr Ono?

P: Yes, bigger and taller. etc

Answers:

Mr Mitsubishi Giro Mr Ono Mrs Ono Yuki Reiko

7 Write comparisons WB4.10C/D

Tell the pupils to use the pictures to complete the comparisons in WB4.10D. Tell them to use all the adjectives at least once.

Answers:

- 1 ... younger ... older ...
- 2 ... shorter ...
- 3 ... is taller than ...
- 4 ... is the youngest ...

Cassette Section 18. Bands 1 and 2 are the conversations on PB30.

Presenter: **Band 3**

Yuki: And this is my mother.

Fuad: How do you do? It's nice to meet you.

Mrs Ono: How do you do? Welcome to Japan.

Learning objectives

Understand texts about Japanese customs.
Write about different customs in Japan and Yemen.

Language focus

Adverbs of frequency
but for contrast

Vocabulary

difference, kneel, chopsticks, knife / knives, fork,, spoon, raw, sauce,
Really?, of course, different from, taste.

1 Preparation PB31

A Books closed. Tell the pupils they are going to read about Fuad's first meal in Japan. Ask them if they know anything about Japanese food or eating habits. Ask:

Do you think Japanese food is different from ours?

Do you know any differences?

Present *different from and differences*.

B Use the pictures and text on PB31 to elicit and present some of the new vocabulary. Ask questions about each picture. For example, tell the pupils to find the word *kneel* in the text above picture 2. Then ask *Do you kneel on the floor in your house?*

Point out that this is one difference between Japan and Yemen. Elicit *chopsticks* from the next two pictures. Ask what they eat with and get the pupils to find the words under the fourth picture. Point out that this is another difference between the two countries.

2 Read for detail PB31/32 WB4.11A

A Elicit the instructions in WB4.11A. Make sure they understand they should tick what is true for both countries. Tell them to pay attention to the words *sometimes* and *always*.

B Elicit answers like this:

1 This is true for Japan but not for Yemen.

Elicit the meaning of the words *raw* and *taste* and present *sauce*.

Answers:

Japan	Yemen
true	false
false	true
false	true
false	true
true	true



3 Write comparisons PB31 / 32 WB4.11B / C

A WB4.11B is a preparation for the next exercise. Tell the pupils to complete it quickly. Then elicit each sentence orally.

Answers:

- 1 always 2 never
- 3 always 4 never
- 5 sometimes

B Elicit suggestions for the sentences comparing customs in Japan and Yemen in WB4.11C.

Sample answers:

- 1 In Japan people always kneel on the floor, but in Yemen we sometimes sit on the floor.
- 2 In Japan people always eat with chopsticks, but in Yemen we sometimes eat with knives, forks and spoons.
- 3 In Japan people sometimes eat raw fish, but in Yemen we always cook the fish.

4 Listen for consolidation PB31 / 32 CS19

Tell the pupils to follow the conversation on PB31 / 32. Ask them to listen carefully to the way Fuad speaks. For example:

Surprise: Oh! In my country we eat with knives, forks and spoons.

Happiness: This is very nice fish.

Worry: Do you cook the meat?

Get the pupils to try and repeat some of Fuad's comments in the same way.

Cassette Section 19 is the story on PB31 / 32.

Learning objectives Understand a postcard.
Extract information from a short monologue.

Language focus -

Vocabulary delicious

1 Preparation

A Remind the pupils of Yuki's letter to Fuad on PB26. Ask them to recall what Yuki said visitors can do in Japan. They can look back at their answers on WB54 if they can't remember. Then elicit what visitors to Yemen can do.

B Elicit famous places to visit in other countries. For example, the pyramids in Cairo, Big Ben in London, the statue of Liberty in New York. Accept anything the pupils know about other countries. Make sure you include the *Eiffel* Tower and the Louvre, a famous museum, in Paris as preparation for the listening in WB4.12B.

2 Read for specific information WB4.12A

A Introduce WB4.12A. Elicit who he has written to - his friend Taha. Tell the pupils to read the postcard and answer the four questions about Fuad in column 1.

B Check the answers. Elicit the meaning of *delicious*. Elicit other examples of unusual food that people eat. For example, in France they eat frogs' legs and snails. In other countries they eat snakes, ants and make soup out of birds' nests.

3 Listen for specific WB4.12B CS20

A Tell the pupils they are going to listen to a postcard being information read. Play the cassette up to OK and then elicit the situation.

B Tell the pupils to listen to Abdulla reading the postcard and fill in column 2 for Salman. Play CS20. Check answers as a class.

Answers:

Fuad

- 1 Japan
- 2 visited Disneyland
been to a traditional play
- 3 raw fish
- 4 a new camera

Salman

- France
- been up the Eiffel Tower
visited the Louvre / a museum
- frog's legs
- new clothes / a record



4 Ask and answer questions WB4.12B

Practise asking and answering questions in open pairs as follows:

P1: Which country is Salman in?

P2: He's in France. etc

Continue the practice in simultaneous pairs

Cassette Section 20

Presenter: Listen to Abdulla reading Salman's postcard.

Abdulla: I've just had a postcard from Salman. He's on holiday in France.

Mother: Oh. What does he say? Read it to me, please.

Abdulla: OK.

Dear Abdulla, France is fantastic. I've done lots of things. I've been up
the

Eiffel Tower. You can see the whole of Paris from up there. I've also
visited one of the biggest museums in the world, the Louvre. It was really
interesting.

French food is different, but it's very nice. I've even tried frogs' legs!

I've brought some new clothes for myself and a record for you. I hope you
like it. See you soon. Best wishes, Salman.

4.13 WB69

Learning objectives Write a postcard.

Language focus -

Vocabulary -

1 Plan content of postcard WB4.13

A Elicit the instructions in WB4.13. Get the pupils to agree on a name for the visitor and for his friend, for example, Peter and Andy.

B Elicit the kind of things Peter could talk about in his postcard such as:

- 1 What Yemen is like in general.
- 2 What he has seen.
- 3 What he has done.
- 4 What the food is like.
- 5 What the weather is like.
- 6 What he has bought.

Then elicit suggestions for each heading. For example:

Heading 1: wonderful /fantastic/ great/ lovely/
very interesting

Help get the pupils started. Then let them discuss ideas with their partner.

Point out that they should write things that will *interest* Andy - the aim of writing is to interest the reader.

2 Write a draft

Go through the usual procedure for drafting and improving a piece of writing.

3 Write a final copy

Encourage the pupils to present the postcard neatly and clearly.

When they have finished, let individual pupils read their postcards aloud.

Learning objectives Read and understand the serial story.

Language focus -

Vocabulary race (v), neighbour, a few, *bang (v), front door, angrily, noise, knew (know, ~), four-wheel drive, rug, *jeep, rough, lie/lying, closed, dead, lift (v), reach (= **arrive at**) must, *pass (v), seem (like), at last, asleep

1 Recall the story

Books closed. Ask the pupils to tell you what they remember of the story. Ask a few questions to prompt a summary:

Where were Hassan and Khalid walking?

What were they looking for?

What did they do at the dam?

What happened to Khalid?

Why did Hassan leave him?

How did he get home?

Were his parents there?

Ask the pupils to guess what happens next. Encourage different answers.

2 Preparation for reading PB33 WB70

A Discuss the picture on PB33. Ask the pupils to think about who the driver is, how long they took to get back to Khalid and how he is. Present **reach** (for arrive at), four-wheel **drive, jeep and rough ground**.

B Introduce WB4.14A. Ask some questions about each Picture to give an idea about the story before reading. For example:

Picture 1: Who do you think the man is?

Why do you think he is smiling?

Use the opportunity to present some new vocabulary.

3 Guess the meaning of words PB33 WB4.14A

A As there are many new words at the beginning of the story, deal with the first seven lines as a class. For example, read the first sentence aloud. Then ask:

Whose home did he go to?

Do you think it was close to Hassan's home?

What is a neighbour?

Do you think he walked to the house?

What does 'raced' mean?

Continue in this way, encouraging the pupils to guess the meaning of *neighbour, raced, a few minutes, banging, front door, angrily and noise.*

B Tell the pupils to find the matching picture in WB4.14A. Get them to describe what they can see.

4 Read for gist PB33 WB4.14A

A Remind the pupils of how to read for gist. They should quickly read the beginning or end of each paragraph to get the main idea.

B Tell the pupils to read quickly and order the pictures.

C When they have finished, elicit what they know about the story so far using the pictures in the Workbook to guide them.

5 Read for specific information PB33 WB4.14B

A Introduce WB4.14B. Tell the pupils to read each statement and check the information in the story.

B Go over the answers orally as a class. Then tell the pupils to use the statements to talk about the pictures in Exercise A.

Answers:

1, 2, 5, 7 and 9 are false

3, 4, 6, 8 and 10 are true

6 Listen to the story - consolidation PB33 CS21

A Tell the pupils to listen to the story on cassette and follow in the Pupil's Book. Play CS21.

B Ask some questions to check understanding. Use the opportunity to clarify some of the new vocabulary. For example:

Did Mr Al-jaufi live near Hassan's house?

Did Hassan knock quietly on his door?

Was Mr Al-jaufi angry when he saw Hassan's face?

Who had a four-wheel drive?

How was Khalid when they reached him? etc

Elicit what Hassan said at the end of the story. Ask the pupils if they think Khalid will go walking with his brother again.

Cassette Section 21 is the story on PB33.

4.15

PB33

WB71

Learning objectives

Read for detailed understanding.
Develop vocabulary
Write a summary of the serial story.

Language focus

-

Vocabulary

-

1 Revise the story PB33

A Divide the pupils into three groups. Explain that you will give each group part of the story to read in detail. Tell them to try and guess the meaning of any word they are not sure of from the context while they read. Allocate paragraphs as follows.

Group 1, paragraph 1; group 2, paragraphs 2 and 3; group 3, paragraphs 4 and 5.

B Books closed. Elicit the first part of the story from group 1. Then continue with groups 2 and 3.

2 Vocabulary consolidation WB4.15A

A Introduce WB4.15A. Write on the board where the words can be found:

Para 1: 1 and 2

Para 2: 3 - 6

Para 5: 7 and 8

B Elicit and write the answers on the board. Then recycle the words in random order by using both the definitions from the Workbook and words from the Pupil's Book.

For example:

T: Not flat.

P: Rough.

T: Smiling.

P: Looked happy.

Answers:

1 raced

2 banging

3 bumping

4 rough

5 lying down

6 closed

7 appeared

8 was smiling

3 Answer questions in writing PB33 WB4.15B

Tell the pupils to answer the questions in writing using full answers.
Let them refer to the story on PB33.

Answers:

- 1 Because Hassan / someone was banging on the door.
- 2 Because it was not a four-wheel drive.
- 3 They took Mr Al-Jaufi's brother's car.
- 4 He was worried.
- 5 No, he wasn't.
- 6 He told them to wait and pray.
- 7 They had to wait for four hours.
- 8 Because the doctor was smiling.

4 Write a summary

Elicit a brief summary of the story and write it on the board. Then clean the board and tell the pupils to write their own summary based on the one that was on the board. **Sample summary:**

Hassan went back to get Khalid with his neighbour, Mr Al-Jaufi.

When they reached Khalid, he was not moving. They put him in the jeep and took him to hospital. Khalid was very ill. The doctor said they must wait and pray.

Four hours later, Khalid opened his eyes. He was OK.

4.16

PB34 WB72

Learning objectives Revise the language of the Unit.

Language focus -

Vocabulary *subtract, *multiply, *divide, invitation

1 Language review 3 PB18

A Go over the explanation for the past perfect tense. Clarify any difficulties the pupils might have. Tell them to complete the three sentences in Exercise 1 in their copybooks. Elicit examples from different pupils orally.

B Go over the form of the continuous tenses in the language table. Tell the pupils to ask and answer the questions in Exercise 2 with their partner. Then elicit answers as a class.

C Tell the pupils to study the four ways of talking about the future. Then ask them to think of their own examples.

2 Write opposites WB4.16A/B

A Books closed. Write the five words from the box in WB4.16A on the board. Elicit opposites from the class. Then tell the pupils to do the exercise in their Workbooks.

Answers:

modern - cooked - plump - late
finally - depart - take off

B Tell the pupils to do WB4.16B with their partner. Correct WB4.16A and B as a class.

Answers:

down - long - old - big - light
push - out - take - a little - go
never - near - everybody - fast

C Go through all the adjectives in A and elicit nouns that can go with them. For example:

T: Traditional.
P: Clothes.
T: Are jeans traditional Yemeni clothes.
P: No.
T: Raw.
P: Fish.
T: Who eats raw fish?
P: The Japanese.

3 Write nouns and verbs WB4.16C

A Write the following short text on the board:

Yuki wrote to Fuad to invite him to his house. He sent a description so he could find him at the airport. On his arrival in Japan, Fuad was surprised by the appearance of people in traditional Japanese clothes.

Ask questions to elicit the four words from WB4-16C. For example:

Why did Yuki write to Fuad?

What did he send?

What was Fuad surprised about on his arrival?

B Rub off the text from the board. Tell the Pupils to complete the table in their Workbooks.

Answers:

arrival

invite

description

appearance

4 Work out the meaning of words WB4.16D

A Explain that working Out the meaning Of unknown words is a very important and useful skill. Sometimes it is easy to do from the context. Tell the pupils You have four easy words for them to guess.

Let them do WB4.16D on their own.

B Get the pupils to make up other sums for each other. For example:

P1: Add six and eight.

P2: Fourteen.



Unit 4 word list

a few	form (n)	person
a little	four-wheel drive	play (n)
above	front door	plump
afraid of	future continuous tense	race (v)
angrily	heading	raw
*application form	hope (to)	reach (= arrive at)
arrival	hotel	Really?
arrive	How do you do?	reason
as well as	imagine	recognize
asleep	introduce	refer to
at first	invitation	reply (n)
at last	invite	result
*bang (v)	Japanese	rough
baseball match	*jeep	rug
believe	journey	same
best wishes	judo	sauce
board (v)	*kimono	seat belt
call (ii)	kind (n)	Secondary
check in	kneel	seem (like)
choose	knew (know,~)	several
chopsticks	knife, knives	spoon
closed	label	step (n)
copy (n)	lift (V)	steward
dead	link (n, v)	strange
delicious	look forward to	*subtract
depart	lounge	suit (n)
departure	lucky	take off
difference	lying (lie, lay)	taste
different from	midnight	team
Disneyland	*multiply	temple
*divide	must	thin
draft	nationality	ticket
each	neighbour	timetable
event	neutral future	Tokyo
fantastic	news	travel
fasten	noise	understand
final	notice (v)	*United
finally	of course	welcome
flight	*pass (v)	worried
for example	past perfect tense	
fork (- and knife)	pen-friend	

Unit.5 Summary Safety

Step/ Materials	Topic/Lexical areas	Activities/Skills	Language
1/2 PB35/36 WB73/74	Warnings to children Warnings to parents - pictures and posters	Develop vocabulary. Understand and give warnings orally and in writing.	Negative/ positive imperatives and <i>will</i> to express warnings
3 WB74/75	Language focus	Language study and practice.	Imperatives
4 PB37 WB76	Giving advice - dangers in the home to adults	Understand and give advice orally and in writing.	<i>should + infinitive</i>
5 WB76/77 CS22	Recorded conversations Language exercises	Listen for detail. Complete a language table. Complete sentences.	Reflexives
6/7 PB38 WB78/79	Accidents in the news - newspaper articles	Read for gist. Make notes of main points; use them to write summaries.	-
8 WB80 CS23	A picture of 2 rooms	Identify dangers in a house; listen to check; transfer.	<i>should / shouldn't</i>
9 PB39 WB81	Road safety - pictures showing dangers on the roads with written descriptions	Develop vocabulary. Identify dangerous things in pictures. Give advice.	Present continuous tense
10 WB82/83	Vocabulary exercises	Do vocabulary exercises.	<i>somebody, someone, somewhere, something series</i>
11/12 PB40 WB83/84 CS24	Going fishing - picture and printed conversation Conversation cues	Work out meanings. Read a conversation aloud. Language study and practice. Make conversations.	<i>If</i> clauses - type 1



13 PB41/42 WB85	Two narrative texts about accidents	Read for specific information and write notes. Exchange information and write notes; use them to write the story.
14/15 PB43/44 WB86/87 CS25	<i>Tom</i> and <i>Tariq</i> - first episode of a serial story	Read for gist/main points/to work out meaning. Write a summary.
16 PB45 WB88/89 CS26	Language review 4 and revision exercises	Revise language of the Unit.

5.1

PB35

WB73

Learning objectives

Develop vocabulary.
Understand warnings.
Talk and write sentences about things in the home that are dangerous to children.

Language focus

Imperatives
will in warnings

Vocabulary

warning (n), hurt, badly, broken (glass), boiling (water), matches, medicine, scissors, pills, match (v), scald, swallow, poison, drown, your self

1 Vocabulary presentation PB35

Read the title on PB35 and present the word **warning**. Elicit why children need warning about the things in the picture. Then use the pictures to revise and present vocabulary.

2 Talk, about danger PB35

A Focus on the three questions in the heading on PB35. Present the words **hurt**, **badly** and **make sick**. Tell the pupils to discuss the eight pictures in pairs and answer the questions.

B Continue the discussion as a class. Encourage the pupils to express their opinions.

3 Match warnings to pictures PB35

A Books shut. Write the following words on the board:

cut scald poison drown burn

Explain that these are all ways children can hurt themselves. Elicit what words they know already. Then present **scald**, **poison** and **drown**. Elicit ways that these kinds of accidents can happen:

scald with boiling water

poison with medicine etc

Present the word **swallow**.

B Tell the pupils to look at the eight warnings on PB35 and match them to the pictures. Elicit the meaning of **yourself** before checking the answers.

Answers:

1A / E, 2B, 3D, 4H, 5A / E, 6G, 7C, 8F

4 Write about danger PB35 WB5.1

A Introduce WB5.1A. Elicit the example and ask what it refers to. Then elicit sentences in the same pattern about the other items on PB35.



B Tell the pupils to write the six sentences in their Workbooks.

Answers:

- 2 Boiling water can burn them.
- 3 Matches can burn them.
- 4 Medicine and pills can poison them.
- 5 Knives and scissors can cut them.
- 6 Plastic bags can kill them.
- 7 Pools can drown them.

5 Transfer

Find out which pupils have Cut themselves recently. Ask what they Cut themselves with, how it happened and if they were hurt badly.

5.2

PB36

WB73/74

Learning objectives Understand safety posters.
Complete conversations.

Language focus *Never/ Always* + imperative

Vocabulary let (= *allow*), out of the reach of, keep away from, themselves

1 Talk about accidents PB36

A Elicit the page title. Remind the pupils of the topic of accidents. Elicit what things can be dangerous and why. Ask the pupils to think about where most accidents happen and get opinions from different pupils.

B Tell the pupils to read the poster at the top of PB36 silently. Then ask: Where do most accidents happen? Elicit the answer *In the home*.

2 Read warning posters PB36

A Ask the pupils where they would see the posters on PB36. (In hospitals and clinics.) Tell the pupils to read silently and understand the warnings written on each poster. Elicit the meaning of *out of the reach of* and *keep away from*.

B Ask different pupils to read each slogan aloud.

3 Write conversations PB36 WB5.2

A Read the first conversation in WB5.2 with a pupil. Then elicit how they could complete the other conversations. Highlight the fact that *Why not?* is used with *Never* and *Why?* with *Always*.

B Tell the pupils to complete the other four conversations on their own.

C Elicit answers from pupils in open pairs. Make sure they have the correct answers before the next stage.

Answers:

- 2 Always keep medicine out of the reach of children.
Why?
They'll poison themselves.
- 3 Always keep knives away from children.
Why?
They'll cut themselves.
- 4 Never let children play in the kitchen.
Why not?
They'll burn themselves.
- 5 Never let children play in pools alone.
Why not?
They'll drown themselves.
- 6 Always keep plastic bags out of the reach of children.
Why?
They'll kill themselves.

4 Practise conversations PB36 WB5.2

A Pupils read the conversations in pairs.

B Workbooks shut. Elicit dangerous items they have discussed and write them on the board. Then get the pupils to make conversations using them as prompts. Practise in open and simultaneous pairs.

Learning objectives	Language study and practice.
Language focus	Imperative sentences Making requests
Vocabulary	imperatives order (= <i>a command</i>), base form, negative

1 Language study - WB5.3A / B

A Give a few orders to individual pupils. For example:

Stand up (Hassan)!

Come here (Ali)!

Put your bag on the floor (Ahmed)!

Elicit a few examples and write them on the board. Ask the class to look carefully at the sentences and decide what is unusual. Tell them to look at Workbook page 2 to help them answer. Elicit that there is no subject.

B Pupils look at WB5.3A. Go over the explanation carefully. Make sure they understand the difference between an order and a warning.

C Elicit some examples of imperatives using the words in WB5.3B. Then tell the pupils to write their own examples.

2 Language study - negative imperatives PB35/36 WB5.3C

Go over the explanation in WB5.3C. Then use PB35 to elicit examples as follows:

T: A plastic bag.

P: Don't put that on your head! etc

Explain that the exclamation marks show that the sentences are said with urgency. Practise warnings with *Never* using the posters on PB36. Get the pupils to make all the warnings begin with *Never*. For example:

Never let children touch medicine.

Never let children play with knives. etc

3 Language study - polite requests PB36 WB5.3D

A Go through Exercise D.

B Ask the pupils what they would say in situations such as the following:

T: You are thirsty.

P: Can I have some water, please?

T: You have lost your ball in your neighbour's garden.

P: Could I have my ball, please?



4 Language practice WB5.3E

A Tell the pupils to do WB5.3E on their own. Point out that different answers are possible but some will be better than others.

When they have finished, tell them to discuss their answers with their partner.

B Elicit answers and discuss which ones are best as a class.

Sample answers:

- 1 Could you lend me a pencil, please? Don't copy my work. Help me!
- 4 Can you help me, please?
- 5 Never play with knives. You'll cut yourself.
- 6 Could you give me some water, please?

5.4

PB36 / 37

WB76

Learning objectives

Develop vocabulary.
Give advice orally and in writing.

Language focus*should* + infinitive

Vocabulary

advice, bulb (light -), switch (n), socket, plug, should,
switch on / off, electricity, pour

1 Introduce the topic PB37**A** Write on the board:

light bulb plug burning oil

Present the new words. Then ask why the pupils think these things can be dangerous.

Elicit simple things like:

Burning oil is hot. You can burn yourself.

Plugs use electricity. Electricity can kill people.

B Read and present the page title on PB37. Present and consolidate vocabulary using the first three pictures.

2 Giving advice PB37

A Tell the pupils to look at the four Pictures at the bottom of the page and decide what the lady is doing wrong. Write *Never* and *Always* on the board and elicit warnings.

B Show the pupils how to give advice using the language table at the bottom of the page.

3 Write sentences giving advice PB36 WB5.4

Elicit the instructions in WB5.4. Tell the Pupils to rewrite the warnings on the posters as pieces of advice.

Answers:

- 1 You should keep medicine out of the reach of children.
- 2 You shouldn't let children play in the kitchen.
- 3 You should keep knives away from children.
- 4 You shouldn't let children play in pools alone.
- 5 You shouldn't let children play with matches.
- 6 You should keep plastic bags out of the reach of children.

4 Transfer

Tell the pupils to think of other dangers in the house by discussing in pairs.

Elicit examples and write them on the board. Then discuss how these things can be avoided. Elicit sentences with *should* and *shouldn't*.

Learning objectives	Extract details from a conversation contextualizing reflexive pronouns. Complete the conversation in writing.
Language focus	Reflexives
Vocabulary	himself, herself, itself, ourselves, yourselves, fallen (fall, fell, -), amazing, built (build, ~, -), safe, pronoun, reflexive, plural

1 Listen for specific information WB5.5A CS22

A Tell the pupils they are going to hear four mini-conversations and complete one multiple choice question about each. Go through WB5.5A and make sure the pupils understand exactly what the choices are. Highlight the use of *himself*, *herself* and *themselves* and check they know who they refer to. For example:

Peter has cut himself.



B Play CS22. Pause after each conversation to give the pupils time to tick the correct box. Play CS22 a second time so they can check their answers.

Answers:

- 1 Peter has hurt himself.
- 2 Simon has not hurt himself.
- 3 Jill made the dress herself.
- 4 Simon and his brother made the boat themselves.

2 Language work -reflexives WB5.5B

A Introduce WB5.5B. Explain that *I* and *myself* are both pronouns.

I is a **subject pronoun** and *myself* is a **reflexive pronoun**. Elicit the pronouns to complete the table. Tell the pupils to complete it in writing.

B Write on the board:

I did it myself.

Get the pupils to make similar sentences beginning *you*, *he* etc. Check the answers in this way. Point out that *You made it yourself* would normally be a question or an exclamation of surprise. Write the words on the board to check spelling. Make sure the pupils understand that the plural of *self* is *selves*.

Answers:

yourself	himself	herself	itself
ourselves	yourselves	themselves	

3 Complete conversations WB5.5C CS22

A Introduce WB5.5C. Explain that these are the conversations they have heard on the cassette. Tell the pupils to try and complete them from memory.

B Play CS22 and let the pupils check their answers.

C Check answers by getting different pupils to read the conversations in open pairs.

Answers:

- 1 ... yourself? ... I've hurt myself
- 2 ... yourself? ... haven't hurt myself. ... himself
- 3 ... myself ... yourself!
- 4 ... ourselves. ... yourselves!

4 Punctuation WB5.5B CS22

A Write an exclamation mark on the board (!). Ask the pupils to count how many there are in the conversations - 3. Ask the pupils to try and think why they are used. Elicit ideas. Then play the last two conversations on CS22 and get the pupils to listen carefully to how Anne and John speak in the sentences using the exclamation mark. Elicit that the two children are showing surprise. Remind the pupils of how the punctuation mark is used on PB35:

B Use CS22 with pauses for choral repetition. Get the pupils to practise expressing surprise in these sentences:

You made it yourself!
You built a boat yourself!
That's fantastic!

Then tell the pupils to practise the conversations in pairs.

Cassette Section 22

Presenter: Listen and tick the correct answers.

Band 1

Peter: Ouch!

Dave: What's the matter, Peter? Have you hurt yourself?

Peter: Yes, of course I've hurt myself.

Presenter: **Band 2**

Simon: Ouch!

Dave: What's the matter, Simon? Have you hurt yourself?

Simon: No, I haven't hurt myself. But Peter's fallen off his bike and I'm sure he's hurt himself.

Presenter: **Band 3**

Jill: What a beautiful dress, Anne! Where did you buy it?

Anne: Thank you, Jill. Actually, I didn't buy it. I made it myself.

Jill: You made it yourself! That's amazing.

Presenter: **Band 4**

John: What are you doing at the weekend, Simon?

Simon: My brother and I are going sailing.

John: Oh, whose boat are you going in?

Simon: Our own.

John: Your own! I didn't know you had a boat.

Simon: Well, we didn't, but we have one now. We built it ourselves.

John: You built a boat yourselves! Is it safe?

Simon: Yes, of course it is.

John: That's fantastic!

Learning objectives Read and understand newspaper reports of three accidents.

Language focus -

Vocabulary headline, article (newspaper -), mistake, save, life/lives, *aged, fortunately, breathe, nearly, extremely, *fry, ring/rang/rung, return (v), call (= *phone*), smoke, flame, pan, full of, fire brigade, wrong, afterwards, fireman, simple, alive, went out (the lights ~), wash up, electric, shock, immediately, cause, action

1 Discuss headlines PB38.

Present *headlines*. Elicit the three headlines on PB38 and check understanding. Explain that they are newspaper headlines for the three *articles* on PB38. (Present the new word.)

2 Read articles for gist PB38 WB5.6A

A Pupils quickly read the three articles and match the headlines to each by writing them in the correct columns in WB5.6A. Set a time limit.

Note: At this stage the pupils do not need to understand all the vocabulary.

B Check the answers. Then ask a few gist questions. For example:

- Why was the doctor angry?
- What was the housewife's mistake?
- What happened?
- How did a girl save her Mother's life?

Present the new vocabulary needed for WB5.6B. These are *breathe, nearly, shock, fire brigade, call*.

3 Read for main points PB38 WB5.6B

Introduce WB5.6B. Make sure the pupils understand the four main points they are looking for. Go over the first article as a class. Then tell the pupils to read and complete the rest of the exercise on their own.

Answers:

Article 1	Article 2	Article 3
Doctor angry	Housewife's dangerous mistake	Daughter saves mother's life
Carol Black	Mrs Susan Fox	Mrs Jane Brown
Swallowed rubber	Threw water on burning oil	Didn't switch off light before she changed bulb

Couldn't breathe/
nearly died

Nearly burned
house down

Electric shock/
fell off chair

Mother took her to
hospital quickly

Called fire
brigade

Daughter called
ambulance

4 Workout words in context PB38 WB5.6C

Introduce WB5.6C. Tell the pupils where to find the words:

Article 1: 1 and 2

Article 2: 3 - 6

Article 3: 7 and 8

Let the pupils work in pairs and complete the activity.

Answers:

1 fortunately

2 extremely

3 frying

4 smoke and flames

5 the fire brigade

6 simple

7 alive

8 immediately

5 Discussion

Tell the pupils to think about the three articles.

Ask them to decide which one they think they will remember and why. Find out if they think that newspaper stories like these help change the way people behave.

5.7 PB38 WB78/79

Learning objectives Write summaries.

Language focus -

Vocabulary grammar

1 Introduction to writing task WB5.7

A Remind the pupils of the steps to good writing. Refer them to WB65.

Tell the pupils you want them to write summaries of the articles on PB38 from the notes they have already made.

B Elicit the instructions in WB5.7. Then go carefully through the steps they should follow. Present the new words.

2 Write a draft summary WB5.6/5.7

Tell the pupils to write a draft of the first article in their copybooks. While they write, go round the class and find common mistakes and problems. Set a time limit.

3 Improve the draft

A Highlight common mistakes you have noticed while observing the pupils writing. Discuss ways of improving their work.

B Tell the pupils to carry out steps 2 and 3 of the instructions and make further improvements. Set a time limit.

C Finally, pupils carry out stage 3 of the instructions. Emphasize the importance of making the summaries 'better'. Point out that they will get more satisfaction from something they write in an interesting way than if it is dull.

4 Write a final copy WB5.7

Tell the pupils to write a neat final copy in their Workbook.

5 Write two more summaries

Pupils work in a similar way to write the second and third summaries.

For these two you need not maintain such control over the steps of writing.

Sample summaries:

Two-year-old Carol nearly died after she had swallowed a small rubber.

Her mother took her to hospital immediately. An angry doctor warned that nobody should buy these rubbers. 28

Mrs Susan Fox nearly burned her house down because she threw water over burning oil. The fire brigade saved the house. 21

Mrs Jane Brown forgot to switch the light off before she changed a bulb. She got an electric shock and nearly killed herself. Her daughter called an ambulance immediately. 29

Learning objectives Extract specific information from a recorded conversation.
Write about dangers in the home.

Language focus You should/You shouldn't There is/There are ...

Vocabulary safety officer, *wire, petrol

1 Prepare for listening WB5.8A

Elicit the instructions for WB5.8A. Elicit a few examples. Tell the pupils to circle anything they think is dangerous and then compare their answers with their partner. Present any vocabulary the pupils ask for. Don't discuss their answers at this stage.

2 Listen for specific information WB5.8B CS23

Introduce the listening task. Explain that the pupils are going to hear a conversation between the *safety officer* and the woman who lives in the house, Mrs Wedad. They should circle things the safety officer says are dangerous. Play CS23.

3 Write about dangers

A Elicit all the dangers mentioned by the safety officer and in the home write key words on the board. For example:

baby - small toy plugs -socket wire - floor

petrol can - kitchen medicine - low shelf

Note: Pupils may be able to suggest other dangers.

B Write There is / There are ... on the board. Elicit sentences describing the dangers using the target structure:

There is a baby with a small toy.

There are four plugs in one socket.

There is a wire across the floor.

There is some petrol in the kitchen.

There is some medicine on a low shelf.

C Pupils write sentences describing the dangers in their copybooks. Leave the word prompts on the board if you think the pupils need them.

4 Transfer

Ask the pupils to think again about their own homes and any dangers they might contain. Encourage them to think of things that haven't been mentioned. Let them tell you in Arabic if they don't know the English words. Translate and write new vocabulary on the board. You may need to prompt them to think of things like:

stairs to fall down

window to fall out of

water to slip on

heavy things to fall on top of them. etc.

Cassette Section 23

Safety officer: Hello, Mrs Wedad. Can I come in, please? I'd like to look round your home. I'm a safety officer.

Mrs Wedad: A safety officer. Oh, I see. Yes. Come in, please. That's Fareed. My baby. He's not well today. Now this is the sitting room.

Baby: Waaaah!

Mrs Wedad: I'm sorry he's so noisy. Now be quiet, Fareed, and play with this.

Safety officer: Don't give him that, please. It's too small. You shouldn't give small toys to babies. He'll swallow it.

Mrs Wedad: Yes, of course. Give it to Mummy, Fareed. That's a good boy.

Safety officer: -Oh, dear. Look at that socket. Four plugs. You shouldn't have four plugs in one socket. It's dangerous.

Mrs Wedad: I'll plug the television in over here, then.

Safety officer: No, no. I'm sorry. You can't do that. Look. Now you've got a wire right across the floor. That's very dangerous. You could get a shock. Or you could fall over it.

Mrs Wedad: Oh, I see.

Safety officer: Why don't you move the television? Put it near that socket over there.

Mrs Wedad: That's a good idea.

Safety officer: So this is the kitchen. Very nice. Wait a minute. What's in that can? Over there. Near the cooker.

Mrs Wedad: Oh, that! That's just some petrol for the car.

Safety officer: What? Petrol! In the kitchen. You should never keep petrol in the house. It's very dangerous. You can burn the house down.

Safety officer: And look at that medicine on the shelf. You have a baby. Think about Fareed. He can get that medicine. And he can drink it. You should be more careful with medicine, Mrs Wedad.

Mrs Wedad: Yes, you're right.

Safety officer: Well, I must go now. I'll come back next week. Please try to be more careful. Your house is very dangerous.

Learning objectives	Identify dangers and choose appropriate warnings. Write about dangers.
Language focus	Present continuous tense <i>should / shouldn't</i>
Vocabulary	safety, careless, handlebars, danger, cyclist, pavement, zebra crossing, cycle (v), busy

Note: If possible, obtain posters and leaflets about road safety from the Traffic Police to use as supplementary material.

1 Introduction to the topic PB39

A Elicit the title on PB39 and who the man is. Read the introduction. Tell the pupils to study the pictures and find the differences. Apart from general things such as buildings and dress, the pupils should notice that people drive on the left.

B Elicit what the policeman is saying. Present *careless*. Ask the pupils to look at the three pictures again and find out what people are doing wrong.

C Elicit what the pupils think is dangerous, but don't confirm their answers at this stage. Present the new vocabulary. Also present the phrases *in the front* and *in the back* of the car. Compare with the phrase *at the front / back* which you would use to describe the position of pupils in the classroom.

2 Read to identify pictures PB39

A Tell the pupils to read the two texts written by Ali and identify which pictures he is talking about.

Answers:

2 and 1

B Books closed. Elicit orally the three things wrong in Picture 1. Then tell the pupils to read the second text again and check their answers. Do the same with picture 2.

3 Read and match sentences PB39 WB5.9A

A Pupils look at WB5.9A. Familiarize the pupils with the sentences by reading them out in random order and eliciting each number. Use the opportunity to check understanding of vocabulary. Present *busy*.

B Elicit the instructions for WB5.9A. Tell the pupils to work on their own and complete the task.

Answers:

Picture 1 - Rules 2, 4, 6

Picture 2 - Rules 1, 7, 8, 10

Picture 3 - Rules 3, 5, 9, 11



4 Write a description PB39 WB5.9B

A Explain that the pupils have to write a description of Picture 3 using Ali's descriptions as models. Complete the outline orally with the class. They can use the sentences in WB5.9A to help them.

B Pupils write the descriptions by completing the sentences in WB5.9B.

Answers:

There are four things wrong.

The woman is not holding the child's hand.

Two boys are playing near the road.

The man is not using the zebra crossing.

Two girls are running across the road.

Learning objectives	Develop vocabulary.
Language focus	Word formation
Vocabulary	everyone, everywhere, somewhere, no-one, nowhere

1 Word formation 1 WB5.10A

A Books closed. Write on the board:

safety save safe

Elicit which one is the **verb**, **noun** and **adjective**.

Get the pupils to put them in sentences.

B Clean the board. Introduce WB5.10A. Elicit the first two answers. Tell the pupils to complete the rest of the table on their own. Tell them that all the words can be found on PB35-39.

Answers:

Verb	Noun	Adjective
<i>save</i>	safety	<i>safe</i>
-	<i>danger</i>	dangerous
<i>cycle</i>	<i>cyclist</i>	-
<i>poison</i>	poison	-
warn	<i>warning</i>	-
-	<i>electricity</i>	<i>electric</i>
live	<i>life</i>	-

2 Word formation 2 WB5.10B

A Elicit the heading for WB5.10B. Check understanding of the four words.

Point out that **nobody** and **no-one** mean the same thing.

Elicit why **no-one** has a hyphen. (Because there are two Os.)

B Tell the pupils to form the eight new words and write them in their Workbooks.

Check answers by saying the word in Arabic and eliciting the English equivalent.

Answers:

somebody	someone	somewhere	something
everybody	everyone	everywhere .	everything

Learning objectives Read and understand a conversation.

Language focus Type 1 conditional

Vocabulary motor (= *engine*), life jacket, compass, oar, hire, row (v), free

1 Introduction to the topic PB40

A Use the picture to introduce the topic of fishing. Elicit what the pupils can see in the picture. Present any new vocabulary that occurs. Introduce the characters, Ali the owner of the shop, and the two boys Ahmed and Fuad.

B Tell the pupils to read the introductory text. Ask questions as follows:

Where is Ali's shop?

What can people buy there?

Does he only sell things? (Present *hire*)

What are Fuad and Ahmed going to do?

2 Read a conversation PB40

A Write on the board:

Who goes fishing?

Tell the pupils to read the story and find out. Elicit that Fuad, Ahmed *and* Ali go fishing. Ask the pupils to tell you which sentence gives the answer. Elicit:

If you take me fishing, I'll let you have everything free.

B Tell the pupils that at the beginning Ali is worried about Fuad and Ahmed is going fishing. Elicit why. (Because fishing is dangerous.) Explain that because he is worried he asks them questions to check that they have everything. Elicit the three questions and write them on the board. Present the new words and check understanding. Ask the questions in a different order and get the pupils to read and answer.

3 Ask and answer PB40 CS24

A Pupil's Books closed. Play CS24. Stop after the first question and get the pupils to repeat in chorus. Then play the answer for the pupils to repeat.

Continue to play the cassette pausing for repetition after the next two questions and answers.

B Divide the class into two groups. Get them to practise the questions and answers.

Continue in open and then simultaneous pairs.



4 Perform a conversation PB40 CS24

Play CS24 and tell the pupils to follow in their books. Then get them to practise reading the complete conversation in groups of three. Choose some groups to perform the conversation for the class.

5 Transfer

A Write on the board:

Is fishing dangerous?

Ask the pupils to discuss this question with their partner.

Then elicit opinions from different pupils.

B Find out if anyone in the class has been fishing from a boat.

Cassette Section 24 is the conversation on PB40.

5.12

PB40

WB83/84

CS24

Learning objectives Read and understand a conversation to contextualize conditional exchanges.
Express similar exchanges orally and in writing.
Language study and practice.

Language focus Type 1 conditional

Vocabulary clause, condition, type (= *kind*), may (modal), brackets

1 Revise the conversation PB40 CS24

Tell the pupils to follow the conversation as they hear it. Play CS24.

2 Language study - type 1 conditional WB5.12A

A Go over the explanation in WB5.12A as a class. Elicit the Arabic for *if* and point out that the way it is used is similar to *if* in English. Present **type**, **may** and **clause**.

B Introduce the example sentence. Check understanding of **condition** and **result**. Tell the pupils to study the tenses and then work out the rule for themselves. Tell them to write the rule and then check as a class.

C Focus on the second example sentence. Give the pupils time to think about the question. Elicit that when written this way round there is no comma.

Answer:

... simple present ... Will ...

3 Language practice WB5.12B

Elicit the instructions in WB5.12B and present brackets. Then leave the pupils to do it on their own.

Answers:

- 1 work, will get
- 2 go, will be
- 3 will take, am
- 4 don't hurry, will be
- 5 will ask, phones

4 Perform a conversation WB5.12C

A Introduce the exchange in WB5.12C. Demonstrate with one pupil, then with open pairs. Show how to substitute different words from the boxes. For example:

T: Get sick.

P1: What will we do if we get sick?

P2: Don't worry. If we get sick, we'll take some medicine.



B Get the pupils to practise in simultaneous pairs. Circulate and monitor their progress.

5 Write conversations WB5.12D

Pupils write three questions and three answers.

When they have finished, they can read their questions and answers in pairs.

6 Transfer

A Write on the board:

What will you do if

You lose your bag.?

you find a medicine bottle?

tomorrow is very cold?

Let pupils think about the Situations and suggest different answers.

B In pairs, Pupils think of other Situations. Then get them to ask and answer in pairs. Invite several pairs to perform their exchanges for the rest of the class.

Learning objectives	Read, write notes and exchange information. Write a parallel story.
Language focus	-
Vocabulary	count, storm, blow, drop (n), heavy, fishing grounds

1 Jigsaw reading - preparation PB41 / 42

Ask the pupils to tell you what they can see in the picture on PB41.

Introduce the new words **storm** and **blow**. Pupils talk about the picture on PB42 in the same way.

2 Jigsaw reading - read and complete a chart PB41/42 WB5.13A

A Tell the pupils they are going to do a kind of reading puzzle. Give them a brief idea of how it works; they will read a different story from their partner; each will make notes and then exchange information; finally, they will write their partner's story using their notes. Encourage the pupils to take an interest in the activity.

B Introduce the task in WB5.13A. Divide the class into As and Bs. The As read the story on PB41 and the Bs read the story on PB42. Make sure they complete the work on their own, without sharing information with their partner.

Answers:

	Peter's story	Terry's story
1	three	five
2	in the afternoon	in the morning
3	two hours	three hours
4	twenty-six	twenty-six
5	there was a storm	couldn't start motor rowed for 3 hours
6	wet, cold, happy	hot, tired, happy

3 Jigsaw reading - information gap WB5.13B

A Introduce the information gap activity. Ask the A pupils:

How many people were in Terry's boat?

Elicit the answer ***I don't know***. Then ask the B pupils:

When did Peter and his friends leave?

Elicit the same answer. Tell the class you want them to ask each other for the information. Before they begin, elicit all the questions.

Practise with choral repetition if necessary.

B Pupils work in pairs, asking, answering and making notes.



4 Preparation for writing WB5.13A / C

A Introduce Exercise C. Then demonstrate the task. Write the questions in WB5.13A on the board. Show the pupils how to use the questions in Exercise A and their notes to write statements. For example:

- 1 How many people were in the boat?
Five people were in the boat.
- 2 When did they leave?
They left *in the morning*.
- 5 What happened next?

After that *there was a storm*.

B Check that the pupils can produce the past tense forms of the verbs they will need:

were, left, spent, caught and *felt*.

5 Write a first draft WB5.13C

Write on the board:

Terry | and his friends went fishing one day.
Peter |

Tell the pupils to write the first sentences in their copybooks. They then complete the story using the notes in WB5.13A

6 Read to check writing PB41 / 42 WB5.13D

Elicit the instructions in WB5.13D. Tell all the A pupils to read their story to their partner, the B pupil. Their partner listens and checks his story. Then reverse the roles.

Learning objectives Read and understand the first episode of a serial story.

Language focus -

Vocabulary suitcase, tray, Australia, youth (camp), Bahrain, *Brisbane, passport, spoke (speak, ~, spoken), grey-haired, lady, fewer, silly, customs officer, *anything to declare, Would you mind vb + ing

Note: The aim of the new serial story is the same as that for *The snake* - to encourage reading for pleasure and to help the pupils gain confidence in their ability to deal with longer texts on their own.

1 Introduction to the story PB43 / 44

Explain that the new story, which appears at the end of the next three Units, is about a youth camp in **Australia**. Present the new words. Explain that a youth camp is similar to an international scout camp, where young people from all over the world can meet and learn useful skills together. The story features Tariq, a young Arab boy and an English boy called Tom. In Episode 1, Tariq and Tom arrive in **Australia**. Tell the pupils to look at PB43/44 and discuss the two pictures. Point out where the camp is on the map. Introduce **kangaroo**. See if the pupils can guess what is on the tail of the plane and why. (The kangaroo, like the koala is a symbol of Australia / The plane is an Australian one.) Use the second picture to present **suitcase**.

2 Listen to introduce the story CS25

Write on the board:

Where did Tom meet Tariq?

Play CS25 to the end of Paragraph 2, ...**we got off the plane**. Elicit the answer - Bahrain Airport. Ask what happened on the plane, play CS25 again if necessary. Present **tray**.

3 Read for gist PB43/44 WB5.14A

A Pupils look at WB5.14A. Elicit the instruction. Check that the pupils understand the task. Tell them to find the first two pictures.

They should have enough information to do this already.

B Elicit what is happening in the other six pictures, but don't discuss the order yet. Present **passport** and **customs officer**. In pairs pupils predict the events of the rest of the story. Don't confirm what happens at this stage.



C Pupils read the rest of the story, starting at Paragraph 3 on PB43. Remind them to read quickly to complete the picture ordering task in WB5.14A. Set a time limit.

Answers:

2	4	
1	3	5
7	6	8

D Check the order with the class. Elicit a sentence from the text to describe each picture. For example, Picture 3:

The man who took our passports was very friendly.

4 Read for specific information PB43 / 44 WB5.14B

Elicit the instructions in WB5.14B. Tell the pupils to do the activity on their own and then check their answers with their partner. Do a final check as a class.

Answers:

1, 3, 6 and 10 are false.
2, 4, 5, 7, 8 and 9 are true.

5 Listen to the story - consolidation PB43 / 44 CS25

A Tell the pupils to listen to the story on cassette and follow in their books.
Play CS25.

B Ask some questions to check understanding. For example:

Who has Tom's suitcase?

How many accidents did he have?

Where are they going now?

Ask what the pupils think Tom means when he says, 'Why do these things always happen to me?'.

Cassette Section 25 is the story on PB43 / 44.

Learning objectives	Write a summary of the story. Develop vocabulary.
Language focus	-
Vocabulary	-

1 Revise the story WB5.14A

A Books closed. Elicit what the pupils remember about the story of Tom and Tariq. Write key words on the board as they are given by pupils.

B Pupils look at the pictures on WB86 and describe the events of the story in sequence.

2 Preparation for writing a summary PB43/44 WB5.14B

A Tell the pupils to look at WB5.14B and think of correct versions of the false sentences. Elicit as a class. Then tell them to read all ten sentences and see if they make a good Summary of the story of Tom and Tariq.

B Elicit what the pupils think of the summary. Point out that there are some pieces of information missing. For example, we need to know where Tom was going.

Elicit and write:

Tom was flying to the WYC in Australia.

Then tell the pupils they need to introduce Tariq. Ask them to look at paragraph 2 on PB43 and find a Suitable sentence:

He met Tariq when he got on at Bahrain.

Ask them to describe Tom and elicit:

Tom has lots of accidents.

Tell them that the accident with the orange juice can then be given as an example.

C Explain that they now have paragraph 1 of the Summary. Ask them to divide the other nine sentences into three paragraphs. Elicit that they divide as follows:

2-4, 5-8, 9-10.

D Write the following sentences on the board and ask the pupils to decide where they can fit:

They waited for their suitcases.

Tom's suitcase arrived later.

Tom said, 'Why do these things always happen to me?'

Then elicit the four complete paragraphs orally.

3 Write a summary WB5.15A

A Clean the board, just leaving the first sentence. Add prompts for the other sentences as follows:

He met ...

Tom has ...

They waited ...

Tom's suitcase ...

Tom said ...



B Tell the pupils to write the summary in their copybooks using the sentences in WB5.14B and the prompts on the board.

Sample summary:

Tom was flying to the WYC in Australia. He met Tariq when he got on at Bahrain. Tom has lots of accidents. On the plane he knocked over his glass of orange juice.

The plane landed at Brisbane. A man looked at their passports. He spoke a different kind of English and Tariq couldn't understand him.

They waited for their suitcases. Tariq's suitcase arrived first, and Tom had to wait a long time for his. When a blue suitcase arrived, Tom thought it was his, but an old lady said it was hers.

Tom's suitcase arrived later. The customs officer asked the boys to open their cases. Tom's clothes weren't inside his case! Tom said, 'Why do these things always happen to me?'

4 Vocabulary work WB5.15B

Introduce WB5.15B. Do the first as a class. Tell the pupils in which paragraphs they can find the others; 2/3 - para 1; 4/5 - para 3; 6 - para 5; 7/8 - para 6. Pupils do the exercise on their own.

Answers:

- | | | | |
|---|-------------|---|-----------------|
| 1 | air-hostess | 2 | floor |
| 3 | tray | 4 | passport |
| 5 | suitcase | 6 | fewer |
| 7 | towards | 8 | customs officer |

5.16

PB45

WB88 / 89 CS26

Learning objectivesRevise the language of the Unit.
Make conversations.

Language focus

-

Vocabularysituation

1 Language review 4 PB45

A Go over the reflexive pronouns and clarify any difficulties the pupils have.

Elicit examples of other types of pronouns:

Subject: I, you he, she etc

Object: me, you, him, her etc

Possessive: mine, yours, his, hers etc

Pupils complete the five sentences in Exercise I in their copybooks. Elicit answers from different pupils orally.

B Elicit the big difference between the two sentence patterns. (Warnings use the imperative with no subject.) Elicit the examples given. Tell the pupils to write more examples of warnings and advice in their copybooks. Elicit examples as a class. Get the pupils to explain who might give these warnings and in what situation.

C Tell the pupils to study the examples of Type 1 Conditions carefully. Ask some questions about the structure. For example:

How many clauses are there?

What tenses do you use?

Pupils complete the sentences in Exercise 2 in their copybooks. Ask them to write two or three more of their own.

2 Practise conversations WB5.16A CS26

A Books closed. Tell the pupils they are going to hear two conversations. In each one someone has a problem. Tell the pupils to listen and find out what the problem is and how their friend helps them. Play CS26. Elicit the situation.

B Divide the class into A and B pupils. Tell the A pupils to look at WB page 89 and the B pupils to look at page 90. Remind them of the similar activity they did in WB3.16 and WB4.7A. Demonstrate the two possible conversations with one pupil for each. Then allocate roles and tell the pupils to practise in simultaneous pairs.

3 Make substitution conversations WB5.16A

Demonstrate how to use the substitutions to make new conversations.

Then tell the pupils to practise in pairs. When they are confident about their performance, choose pairs to perform for the class.

4 Practise situational language WB5.16B

A Remind the pupils of the three situations on PB39. Ask what they would say if they saw someone running into the road when there was a car coming. Elicit **Look out!** or other suitable language. Tell the pupils to look at WB5.16B. The A pupils look at the four situations on WB page 88 and the B pupils at the ones on page 89. Give them time to think before eliciting ideas on what to say.

B Ask the pupils to think about the situations they have read about in their Pupil's Book where this language has occurred. Prompt them to remember the following situations:

Page 88

- | | |
|---------------------------------------|------|
| 2 Tom and the old lady | PB44 |
| 3 Hassan warning Khalid of the snake. | PB24 |
| 4 Tom and the passport officer. | PB44 |

Note: Situation 1 was covered in Book 2.

Page 89

- | | |
|--|------|
| 1 / 2 Fuad meeting Yuki and his parents. | PB30 |
| 3 / 4 Tom spilling his drink on the plane. | PB43 |

Get the pupils to see if they can find the exact words used.

Answers:

Page 88

- 1 (Excuse me. Could you tell me the way to the post office?)
- 2 Thank you so much. How kind of you.
- 3 Look out!
- 4 That's nice.

Page 89

- 1 Hello.
- 2 How do you do?
- 3 I'm sorry.
- 4 It doesn't matter.

Cassette Section 26

Presenter: **Band 1**

Boy 1: Oh, no! I don't believe it!

Boy 2: What's wrong?

Boy 1: I've forgotten to bring any money.

Boy 2: Never mind. I'll give you some.

Boy 1: Great! Thanks very much. That's really kind of you.

Boy 2: That's all right. We're friends, aren't we?

Presenter: **Band 2**

Girl 1: Oh, dear! I don't believe it!

Girl 2: What's the matter?

Girl 1: I've forgotten to bring any food.

Girl 2: Never mind. I'll give you some.

Girl 1: Great! Thanks very much. That's really good of you.

Girl 2: That's OK. We're friends, aren't we?

Unit 5 word list

action	fishing grounds	plural
advice	flame	poison
afterwards	fortunately	pour
*aged	free	pronoun
alive	*fry	reflexive
amazing	full of	return (v)
*anything to declare	grammar	ring, rang, rung
article (newspaper)	grey-haired	row (v)
Australia	handlebars	safe
badly	headline	safety
Bahrain	heavy	safety officer
base form	herself	save
blow	himself	scald
boiling (water)	hire	scissors
brackets	hurt	shock
breathe	immediately	should
*Brisbane	imperative	silly
broken (glass)	itself	simple
built (build,)	keep away from	situation
bulb (light)	lady	smoke
busy	let (= <i>allow</i>)	socket
call (= <i>phone</i>)	life jacket	somewhere
careless	life / lives	spoke (speak, spoken)
cause	match (v)	storm
clause	matches	suitcase
compass	may (modal)	swallow
condition	medicine	switch (n)
count	mistake	switch on / off
customs officer	motor (= <i>engine</i>)	themselves
cycle (v)	nearly	tray
cyclist	negative	type (= <i>kind</i>)
danger	no-one	warning (n)
drop (n)	nowhere	wash up
drown	oar	went out (the light~)
electric	order (n)	*wire
electricity	ourselves	Would you mind vb +ing
everyone	out of the reach of	wrong
everywhere	pan	yourself /yourselves
extremely	passport	youth (camp)
fallen (fall, fell,~)	pavement	zebra crossing
fewer	petrol	
fire brigade	pills	
fireman	plug	

Unit 6 Summary people who help others

Step/ Materials	Topic/Lexical areas	Activities/Skills	Language
1/2 PB46 WB90/91	People who help others - four recruitment advertise-ments	Work out meaning; complete sentences; arrange jobs in alphabetical order. Discuss advantages/ disadvantages of jobs. Write descriptions following model.	<i>I want to be a ...</i> <i>I'd like to be a ...</i> <i>have to + infinitive</i>
3 WB92	Questionnaire	Ask and answer questions; work out how helpful self and partner are. Relate an event.	Simple present tense, frequency adverbs, present perfect tense
4-7 PB47 WB93-97 CS27	<i>What to do in an emergency-</i> procedures for three emergencies; fire, road accidents, drowning Language focus	Read for detail; work out words. Language study and practice. Write instructions. Predict correct actions in emergencies; listen to check.	If + present simple, + infinitive or + must/must not in instructions contrasted with If + present + will
8 WB98	Language focus	Language study and practice.	Complex sentences
9 PB48 WB99	<i>People who need help</i> four illustrated texts	Develop vocabulary. Read for detail. Discussion.	-
10/11 PB49 WB100/1	Four special teachers - illustrated texts	Read for detail. Language study and practice. Write sentences with relative clauses. Practise punctuation.	teach how to + infinitive Defining relative clauses with who
12/13 PB50/51 WB102/3	<i>A very special school</i> - two factual texts	Read for specific information and write notes. Exchange information and write notes; use them to write the texts.	learn how to + infinitive
14/15 PB52/53 WB103/4 CS28	Tonz and Tariq - the eggs	Read for gist/to work out meaning.	-
16 PB54 WB105	Language review 5 and revision exercises	Revise language of the Unit.	-

6.1

PB46 WB90 / 91

Learning objectives Understand advertisements for public service jobs.
Complete sentences.
Arrange jobs in alphabetical order.

Language focus I want to be a ...
I'd like to be a ...

Vocabulary problem, train (v), social worker, serve, join, patient (adj), life-guard, swimmer, alphabetical order

1 Vocabulary work PB46

A Ask the pupils to list jobs that involve helping other people. Prompt with questions like *Who do you go and see if you are ill?* Give them time to think. Write any jobs they suggest on the board. Present the new jobs *social worker* and *life-guard*.

B Tell the pupils to look at PB46 and see which jobs match those you have written on the board. Explain that the pictures are advertisements for the six jobs.

C Write the other six new words from PB46 on the board. Tell the pupils to find them in the advertisements and work out the meaning from the context.

2 Read and discuss jobs PB46

Pupils choose an advertisement and find out about the job advertised.

Elicit for example:

Poster A: A social worker helps people who have problems.

Poster E: A teacher should like children and be kind and patient.

Some of the advertisements give very little information. Encourage the pupils to add what they already know. For example:

Poster C: A nurse works in a hospital and looks after sick people.

3 Ask and answer PB46

A Elicit all the questions on the advertisements. Ask who the pronouns *them* and *us* refer to in these questions: *Do you want to help them?* and *Would you like to join us?* Elicit these questions:

Do you want to help people with their problems?

Would you like to join the police?

B Practise asking and answering the questions first in open pairs and then in simultaneous pairs. When pupils finish, elicit what they have found out about each other.



4 Complete sentences PB46 WB6.1A

Introduce WB6.1A and elicit the answers to the first two orally. Tell the pupils to complete all six in writing. Check answers as a class.

Answers:

- 1 I'd like to be a nurse because ...
- 2 I'd like to be a policeman because ...
- 3 I'd like to be a social worker because ...
- 4 I'd like to be a teacher because ...
- 5 I'd like to be a life-guard because ...
- 6 I'd like to be a fireman because ...

5 Arrange jobs in alphabetical order WB6.1B

A Elicit the first three jobs in order. Make sure the pupils know why dentist comes before doctor. Let them complete the exercise on their own.

B While checking answers, elicit some details about each job.

Answers:

bus-driver	fisherman	policeman
dentist	housewife	secretary
doctor	life-guard	social worker
farmer	nurse	taxi-driver
fireman	pilot	teacher

Learning objectives Talk about the advantages and disadvantages of jobs.
Write a description of jobs from a model.

Language focus *have to* + infinitive

Vocabulary brave, strong, fit, earn, discussion

1 Revision

A Elicit all the jobs the pupils can remember and write them on the board.

B Elicit jobs which involve helping other people. Get the pupils to justify their choice. Allow the pupils to give different interpretations of what helping people means.

2 Discuss jobs WB6.2A

A Introduce WB6.2A. Tell the pupils you want them to discuss each question in pairs. Before they begin, go over the questions, check understanding and present *brave, strong, fit* and *earn*.

B Give the pupils plenty of time to discuss each question. Tell them to write down at least one example of each.

C Discuss each question as a class. Encourage the pupils to justify their answers using their own general knowledge.

3 Read a description WB6.2B

Tell the class to read the description of the fireman's job and see if they agree with what it says. Then check understanding by asking:

Is the job dangerous?

Do you have to be fit and strong?

Do you earn lots of money? etc

Find out who would like to be a fireman. Ask questions to check if they are suitable for the job:

Are you brave?

Do you want to earn lots of money? etc

4 Write a description WB6.1B

A Choose a job from WB6.1B. Elicit a similar description sentence by sentence from individual pupils.

B Tell the pupils to work on their own and write two similar descriptions in their copybooks. Collect books for correction at the end of the lesson.

6.3 WB92

Learning objectives Interview a partner and complete a questionnaire.

Language focus frequency adverbs

Vocabulary housework, total

1 Describe a job

Elicit brief oral descriptions of different jobs. Prompt pupils who have difficulty by using questions like these:

Is the job dangerous?

Does a (nurse) need to be strong?

Does a (fireman) help people? etc

2 Complete a questionnaire about self WB6.3

A Books closed. Ask individual pupils the questions in the questionnaire. Encourage the pupils to use the adverbs *often*, *sometimes* or *never* in their replies.

B Introduce the questionnaire in WB6.3. Tell the pupils to complete the first column about themselves. When they finish ask:

Who often cooks the dinner?

Get the pupils to Put their hands up if the reply is Yes. Ask several similar questions to find Out a little bit about how helpful your class is.

3 Interview a partner WB6.3

A Use open pairs to prepare for the interview.

B Tell the pupils to work with their partner and complete the questionnaire.

4 Interpret the questionnaire WB6.3

A Write on the board:

Often

Sometimes

Never

Ask one pupil how many times they answered often, sometimes or never about themselves. Write the numbers on the board against each heading. Then show the pupils how to convert the numbers into a score. Add up the score and show the class how to interpret the result.

B Tell the class to calculate the scores for themselves and their partner. Tell them to check that their own score matches the one their partner has calculated for them.

C Elicit results of the questionnaire. Ask if pupils agree with the interpretation.
Discuss as a class.

5 Transfer

A Write on the board:

Have you ever ...

- saved somebody's life?
- taken somebody to hospital?
- put out a dangerous fire?
- looked after somebody who was ill?

Ask individual pupils. If the answer to any is Yes, follow the question with *what did you do?* and elicit details.

B Ask the class to work with their partners in the same way.

C Ask questions like these:

Has anyone in the class saved someone's life?

Elicit details in the 3rd person. For example:

Yes. Hassan has.

He found someone lying on the ground. He went and got his father. etc.

Learning objectives Read for gist and detailed understanding.
Language study and practice.

Language focus Instructions: *If* + present, + imperative or *must / mustn't*

Vocabulary emergency, cover (v), blanket, fat (n), close (v), serious, instruction

1 Introduction to the topic

Write emergency on the board and present the meaning. Elicit different kinds of emergency. If the pupils have no ideas, refer them to PB47. Present the word *serious*. Then ask the pupils to describe the difference between a serious road accident and a small road accident. For example:

small accident: only some damage to the car

serious accident: people are hurt

2 Read for gist PB47 WB6.4A

A Elicit the instructions for WB6.4A. Tell the pupils to read the first text on PB47 quickly and answer the question.

Answers:

- 1 Small fires
- 2 Serious fires

B Ask the class how they should deal with a small fire. Encourage them to use their own general knowledge. Don't expect detailed understanding of the text at this stage. Present the words *cover* and *blanket*.

3 Read for detail PB47 WB6.4B

A Introduce WB6.4B. Tell the pupils to read the text in detail and answer the questions.

B During the correction stage, encourage discussion. For example, question 1, ask:

Are there other ways to put out a small fire?

Let the pupils answer in Arabic if they wish.

Answers:

- 1 Pour water on it. Cover it with a blanket.
- 2 You should cover it with a blanket.
- 3 To keep out the air.
- 4 No.
- 5 The fire brigade.

4 Work out the meaning of words WB6.4C

Elicit the first two words as a class. Then tell the pupils to complete the task on their own. Get them to go over their answers with their partner before the class check.

Answers:

- | | | | |
|---|----------------|---|-------|
| 1 | put out a fire | 2 | cover |
| 3 | blanket | 4 | fat |
| 5 | petrol | 6 | close |
| 7 | nearby | | |

5 Language study WB6.4D

A Tell the pupils to study the examples of an instruction and a Type 1 condition and discuss how they are different with their partner. If necessary, tell them to focus on the second clause. Explain that the use of the imperative makes the clause an instruction. The use of *will* makes the clause a result.

B Pupils study the second pair of sentences and complete the rule.

Answer:

... must ... mustn't ...

6 Transfer

Discuss the main reasons for road accidents.

Learning objectives

Language practice. Read for detail.

Language focusInstructions: *If* + present + imperative or *must* / *mustn't*

Vocabularythe police, bleeding (n), bandage, lifebelt, stick (n)

1 Language practice**A** Write the following condition clauses on the board:

If there is a small fire,

If fat is burning,

If there is a serious fire,

Elicit ways of finishing the sentences. Encourage the pupils to use the three different ways of giving instructions they studied in WB6.4D.

B Write on the board:

If there is a serious accident, ...

If you see someone drowning, ...

Elicit different ideas on how to finish these sentences. Tell the pupils they will find out if they are giving the right instructions when they read it in the next stage. Use this stage to present the words *bleeding*, *bandage*, *lifebelt* and *stick*.

2 Read for detail -text B PB47 WB6.5A**A** Introduce WB6.5A. Tell the pupils to read and complete the *True / false* exercise. During the correction stage, elicit complete correct answers.

Note: The pronoun *them* is commonly used as a neutral way of referring to a male *or* a female. In the sentence *If somebody is hurt, do not move them*, the pronoun *them* can *mean him* or *her*.

Answers:

All are false except 6.

B Books closed. Write on the board:

If you see a serious road accident,...

If somebody is hurt,...

Tell the class to work with their partner and complete the first clause with two instructions and the second with four instructions. When they have finished, tell them to check by reading the text again.

C Elicit answers orally as a class.

3 Read for detail - text C PB47 WB6.5A

Carry out a similar procedure for text C.

Answers:

2, 3 and 4 are false.

1 and 5 are true.

4 Transfer

Find out from the class if any of them have been involved in or seen similar accidents.

Ask what happened and if they saw anybody doing the right thing to help. Tell the pupils to think about the details in preparation for the next lesson.

Learning objectives	Write guided instructions. Write an account of a personal experience.
Language focus	Instructions: <i>If</i> + present, + imperative or must / mustn't
Vocabulary	set (n)

1 Revision PB47

Elicit what you should and shouldn't do in the three situations on PB47. Get pupils to practise using the form You *should* and You *shouldn't*.

2 Read and write instructions PB47 WB6.6

A Pupils look at the pictures in WB6.6. Explain that the three stories go down in vertical columns. Discuss what is happening in each one. Elicit the title of the first story (Road accidents). Then elicit titles for the second two. Pupils write them above the pictures in WB6.6.

B Elicit the complete version of *Road accident*. Pupils complete the instructions by writing under the appropriate picture.

Note: The pupils should only write what the pictures indicate. See sample answers.

C Tell the pupils to complete the second two sets of instructions in the same way. Tell them to check what they have written with the instructions on PB47 before the class check.

Sample answers:Road Accidents

If you see a car accident, call the police. If one of the cars doesn't stop, write down the number. If anyone is hurt, put a blanket over them.

Fire

If there is a small fire, cover it with a blanket. Close all the doors and windows. Then call the fire brigade.

Drowning

If you see somebody drowning, shout for help. Try to reach the drowning person with a rope. Then pull him to the beach.

3 Transfer- write about a dangerous incident

A Get the pupils to tell you about any accident, fire or drowning they have seen. Elicit what happened in each case.

B Focus on one of the incidents. Elicit all the details and write notes on the board. Pupils write about the incident in their copybooks or write about one they have seen themselves. Collect books for marking at the end of the lesson.

Learning objectives	Understand a radio quiz. Match instructions to situations. Language study and practice.
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Language focus	Phrasal verbs
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Vocabulary	cream, quiz, cloth
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1 Read and select answers WB6.7A

Introduce WB6.7A. Explain that the pupils are going to hear a radio *quiz*. Present the new word. Tell them to answer the questions in WB6.7A using their own general knowledge first. They put ticks in the left-hand column headed *You*.

2 Listen and check WB6.7B CS27

Check understanding of the word *cream*. Then tell the pupils to listen to the radio quiz and answer the questions again, putting ticks in the right-hand column. Play CS27. Check answers as a class. Find out how many questions they answered correctly before listening to the cassette.

Answers:

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

3 Language work - phrasal verbs

A Write the verbs *pull* and *turn* on the board and check understanding. Add the prepositions *away* and *off*. Elicit how these can change the meaning of the verbs. Compare the meaning of the words in Arabic with and without prepositions.

B Remind the pupils that these verbs are a very important part of the English language. Point out that over the three years of learning English they have learned many phrasal verbs. Elicit others they can remember. Prompt if necessary by writing the parts of other possible pairs on the board:

get / knock / look / put / turn
round / off / after / down / up

4 Match instructions and situations WB6.7C

Elicit the instructions in WB6.7C. Point out that there is more than one correct instruction in each case. Tell the pupils to complete the exercise on their own. Encourage discussion during the class check.

Answers:

1 d / f / k / l 2 c / e
3 a / b / h / m 4 b / h / m
5 a / h / j / m

Cassette Section 27

- Presenter: The first aid Quiz.
- Quizmaster: Good morning, listeners. Welcome to our new quiz on First Aid.
We have our two teams, one from Yemen and one from Qatar. You know the rules, teams. If you think you know an answer, press your buzzer like this. (Buzzer sounds) Two points for each correct answer. If one team gives a wrong answer, I offer the question to the other team. Right, here is the first question. What do you do first if somebody scalds their hand? (BUZZER)
- Quizmaster: Qatar:
- Qatar: Take them to hospital
- Quizmaster: No, I said first. What do you do first? (BUZZER) Yemen?
- Yemen: Put their hand in cold water.
- Quizmaster: Good. Two points. Next question. What do you do if somebody touches a live electric wire and gets a shock? (BUZZER)
- Yemen: Pull them away from the wire?
- Quizmaster: No! (BUZZER) Qatar?
- Qatar: Turn off the electricity.
- Quizmaster: Very good. Well answered. Yes, you must turn off the electricity first. That's very important, listeners. If you don't, you'll get a shock yourself. Now for the next question. What must you do if you cut yourself with an old knife? (BUZZER) Qatar again
- Qatar: Stop the bleeding. Put a bandage on the cut.
- Quizmaster: That's not the complete answer I'm looking for. Remember, it's an *old* knife.
- Yemen: Wash the cut and then bandage it.
- Quizmaster: That's better. Wash it. Then cover the cut. You might also go to the hospital. If it is an old knife, you may need an injection. That's one point to Yemen. Here's the next question. You are in the kitchen and the fat in the pan catches fire - (BUZZER) Yes, Qatar?
- Qatar: Throw water on the fire.
- Quizmaster: Sorry. Wrong. (BUZZER) Yemen?
- Yemen: Cover the fire with a blanket.
- Quizmaster: Good. Two points. Remember, listeners, you must never throw water on burning fat. Who can answer this? A small girl is wearing a dress. The dress catches fire. What (BUZZER) Qatar?
- Qatar: The same answer. Cover her with a blanket.
- Quizmaster: Well done. That's two more points, and now for ...

Learning objectives	Language study and practice. Write a story.
Language focus	Sentences with more than one clause
Vocabulary	sense (make -)

1 Identify sentence construction PB47

A Write on the board the following pairs of sentences:

You can pour water on a fire.

You can cover a fire with a blanket.

You should close the windows.

You should close the doors.

Ask the pupils to think how each pair could be joined together to make one sentence. Elicit possibilities. Then get the pupils to find similar sentences on PB47.

B Explain that the examples on the board are simple sentences. When they are joined they make one sentence with two clauses. Point out that using such sentences makes the writing more interesting to read.

2 Language study - sentences with more than one clause WB6.8A.

A Tell the pupils to read about sentences with more than one clause in WB6.8A. Check understanding by asking the difference between the following two examples:

We went shopping yesterday.

If I have time,

Elicit that the second example is a clause but not a sentence.

B Elicit different ways of completing the three sentences in WB6.8A. Write examples on the board.

3 Preparation for writing WB6.8B

A Introduce WB6.8B. Explain that you want the pupils to write a story using sentences with more than one clause. Tell the pupils to decide how to complete the story with their partner. Encourage them to use their own ideas and only use phrases from the box if they are really stuck.

B Elicit ideas from different pairs.

4 Write a story WB6.8C

A Tell the pupils to write the story in their Workbooks.

B Invite pupils to read their stories to the class.

Learning objectives	Read and understand four short texts. Develop understanding of pronoun reference.
Language focus	Pronoun reference
Vocabulary	clever, deaf, special, unhappy, learner, blind, disabled, wheelchair, enjoy

1 Introduction to the topic PB48

A Pupils look at PB48. Elicit the title. Elicit why the people need help. Encourage the pupils to guess. At this stage it does not matter whether or not their answers are correct.

B Write *blind*, *deaf*, *slow learner* and *disabled* on the board. Present the new vocabulary. Pupils scan the four texts, find the words and underline them. Elicit the problem that each child has. Highlight the fact that Susan isn't deaf, she is going deaf. She can hear, but not very well. Similarly Jane is going blind.

Note: *disabled* can be used for any person who has a physical problem, for example, someone who is blind or deaf. However, it is usually understood to mean people who have a problem moving parts of their body.

2 Read for specific information PB48 WB6.9A

Introduce WB6.9A. Tell the pupils to read the text and do the exercise. Then elicit each sentence from the class.

Answers:

- 1 Susan ... hear
- 2 Mike ... clever.
- 3 Jane ... see ...
- 4 David ... move his legs.

3 Read for detail PB48 WB6.9B

A Pupils read the texts on PB48 again and complete WB6.9B on their own.

Answers:

- 1 David
- 2 Susan
- 3 Jane
- 4 Mike
- 5 They laugh at him.
- 6 She enjoys school work.
- 7 He wants to do some sport.
- 8 She cannot see what the teacher writes on the board.

B Check answers orally. Then, books closed, discuss what the pupils know about the four children.

4 Language work - pronoun reference PB48

A Pupils look at the questions at the side of the texts on PB48. Elicit the answers.

Answers:

Susan, the teacher; Mike's, Mike's teachers; David's

B Tell the pupils to find the other pronouns and the words they refer to in the first text. (*she* referring to Susan.) Tell the pupils to replace all the reference words with the words they refer to. For example:

Susan is very clever. Susan reads a lot and Susan enjoys school work.

Elicit why we use pronouns. (To avoid repeating the same words.)

5 Transfer WB6.9C

A Elicit question 1. Find out which pupils know a deaf, blind or disabled person. Discuss what they can and can't do and how they overcome their difficulties.

B Elicit question 2. Encourage the pupils to tell You what they know about Annor and Al Halali Institutes in Yemen. Prompt them to discuss how they would be different from ordinary schools.

6.10

PB49

WB100

Learning objectives

Read for gist and detailed understanding.
 Develop understanding of pronoun reference.
 Language study and practice.

Language focus

how to + infinitive
 Adjective clauses with *who*

Vocabulary

dot (n), eye, mouth, lip-reading, teach, finger, most, basketball, volleyball

1 Revision

- A** Remind the pupils about Susan, Mike, Jane and David. Ask:
 Who is disabled?
 Who is going deaf? etc

- B** Write on the board:

David		can't
Mike		
Jane		
Susan		

Elicit what they can't do (walk / learn quickly / see well / hear well).

2 Read for gist PB49 WB6.10A

- A** Pupils look at PB49. Elicit the title and the question underneath.
 Pupils read the first text and find out why Jill is special. Elicit that she teaches girls who are blind (so she can help Jane). Ask the pupils how they know this:

She uses special books.

She teaches pupils to read with their fingers.

Remind the pupils that when we read we have to **think** and **interpret**, as well as understand the words. The information is not always clear.

- B** Introduce WB6.10A. Pupils complete sentence 1. Tell them to read the other three texts and write sentences about Nick, Mandy and Alan. After checking the answers, elicit which sentences give the information.

Answers:

- 1 Jill teaches blind people.
- 2 Nick teaches disabled people.
- 3 Mandy teaches deaf people.
- 4 Alan teaches slow learners.

3 Read for detail PB49 WB6.10B

A Tell the pupils to read and answer the questions in WB6.10B in their copybooks. Encourage them to write what they think is the *best* answer.

B Elicit different answers from individual pupils. Focus on the most appropriate ones and model them orally for the class. Then tell the pupils to write answers in their Workbooks.

Answers:

- 1 They can read special books with their fingers.
- 2 They can learn to lip-read.
- 3 a) Only five.
b) Because slow learners need a lot of help from their teacher.

4 Language work - *how to* PB49

A Explain that the four teachers teach their pupils how to do special things. Elicit what they are as follows:

Jill teaches her pupils how to read with their fingers. etc

B Elicit things that children have to learn how to do as they grow up. For example:

Children learn how to		play football.
		ride a bicycle.
		cross a road safely. etc

5 Language study - adjective clauses PB49 WB6.10C

A Pupils study the two sentences in WB6.10C. Check understanding by eliciting the adjective *blind* and the adjective clause *who are blind*.

Elicit the other three sentences in WB6.10A in both forms. Pupils write them in their Workbooks and then check their answers in the language table on PB49.

Answers:

Nick teaches pupils who are disabled.

Mandy teaches pupils who are deaf.

Alan teaches pupils who are slow learners.

B Discuss the kind of people the pupils like and don't like. Elicit sentences like these:

I like people who are helpful.

I don't like people who are rude.

6.11

WB101

Learning objectives	Write about jobs. Talk about disability and how to offer help. Produce a correctly punctuated text.
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Language focus	Adjective clauses
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Vocabulary	-
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1 Talk and write about jobs WB6.11A

A Pupils look at WB6.11A. Elicit the five sentences. Pupils practise in pairs.

B Tell the pupils to write the five sentences in their books. Correct orally as a class.

Answers:

- 1 A social worker helps people who have problems.
- 2 A doctor helps people who are ill.
- 3 An air-hostess helps people who travel on planes.
- 4 A life-guard helps people who cannot swim well.
- 5 A dentist helps people who have bad teeth.

2 Talk about people with problems

A Remind the pupils about Jane and Susan. Elicit what their problems are.

Explain that they are only partly disabled as many people are completely deaf or blind. Get the pupils to imagine what it would be like and what things would be hard or impossible to do. For example, blind people can't:
watch TV/ go to a football match/read food labels in a
supermarket/ understand warning signs/see dangerous things in the street.

Deaf people can't:

listen to the radio / use the telephone / hear shouted
warnings / hear car horns/listen to music

Let the pupils try lip-reading; say a few simple sentences without using your voice.

B Discuss what deaf and blind people are good at.

C Repeat the above procedure for David and Mike.

3 Punctuate a paragraph WB6.11B / C

A Elicit the instructions for WB6.11B. Tell the pupils to add full stops and question marks only. While they work, go round the class and check their progress. If they have a problem identifying the sentences, read the text aloud with brief pauses to indicate each one. Pupils compare answers with their partners.

B Elicit what other punctuation is needed - capital letters, commas, speech marks. Remind the pupils of the two uses of capital letters - beginning of sentences and names of people, places etc. Pupils complete the punctuation. Elicit the paragraph sentence by sentence and write it on the board. Tell the pupils to correct their own work.

Answer:

I'm Salwa and I work at the Red Crescent school. I teach people who are disabled. Would you like to help us? If you are a good swimmer, you can help us teach people how to swim. Swimming classes are on Tuesdays and Fridays. Can you ride? Horse-riding classes are on Wednesdays and Saturdays. If you can't swim or ride, you can still help. You can take people for walks, read to them or play games with them. If you want to help, phone me on 516891.

4 Discuss ways of helping people

Write *disabled* and *blind* as headings on the board. Ask the pupils to think of ways they can help. For example:

Disabled

Take them swimming

Push the wheelchair

Help them in and out of a car

Blind

Take them shopping

Read to them

Help them cross the road

Get the pupils to discuss what they can do in groups of four. Elicit ideas as a class.

Learning objectives	Read, write notes and exchange information.
Language focus	how to + infinitive
Vocabulary	*Henshaw, *Manchester, ordinary, training, Braille, recorder, university, *Birkdale, *Southport, difficult, sign-language, equipment, hearing aid, computer

1 Preparation for reading PB50 / 51

Pupils look at the pictures on PB50/51. Elicit what is happening in each picture. Present the words **Braille** and **hearing** aid. Ask the pupils to predict what the texts will be about. Elicit the titles and answers to the questions.

2 Jigsaw reading - read and answer questions PB50 / 51 WB6.12A

A Introduce the task in WB6.12A. Practise the questions by applying them to your own school. If pupils don't know the answers, encourage them to guess.

For example:

T: How many teachers are there?

P1: Twenty.

T: There must be more than that.

P2: About thirty.

Highlight the fact that special equipment (Q8) means equipment that most other schools would not have.

B Divide the class into pairs. The A pupils read the text on PB50 and the Bs read the text on PB51. Tell them to cover the page they are not reading with their Workbooks. Encourage them to read quickly and find the specific information required. Pupils write their answers in the appropriate column.

3 Jigsaw reading - information gap WB6.12B

Remind the pupils how to carry out information gap activities. Tell them to ask their partner the questions in WB6.12A and find out about the other school. They write their answers in the spare column. Don't check answers at this stage.

Answers:

Page 50

- 1 Henshaw
- 2 Near Manchester
- 3 Blind boys/girls
- 4 12
- 5 130
- 6 Yes
- 7 Braille

- 8 Books in braille
- 9 Go to university
Get jobs

Page 51

- Birkdale
Near Southport
Deaf boys/girls
20
80
Don't know.
How to speak and lip-read;
sign language
Hearing aids
Go to university
Get jobs

4 Discuss jobs

Elicit all the words for jobs pupils know and write them on the board. Pupils decide which ones can or can't be done by blind and deaf people and why.

For example:

Deaf people can be painters because painters don't need to hear.

Blind people can't be dentists because dentists need to see.

Homework

Tell the pupils to find out about special schools in Yemen from their family and friends.

6.13

PB50 / 51 WB102 / 103

Learning objectives Use notes to write a factual description.

Language focus -

Vocabulary -

1 Jigsaw reading - write a story WB6.13A

Elicit the instructions in WB6.13A. Pupils look at WB6.12A. Elicit the names of the two schools and where they are. Elicit and write on the board:

Birkdale school is a very special school.

Tell the As to write this in their copybooks. Tell the Bs to write the same sentence beginning Henshaw school. Elicit the next two sentences orally to get the pupils started:

It is near Southport / Manchester.

It teaches boys and girls who are deaf / blind.

The pupils then complete the text individually using their answers in WB6.12A. While they work, go round the class helping and encouraging.

2 Read to check writing PB50 / 51 WB6.13B

Elicit the instructions in WB6.13B. Tell all the A pupils to read their text first while the B pupils listen and check. Then reverse the roles

3 Improve writing PB50 / 51

Ask the pupils to compare their text with the one in the Pupil's Book. Elicit differences. Books closed. Tell the pupils to improve their own writing by joining sentences and adding information.

4 Transfer

Discuss special schools in Yemen. Elicit what the pupils have been able to find out. Give them any extra information you feel they need to know. Try to interest them in what happens in these schools.

Learning objectives	Read and understand the second episode of a serial story.
Language focus	<i>have</i> to for obligation
Vocabulary	stole (steal, -, stolen), *Chuck, *Hans, *David, Arab, I hope so, whole, washing up, *scrambled eggs, *Leave it to me, salt, pepper, perfect, dining-tent, proud of, *wallaby, *kangaroo, bush, wipe, miss (= <i>doesn't touch</i>), plate, all right (= OK)

1 Revise the story WB5.14A/6.14A

A Recall the events of the story so far. Pupils can look at the pictures in WB5.14A to help them.

B Pupils look at WB6.14A, which revises Episode 1. Tell them to read the sentences and mark them true or false. Check answers orally.

Note: The old lady didn't steal Tom's suitcase, she took it by mistake.

Answers:

1, 6 and 7 are false.

2, 3, 4 and 5 are true.

2 Read for information PB52

A Ask the pupils to predict what Tom will do about his missing suitcase and clothes. Elicit different suggestions.

B Tell the pupils to read the first paragraph on PB52 and check whether their predictions were correct. Write these questions on the board:

Who gave Tom the	trousers?
	sweater?
	shirt?

Pupils read the first two paragraphs to find the answers. They have to match two pieces of information to find each answer (Arab shirt - Tariq is from the Gulf so it is Tariq's shirt). Ask the pupils to find Tom in the picture - the one whose clothes don't fit.

3 Read for gist PB52 / 53 WB6.14B

A Tell the pupils to read the rest of the story starting at Paragraph 3. Remind them that this reading is for the gist only and they only need to read enough to do the ordering activity in WB6.14B.



B Check answers as a class. Elicit lines from the story which describe each picture.

For example, Picture 6:

Read this. Page twenty-three said Rod.

Answers:

4 2 6

5 3 1

4 Discuss obligation PB53

A Pupils look at the picture on PB53. Elicit what Tom and Tariq are doing. Discuss the different jobs you have to do when you are camping. Elicit different examples and write them on the board. For example:

do the washing-up, light the fire, tidy the tent,
cook, wash clothes

B Focus on the form *have to*. Elicit different things the pupils have to do at school.

6.15

PB52 / 53

WB104

CS28

Learning objectives Read for detail.
Vocabulary development.

Language focus -

Vocabulary -

1 Answer questions in writing PB52/53 WB6.15A

A Use the pictures on PB52/53 and WB106 to recall the main events of the story.

B Tell the pupils to answer the questions in WB6.15A by reading the story on PB52/53. Encourage discussion during the correction stage.

Answers:

- 1 Because he lost his suitcase.
- 2 He wore Paul's trousers, Tariq's shirt and David's sweater.
- 3 Paul is bigger than Tom because his trousers were too big for Tom.
- 4 David is smaller than Tom because his sweater was too small for Tom.
- 5 They had to make scrambled eggs for breakfast.
- 6 There were fifty people.
- 7 They used seventy-five eggs.
- 8 You need some butter, milk, salt and pepper.
- 9 A wallaby knocked him over when he was carrying the pan of eggs to the table.

2 Listen for consolidation PB52/53 WB6.15A CS28

A Play CS28. Pupils follow the pictures in WB6.15A.

B Play CS28 again. This time the pupils follow the words in their Pupils' Books.

Ask a few simple questions. For example:

Did Tariq burn the eggs?

What did the wallaby knock over?

Where did the eggs land?

How did Tom feel?

3 Vocabulary work PB52/53 WB6.15B

Introduce Exercise B and explain that these sentences are not in the story, but the missing words are.

Answers:

- | | |
|----------|--------------|
| 1 pan | 2 delicious |
| 3 plates | 4 washing-up |
| 5 wipe | 6 proud |

4 Discussion Ask the class to imagine they are at the camp. Would they like cooking and washing-up? Ask *What do you think of Tom? Why do you think accidents always happen to him?*

Cassette Section 28 is the story on PB52/53.

Learning objectives Revise the language of the Unit.

Language focus Syllables

Vocabulary syllable, *conditional

1 Language review 5 PB54

A Tell the pupils to study the sentences in the language box. Ask what *who, that* and *which* refer to in each sentence. Point out how this follows the rule given under the three sentences. Check understanding by getting the pupils to complete the three sentences in Exercise 1.

B Instructions: Tell the pupils to study the example sentences to remind them of the sentence patterns. Pupils think of two ways of finishing each sentence in Exercise 2, then give the instructions to their partner. Go over the exercise as a class.

C Want, would, etc: Tell the pupils to study the example sentences. Elicit similar sentences from individual pupils. Then tell the pupils to work in pairs and ask and answer the four questions in Exercise 3. Get different pupils to tell the class about their partner using the answers they have given.

2 Language work - defining relative clauses WB6.16A / B

A Remind the pupils of the special teachers on PB49. Write on the board:

Alan teaches children who are slow learners.

Elicit similar sentences about the other three teachers.

B Pupils look at WB6.16A. Elicit the first matching pair. Point out how it is similar to the sentence on the board. Tell the pupils to complete the rest and then read them to their partner. Elicit sentences as a class.

Answers:

- 1 ... who are always happy.
- 2 ... that has the best food.
- 3 ... who have problems.
- 4 ... that I get best marks in.
- 5 ... that came first in the race.
- 6 ... where you live?
- 7 ... that I lent you?

C Introduce WB6.16B. Pupils write the three sentences on their own. Let them refer to their books for the spelling.

Answers:

Someone who is deaf.

Someone who is blind.

Someone who is disabled.

3 Talk about jobs WB6.16C

A Write *life-guard, fireman, social worker and teacher* on the board. Elicit what the pupils remember about these jobs. Refer them to PB46 and discuss the qualities they need.

B Introduce WB6.16C. Elicit sentences like the example given. Then ask the pupils to write the sentences in their copybooks.

C Elicit other jobs and write them on the board. Get the pupils to discuss the qualities they need in the same way.

4 Language work - syllables WB6.16D

A Tell the pupils to study the explanation. Present the words *syllable*. Check *understanding* by getting the pupils to identify the number of syllables in the example words.

B Tell the pupils to work with their partner and think of five examples each of one, two and three-syllable words. Ask different pairs to read out their words and let the rest of the class give their opinion as to which are correct. Write any that give difficulty on the board and identify the syllables.

Answers:

1, 2,3, 2, 3, 3, 2, 2, 4, 4



Unit 6 word list

all right (= OK)	equipment	recorder
alphabetical order	eye	salt
Arab	fat (n)	*scrambled eggs
bandage	finger	sense (make~)
basketball	fit	serious
*Birkdale	*Hans	serve
blanket	hearing aid	set(n)
bleeding (n)	*Henshaw	sign-language
blind	housework	social worker
Braille	I hope so.	*Southport
brave	instruction	special
bush	join	stick (n)
*Chuck	*kangaroo	stole (steal, stolen)
clever	learner	strong
close (v)	*Leave it to me.	swimmer
cloth	life-guard	syllable
computer	lifebelt	teach
conditional	lip-reading	the police
cover(v)	Manchester	total
cream	miss (= doesn't touch)	train (v)
*David	most	training
deaf	mouth	unhappy
difficult	ordinary	university
*dining-tent	patient (adj)	volleyball
disabled	pepper	*wallaby
discussion	perfect	washing-up
dot(n)	plate	wheelchair
earn	problem	whole
emergency	proud of	wipe
enjoy	quiz	

Unit 7 Summary communications

Step/ Materials	Topic/Lexical areas	Activities/Skills	Language
1/2 PB55 WB106-8	Signs and messages - inside an airport	Identify verbal and non-verbal sources of information. Write explanations of signs. Skim and scan to find a particular message. Skim and scan for specific information. Write questions and answers, then test a partner.	<i>This means that ...</i> Imperatives in instructions <i>have (got) to</i> for obligation Wh- questions
3 PB56 WB109	Sending a letter - an illustrated procedure	Understand and describe a process in writing.	Present simple tense
4/5 PB57 WB110-12 CS29	How letters get to different countries - picture prompts	Talk about pictures. Language study and practice. Write about a process. Write a dictated name & address. Address envelopes.	Present simple passive
6 PB58 WB113/14	When and where? - letters and envelopes Language focus	Talk and write about impersonal past events. Language study and practice.	Past simple passive
7/8 PB59/60 WB114-16	Ways of sending messages - <i>six illustrated factual texts</i>	Read and make notes. Define words. Ask and answer questions. Write about ways of sending messages.	Past simple passive Time adverbials: <i>In the tenth century</i>
9/10 PB61/62 WB116/17 CS30	Flight to Black Mountain - conversation and aerial view Language focus	Listen for information; read to check; read aloud. Use a map to work out suggested solutions to a problem. Language study and practice.	Comparing adjectives with <i>more / most</i>



11/12 PB63 WB118-20 CS31/32	<i>What would you do?</i> Language focus	Listen for information/ language; read to check. Read and complete sentences. Predict and listen to check. Language study and practice.	Second conditional - -
13/14 PB64 WB120/21 CS33	<i>Tom and Tariq - in the mountains</i>	Read for gist, then specific information. Write a summary of the story. Answer inferential questions.	- - -
15 WB122/23 CS34	Cartoon pictures and gapped narrative; recorded narrative	Listen for sequence of events. Read and complete narrative with verbs in correct tenses.	Pasttenses - -
16 PB65 WB124	Language review 6 and revision exercises	Revise language of the Unit.	- - -

7.1

PB55

WB106

Learning objectives

Understand signs and messages.
Write explanations.

Language focus

This means that

Vocabulary

explanation, toilet, information desk, to the left / right, straight ahead

1 Introduction to the topic

Write *message* on the board. Ask the pupils to think of ways of sending messages to people in other towns and countries. Prompt as necessary. Write their ideas on the board. Answers might include telephone, telex and fax. Revise or present the meaning of words they supply. Accept suggestions such as *messenger* or *radio*.

2 Discuss the picture PB55

Elicit and discuss the title. Tell the pupils to look at the picture on PB55 in pairs and find all the things we can use to send messages or give and get information. Elicit answers and list them on the board, teaching any vocabulary as it occurs. The words on the board should include:

clock, telephone, television, airline symbol, message board, postbox,
computer

signs: No smoking, Information, Toilet, Bank, Restaurant.

3 Write explanations of signs WB7.1

A Explain that many of the signs at the airport are international signs which can be understood by people who speak different languages. All the signs in WB7.1 are international signs. Ask the pupils which ones they have seen and where.

B Pupils look at the example explanation in WB7.1. Tell them to use the information in the two boxes to make a similar explanation for the second sign. Elicit orally. Point out that here would be used if the place indicated is next to the sign as with the bank on PB55. Pupils label the other eight signs and then explain them to their partner.

Answers:

This sign means that:

- 2 there is an information desk straight ahead.
- 3 there are men's toilets to the right.
- 4 there are buses straight ahead.
- 5 there is a Post Office here.
- 6 there is a restaurant to the right.
- 7 there are women's toilets to the right.
- 8 there is a bank to the left.

4 Transfer

Elicit other examples of international signs the pupils know and what they are for. Draw them on the board.

Learning objectives	Understand messages and related conversations. Scan for information.
Language focus	Imperatives in instructions have to for obligation
Vocabulary	urgent, *Sheraton, pay, *Toyota, registration number, collect, key (car ~) Abu Dhabi, correctly

1 Introduction to the topic PB55 WB7.2A

A Elicit what the two boys on PB55 are reading. (The Message Board.) Ask:

Who do they have to meet? (The boy's cousin)

When do they have to meet him? (At one o'clock)

Where do they have to meet him? (At the hotel)

Ask why they think the boy's cousin left the message. (Perhaps he was going to meet them but was unable to.)

B Pupils look at WB7.2A which shows some of the messages from the airport Message Board. Tell them to scan the messages to find the one from the boy's cousin. Remind them how to do this. They should look for known information, in this case *meet*, *hotel* and *one o'clock*. Elicit the names of the boy and his cousin.

Answer:

message number 2

2 Scan for information WB7.2B

Introduce WB7.2B. Set a time limit. During the feedback, highlight the pronoun shift your father to his father and the need for complete information car keys and not just keys in number 7.

Answers:

- 1 Abdulla Mahmoud.
- 2 At one o'clock.
- 3 Telephone his father.
- 4 To the restaurant.
- 5 He has to do an important job.
- 6 By taxi.
- 7 To collect the car keys.
- 8 To Abu Dhabi.

3 Write questions WB7.2C

A Write on the board:

What / Who / When

Mike

have to

Ask the pupils to make three questions about the first message using the words on the board:

What does Mike Foley have to do?

Who is the message from?

When does he have to phone?

Elicit the questions and answers.

B Tell the pupils to write the questions in their copybooks. Then ask them to write at least one more question about each of the other messages. They can use any of the question words in WB7.2C. While they work, go round helping and encouraging.

4 Ask and answer WB7.2D

Pupils ask and answer using the questions they have written, first in open pairs and then with their partners.

7.3

PB56

WB109

Learning objectives Understand sequence in a description of a process.
Describe a process in writing.

Language focus Present simple for describing a process

Vocabulary postbox, sort (v), sack (n), postman, deliver, main

1 Introduction to the topic

Discuss the role of the postal service. Elicit how letters and parcels get from one place to another within Yemen and from country to country.

2 Read an introductory text PB56

Tell the pupils to read the introduction on PB56 and answer this question:

How long do Fuad's letters take to get to London?

Pupils read quickly and find the answer. Elicit other information:

when he writes the letters, when he posts them.

3 Read and understand a sequence of events PB56 WB7.3A

Elicit the task. Tell the pupils to read and put the texts in the correct sequence.

They should write the letters in WB73A.

Answers:

1A, 2E, 3B, 4D, 5F, 6C

4 Write notes describing a process WB7.3B

A Discuss the six pictures in order. Elicit the main information describing what happens to Fuad's letter. For example:

Fuad posts the letter. Ali collects the letter and takes it to the Post office. etc

B Introduce WB7.3B and the example notes. Elicit notes for picture 2.

Make sure the pupils understand we are interested in Tom's letter. Then let the pupils continue on their own.

C Go over the notes on the board. Make sure the pupils have a good copy as they will need them for the next activity.

Answers:

Ali collects letter, puts in sack, takes to Post Office.

Abdulla and Qasirn sort letters, put Tom's in sack for England.

Mohamed and Tariq send letter to England.

Kate sorts letters in London.

Tuesday, Mark delivers Tom's letter.

5 Write a paragraph WB7.3C

A Tell the pupils to think about how to expand their notes into a full description of how Fuad's letter gets to England. Let them discuss the sentences orally in pairs. Then elicit sentences from different pupils to make a complete description.

B Pupils write a draft description in their copybooks. Follow the usual procedure for correction and improvement.

C Pupils write a neat copy in their Workbooks. Sample text as follows:

Fuad posts his letter to Tom on Saturday. Ali collects the letter and puts it in a sack. He takes the sack to the Post Office.

Abdulla and Qasim sort the letters and put Tom's in a sack for England.

Mohamed and Tariq send the letter to England. Kate sorts the letters in London. Mark delivers the letter to Tom on Tuesday.

Learning objectives Language study and practice.

Language focus Present simple passive

Vocabulary passive, thousands

1 Order pictures WB7.4A

A Pupil's Books closed. Introduce the pictures in WB7.4A. Tell the pupils to number the pictures in order to see if they remember the sequence of events. Point out that there are two more pictures than before.

B Tell the pupils to use the pictures to discuss what happens to a letter after someone posts it. Elicit steps in the process. Highlight the fact that in this case we don't know the people involved. The pupils might notice a slight problem in doing this. This will be resolved in the next stage.

2 Introduction to the passive PB57

A Pupils look at PB57. Read the introduction in the speech bubble. Tell the pupils to make sentences from the language table to match each picture. Elicit each sentence orally as a class. Pupils then practise in pairs.

B Pupil's Books shut. Tell the pupils to continue practising with their partner using the pictures in - WB7.4A

3 Language study - the passive WB7.4B

Tell the pupils to study the explanation in WB7.4B. Check understanding by asking:

Why do we use the passive?

How do we form the passive?

4 Complete sentences WB7.4C

Elicit the first sentence orally. Then tell the pupils to complete the task on their own. Check answers as a class. Present *thousands*.

Answers:

- 1 Thousands of books are bought every day.
- 2 Our classroom is cleaned every morning.
- 3 Letters aren't delivered to houses in Yemen.
- 4 Bread is made from flour, water and salt.

5 Write sentences

Tell the pupils to study the passive sentences in WB7.4C and try to write similar ones in their copybooks. Elicit examples as a class.

Learning objectives Describe a process in writing.
Understand how to address envelopes.

Language focus Present simple passive
have to for obligation

Vocabulary address (*n, v*), envelope, stamp (*n*), Post code

1 Revision PB57

Elicit the stages of sending a letter using the pictures and table on PB57.

2 Write a description PB57 WB7.4A / 7.5A

A Pupil's Books closed. Elicit the instructions in WB7.5A. Pupils describe how letters are sent in their copybooks using the pictures in WB7.4A. They should write in pencil so they can correct their work.

Encourage them to write as much as they can on their own.

B Pupils look at the language table on PB57 and correct their work.

3 Follow spoken instructions WB7.5B CS29

A Show the pupils a postmarked envelope. Present the new words *address*, *envelope* and *stamp*. Elicit how to write an address. Don't correct or confirm what the pupils say at this stage.

B Pupils look at WB7.5B. Explain that they are going to hear how to address the envelope. Tell them to follow the instructions on the cassette and write the address. Play CS29.

C Write the address on the board and let the pupils correct their work. Discuss what each part of the address is called.

Answers:

(see below)

4 Label an envelope WB7.5C

Pupils work on their own and label the envelope. Check answers by reading parts of the address in random order and eliciting the appropriate label.

Answers:

Tom Brown	Name
27 London Road	Street
Manchester	Town
England, UK	Country
M20 4SE	Post code

5 Address envelopes WB7.5D

Pupils complete the two envelopes in WB7.5D. Let them compare what they have done in pairs before the class check:

Answers:

Mr K Lear	Mr Fuad Mohammed
17 North Street	P O Box 4111
Oxford	Muscat
England	Oman
OX29DP	

6 Describe how to address an envelope

Elicit sentences describing how to address an envelope:

You have to write the name first.

Then you have to write the PO Box or number of the house and name of the road.

After that you have to write the town.

Then you have to write the name of the country. In England you have to write the Post code. Before you post the letter, you have to put a stamp on it.

Cassette Section 29

Presenter: Listen to someone from the Post Office telling a class how to write an address on an envelope.

Man: It is very important to write the address clearly and correctly. If you don't, your letter won't reach your friend.

If you are sending a letter to the United Kingdom - that's England, Scotland and Northern Ireland - you write the person's name first, next the street, next the town, after that the country. And finally, you write the Post code. Look at the envelope in your book and write this name and address.

Write slowly and carefully. Ready?

What do you write first? (Pause) The name. OK. It is Tom Brown.

Remember that names begin with capital letters. Did you spell Brown properly?

Capital B-r-o-w-n? Oh, and by the way, you don't need a comma or full stop at the end of the line. On the next line, you write the house number and the street; it is twenty-seven London Road. Twenty-seven, London Road. Capital L-o-n-d-o-n; Capital R-o-a-d.

The town or city on the next line is Manchester. Capital M-a-n-c-h-e-s-t-e-r.

The country on the next line is England - Capital E-n-g-l-a-n-d. Write a comma after England - then UK. Capital letters U and K, short for United Kingdom.

Finally, and most important, you write the Post code. Use Capital letters and write M20 space 4SE. Now look at what you have written as I read it out without stopping: Tom Brown, 27 London Road, Manchester, England, UK, M20 4SE.

7.6

PB58 WB113 / 114

Learning objectives Write a description of a train of events.
Language study and practice.

Language focus Past simple passive

Vocabulary receive, written (write, wrote, -), *Nairobi

1 Talk about a picture PB58

Discuss the letters and envelopes on PB58. Elicit where they are from, who wrote them (we don't know) and who they are for. Compare different dates on the letters and envelopes. Present *received*. Explain that when letters arrive in an office, they are stamped with the date of arrival.

2 Presentation of language - past passive PB58

A Point out that we can't talk about the writers because we have no information about them. However, we can use the passive tenses to talk about what the writers have done. Tell the pupils to look at the first letter. Ask:

When was it written? (21 January 1997)

When and where was it posted? (22 January 1997)

When did Mr Hassan receive the letter? (25 January 1997)

Ask how the last question was different from the others (active) and why (we know who received the letter). Point out that we can use the active or passive for the last question.

Note: Make sure the pupils say the dates correctly. For example, *the twenty-first of January, nineteen ninety seven*.

B Tell the pupils to read the short text and check the details of when the letter was written, posted and received.

3 Ask and answer PB58

A Elicit the questions in the language table at the bottom of PB58.

Check understanding of *it* (the letter) and *they* (the letters).

B Practise the questions. Ask and answer questions about letters B, C and D in open pairs. Continue the practice in simultaneous pairs.

4 Write sentences WB7.6A

A Pupils look at the first letter in WB7.6A. See if any pupil knows where Nairobi is. (It's the capital of Kenya.) Elicit the example text.

Explain that it is optional. When the pupils write about the other letters, they should choose whether to put it in or leave it out.



B Go over the first text orally to make sure the pupils can deal with the plural.
Then tell the pupils to write the descriptions. Check answers orally.

Answers:

These letters were written in Doha on 5 April 1997 and (they) were received in Yemen on 7 April 1997.

This letter was written in London on 9 February 1997 (it) was received in Yemen on 16 February 1997.

5 Language study - past passive WB7.6B

Pupils study the explanation in WB7.6B and discuss the answers in pairs.

Let them make an attempt on their own before discussing the answers as a class.

Answers:

was written was received

... past ... *be* ... past ... verb

6 Write sentences WB7.6C

Tell the pupils to read the four sentences. Check understanding by asking if they are all about the same subject. Elicit the first in the passive form. Pupils complete the rest on their own.

Answers:

- 1 A new hospital was built last year.
- 2 Old buildings were pulled down.
- 3 The old mosque was saved.
- 4 The best builders were chosen for the hospital.

Learning objectives	Understand periods of time. Read for specific information and detailed understanding. Make notes.
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Language focus	Past simple passive Time adverbials
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Vocabulary	Albarid, messenger, service, route, *post (wooden -), *rest house, Arab world, century, pigeon, Egypt, Syria, without, invent, invention, *telex machine, work (= operate), fax machine, replace, copy (v), line (telephone -), thick, *cable, satellite, aerial, Arabsat
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1 Discuss the pictures PB59/60

A Pupils look at PB59/60. Briefly discuss what they can see in the pictures. Present the new words *messenger pigeon, telex machine, fax, satellite and dish aerial*.

B In pairs, pupils discuss the different ways of sending messages shown in the pictures. Elicit vocabulary related to the topic and pictures and write it on the board.

2 Talk about time periods

A Pupil's Books closed. Explain that different ways of sending messages were invented (and used) at different times. Ask when the fax machine was invented. Introduce the 1980s and write on the board:

1980s = 1980 - 1989

Ask if this year is in the 1980s and elicit that we are now in the 1990s.

B Present *20th century*. Show how it can be written: *20th c*. Explain that at the end of the 1990s we will be in the 21st century. Elicit what the last century was.

3 Read for specific information PB59/60 WB7.7A

Introduce WB7.7A. Tell the pupils to scan the texts quickly to find information for column 1 and 2. Make sure they know that the way of sending messages goes in column 2 and the date it started or the period when it was used in column 1. Elicit the first two orally to check understanding. Pupils complete the activity on their own.

4 Read for detail PB59/60

Divide the class into six groups. Give each group one text to read in detail. When they have finished, ask a few simple questions about each.

For example, text 1:

Who carried the messages?	(men on horses)
How far did each messenger travel?	(10 kilometres)
How did they know the way?	(There were posts in the ground)

Use this opportunity to present some of the new vocabulary.

5 Read and make notes PB59/60 WB7.7A

A Introduce the next stage of WB7.7A. Tell the pupils to scan all the texts for information about the kind of messages sent and how this was done. Do the first on the board to get them started.

B Pupils write notes and compare with their partner.

Answers:

Date	Name	Kind of message and how they were sent
670	Albarid	spoken/written, carried by men on horses
10th c.	Pigeons	written/ drawings, tied to legs of pigeons
1876	Telephone	spoken, sent along wires
1930s	Telex	written, typed into machine - sent along telephone wires
1980s	Fax	written/ drawings /photos, copied by machine - sent along telephone wires
1984	Arabsat	all kinds, aerial sends messages to satellite, it sends to aerial in another country.

6 Write definitions of words WB7.7B

A Tell the pupils to find and underline the words in bold in the texts. Elicit ways of completing the sentences orally. Prompt the pupils to give good definitions. Highlight the use of adjective clauses in 4 to 7.

B Pupils complete the activity in writing.

Answers:

- 1 A century is a hundred years.
- 2 A post is a piece of wood.
- 3 A cable is a thick wire.
- 4 A messenger is someone who carries messages.
- 5 A rest house is a place where people can rest.
- 6 A pigeon is a bird that can carry messages.
- 7 An invention is something new that someone has made

7 Transfer WB7.7C

Discuss the questions in WB7.7C as a class. Allow some flexibility when discussing *fastest*, *easiest* and *best*.

Learning objectives	Language practice. Write a summary.
Language focus	Past simple passive
Vocabulary	-

1 Read for detail PB59 / 60

Divide the class into six groups as in the previous lesson. Give each group a new text to read in detail. When they have finished, ask a few simple questions about each.

2 Ask and answer WB7.8A

Introduce the language table in WB7.8A. Elicit questions and answers in open pairs. Then tell the pupils to practise asking and answering in simultaneous pairs.

3 Complete a paragraph WB7.8B

A Elicit the text orally from different pupils. Point out that Arabsat has been omitted because it is a more general way of sending messages.

For example, both telephone and TV signals can now be sent by satellite.

B Pupils complete the text in their Workbooks. Give them time to improve what they have written. They should be able to produce something like this:

In 670 the first messenger service in the Arab world was started.

It was called Albarid. In the tenth century, pigeons were used to send messages between Egypt and Syria. The telephone was first used in the Arab world at the end of the nineteenth century. In the 1930s the telex was first used. In the 1980s the fax machine appeared. It is replacing the telex in offices.

C Give help and guidance in the usual way so that the pupils can improve their work.

4 Transfer

Discuss satellite television and how it has changed the choice of programmes available.



7.9 PB61/62 WB116 CS30

Learning objectives Extract specific information from a recorded conversation.
Perform a conversation.

Language focus -

Vocabulary company (oil -), field (oil -), forest, loud/ louder/ loudest, Hold on!,
*Are you receiving me?

1 Introduction to PB61/62

A Pupils look at PB61/62. Elicit the title. Point out the airport the plane has taken off from and the mountains where the plane is going. Pupils read the introduction. Elicit the meaning of *oil company* and *oil field*.

B Ask what the three pictures on PB61 tell them about the story. Elicit the following: the plane crashes but the two people, Mike and Ed, are not hurt.

2 Listen for specific information WB7.9A CS30

A Pupil's Books closed. Tell the pupils to listen to the story and find out why the plane crashed. Play CS30. Elicit the answer that they ran out of petrol.

B Introduce WB7.9A. Tell the pupils to do as much as they can from memory. Play CS30 again. Pupils finish the exercise. Present *Hold on!* and *Are you receiving me?* Don't check answers until the next stage.

3 Scan to check PB61 WB7.9B

Tell the pupils to scan the text on PB61 and underline the information relating to each statement. Elicit the true and corrected statements.

Note: Number 3 is only true at the time it was said. Of course we can never be sure about the future.

Answers:

1, 2, 4 and 7 are false.

3, 5, 6 and 8 are true.

4 Perform the conversation PB61

A Pupils practise reading the conversation in pairs. Encourage them to give a dramatic reading.

B Get different pairs of pupils to perform the conversation.

5 Transfer

Discuss how Mike and Ed felt before and after the crash. Get the pupils to predict what they will do next.

Cassette Section 30 is the story on PB61.

Learning objectives	Analyze a problem. Write suggestions and comparisons. Language study and practice.
Language focus	Comparing adjectives with <i>more / most</i>
Vocabulary	helicopter, petrol station, radio station, crash, suggestion, certain (more/most -), tidier, tidiest, easier, easiest

1 Revision

Elicit what the pupils remember about Ed and Mike. Prompt with questions if necessary. For example:

- Who do they work for?
- Where are they going?
- What happened to the plane?
- Why can't they use the radio?

2 Discuss possible solutions PB62

A Tell the pupils to Study the map on PB62 and think about how Mike and Ed could get a message to the oil field at Black Mountain.

Elicit a few ideas. Present *helicopter, petrol station and radio station*.

B Pupils look at the suggestion under the map. Ask if they think this is a good Suggestion. Prompt the pupils to think if necessary. For example:

- T: What about the snakes?
- P1: Yes, there are snakes in the forest.
- P2: And dangerous animals.
- P3: And it's a long way.

Elicit other suggestions using similar language and making use of the words and phases supplied. Encourage the pupils to question each other's Suggestions.

3 Language study WB7.10

A Tell the pupils to study the explanation in WB7.10 and complete the table.

B Elicit the answers orally. Then tell the pupils to complete the rule. Encourage them to discuss this in pairs before discussing as a class.

Answers:

short	shorter	the shortest
long	longer	the longest
easy	easier	the easiest
tidy	tidier	the tidiest
difficult	more difficult	the most difficult etc



Rules:

- ...one ... : short
- ... two ... : easy
- ... more / most.

4 Write a suggestion PB62

A Tell the pupils to decide on the best route for Mike and Ed and write their suggestion in their copybooks. They should use the suggestion on PB62 as a model.

B Elicit suggestions as a class.

5 Write comparisons WB7.10

A Read the two example sentences at the bottom of the page. Elicit other similar sentences from the class. Prompt with questions if necessary.

For example:

Which is the most beautiful country in the world?

What's the most interesting book you've read?

Which is more dangerous - flying in a plane or a helicopter?

B Tell the pupils to write two or more sentences in their copybooks.

Learning objectives Extract information from a recorded conversation; read to check.
Predict a course of action; listen to check.

Language focus Type 2 conditional

Vocabulary discuss, rescue (n, v), farther

1 Revision

Remind the pupils of Mike and Ed's problem. Tell them to discuss in pairs the suggested solution they wrote in their copybooks. Then elicit examples as a class.

2 Listen for specific information PB63 WB7.11A CS31

A Pupils look at PB63. Elicit the title and what the boys in the picture are doing. Discuss briefly how the contents of the three pictures might be included in the discussion. Present discuss.

B Pupil's Books closed. Introduce WB7.11A. Tell the pupils to listen to the boys' discussion and write down the three distances. Play **CS31**.

Answers:

50 kms, 20 kms and 30 kms

3 Listen for detail WB7.11B CS31

A Elicit the instructions for WB7.11B and the 'If' clauses. Tell the pupils to read and do as much of the matching task as they can in pairs.

B Tell the pupils to listen and complete the exercise. Play CS31.

4 Read and identify names PB63 WB7.11C

A Elicit the instructions for WB7.11C. Pupils scan the text and match the names to each suggestion.

B Check answers as follows. One pupil reads a sentence and another supplies the name. Get them to carry this out in random order.

Answers:

Fuad: If I had a tent and food, - I'd stay there and wait.

Ahmed: If I had some rope and a knife, - I'd make a boat.
If I had some matches, - I'd make a fire.

Talal: If I had a compass, - I'd walk to the radio station.

Fuad: If the forest wasn't so dangerous, - I'd try to get to the petrol station.

5 Read and complete sentences PB63 WB7.11D

Introduce WB7.11D. Elicit the first one as a class. Pupils complete the others on their own. Check understanding of *rescue* and *farther*.

Answers:

- ... , I'd go down the river to the airport.
- ... would come and rescue us.
- ... the whole forest would catch fire.
- ... , I'd send a message.

6 Predict conclusion -listen and check WB7.11E CS32

A Discuss the suggestions of the three boys as a class. Elicit from the pupils which one they think Mike and Ed will follow.

B Introduce WB7.11E. Pupils listen to find what Mike and Ed did.

They then check who made the suggestion by looking at WB7.11B.

Answer:

Ahmed

Cassette Section 31 is the conversation on PB63.

Cassette Section 32

Mike: OK, then. Let's go.

Ed: No. Wait. Um, have you got a match?

Mike: Yes, I have, but what are you doing? We have to get to that radio station.

Ed: No, no. I've had a better idea. Those matches. Give them to me.

Mike: Here. But what -

Ed: Listen. We can't use this plane again, can we? So we'll burn it.

There's petrol everywhere. Ready? Right. Stand back.

They'll certainly see that back at Black Mountain Airport.

A helicopter will be here in half an hour.

Mike: But what do we do?

Ed: Nothing. Just wait.

Learning objectives Language study and practice.
Write about self.

Language focus Type 2 conditional

Vocabulary likely

1 Revision WB7.11B/D

A Ask what the three boys would do if they were Mike and Ed.
Elicit sentences from WB7.11B.

B Pupils expand the boys opinions into two sentences by combining WB7.11B and 7.11D. For example:

If I had some rope and a knife, I would make a boat.

If I made a boat, I'd go down the river to the airport.

2 Language study WB7.12A

A Introduce WB7.12A. Tell the pupils to study the sentences and complete the questions and explanation. When they have finished, get them to discuss their work in pairs.

B Go over the explanation as a class. Clarify as necessary. Relate the explanation to the discussion of Ahmed, Fuad and Talal. Ask:

Were they in the plane with Ed and Mike?

Could they make a real decision about what to do?

Explain that they therefore had to use the Type 2 conditional.

Answers:

the first two are *Yes*, the second two are *No*

Rules:

... present ... will ...

... past ... would ...

3 Language practice - Type 2 conditional WB7.12B

Elicit the answers to the first two sentences. Then tell the pupils to complete them on their own. Elicit answers as a class. Clarify any misunderstandings.

Answers:

1 would ('d) go

2 knew

3 rained

4 would ('d) write

5 didn't have

4 Write about self WB7.12C

A Tell the pupils to discuss the sentences in WB7.12C with their partner. Then elicit example sentences from different pupils.

B Pupils do the exercise. Correct it in class, or collect the Workbooks.

Learning objectives	Read and understand an episode of the serial story.
Language focus	-
Vocabulary	frighten, stream (n), slip (v), scream, surprised, directions (give~) dusty, details, could

1 Predict the story PB64

Elicit the title on PB64. Ask who the two boys are - point out the striped shirt that Tariq gave to Tom. Ask the pupils to think about what Tariq is driving. If they look carefully they can see it is not a car (it might be a lorry or a bus). Get the pupils to predict what the story is about. Prompt them if necessary with questions like:

What do You think they are doing in the Mountains?

Do You think Tariq is old enough to drive?

What do you think Tom is pointing at?

2 Read a paragraph PB64

Explain that the boys from the camp are walking in the Mountains with their instructor, Jim Cooper. Tell the pupils to read the first paragraph and find out what happens to Tom. Discuss the paragraph in detail. For example:

Why did Jim Cooper say 'Faster! Faster!' (Tom was walking slowly.)

Why didn't he see the stream? (He was looking at the trees and flowers.)

Why did Tariq say, 'You can go swimming at the camp?' (He was making a joke.)

3 Discuss the pictures WB7.13A

Pupils look at WB7.13A. Elicit which picture goes with the first paragraph. (Picture 4.) Elicit who is in the first Picture. (It can't be Tom because Tom is wearing a striped T-shirt.) Tell the pupils they will find out who it is when they read the story. Get the pupils to guess what is happening in the other pictures.

4 Read for gist PB64 WB7.13A

A Pupils read the whole story and put the pictures in order. Set a time limit to encourage the pupils to read quickly for the gist only.

B Check the order. Then elicit the text relating to each picture. For example, Picture 4:

Tariq and I went back to the bus.

Answers:

2	6
4	1
5	3

5 Read for specific information PB64 WB7.13B

A Pupils find out what they have understood of the story by completing the True / false exercise from memory.

B Tell the pupils to scan the text and underline the information relating to the *six True / false* sentences. Elicit which ones are false and the correct information.

Answers:

1, 2, 3 and 5 are false.
4 and 6 are true.

6 Guess the meaning of words PB64 CS33

A Tell the pupils to follow the story as they hear it. Play CS33.

B Write the new words on the board. Tell the pupils to find and underline them in the text and then guess their meaning. You can give extra help by identifying which paragraph they appear in.

Cassette Section 33 is the story on PB64.

Learning objectives Understand and interpret an episode of the serial story.
Write a summary of the story.

Language focus -

Vocabulary -

1 Listen for consolidation PB64 WB7.13A CS33

A Play CS33. Pupils follow in WB7.13A.

B Play CS33 again. This time pupils follow the words on PB64. Ask a few simple questions such as:

Why did Jim slip?

What did Chuck and David do?

How did Tariq know how to drive?

Why was everyone surprised that Tom could read a map?

How long did they take to find the house?

2 Read and think PB64 WB7.14A

A Tell the pupils to read the six questions in WB7.14A and discuss them with their partner.

B Elicit alternative answers from the class. Tell the pupils to choose what they think is the best answer and write it in their Workbooks.

Possible answers:

- 1 He told the boys to go faster. He ran up the mountain like a goat.
- 2 I think they did this to keep Jim's leg straight.
- 3 So that they could send a message asking for help.
- 4 Because he is always doing silly things.
- 5 I think they will send it to the YWC.
- 6 Jim has broken his leg and can't move. Please send a helicopter.

3 Write a summary WB7.13A/B

A Pupils retell the story in pairs using the pictures in WB7.13A and the True / false statements in WB7.13B to help.

B Elicit a complete oral summary from the class. Tell the pupils to write a similar summary in their copybooks. Collect the books for marking at the end of the lesson.\

Learning objectives Understand the sequence of a recorded story.
Write correct verb forms to complete a story.

Language focus Past tense

Vocabulary brightly, lovely

1 Preparation for listening WB7.15A

A Introduce WB7.15A. Tell the pupils that the cartoon character is a man called John. Get them to describe what is happening in each picture.

B Ask the pupils to think about the sequence of the pictures. Get agreement on which picture is first. Tell the pupils to write number 1 in the box. Then ask them to number the others in the order they feel is the best.

2 Listen for sequence of events WB5.16A

Tell the pupils to listen to the story and follow the sequence of the pictures. Give the pupils time to check their numbering and correct if necessary.

Play CS34 twice.

Answers:

3, 7, 1, 10, 5, 2, 9, 4, 8, 6

3 Write verbs to complete a story WB7.15B

A Tell the pupils to read the whole story in WB7.15B before writing the verbs. Tell them that they don't need to use every verb in the box and that they may need to use one more than once.

B Elicit the answers by getting individual pupils to read a whole sentence aloud.

Answers:

<i>felt</i> (great)	<i>got</i> (out of bed)
<i>got</i> (dressed)	<i>had / ate</i> (breakfast)
<i>said</i> (Goodbye)	<i>walked</i> (slowly)
<i>smiled</i> (at everybody he)	<i>met</i>
(he) <i>said</i>	(he) read / saw
wanted (to go there)	(John) <i>thought</i>
<i>started / began</i> (to dream)	<i>forgot</i> (all about)
<i>moving</i> (away)	<i>ran</i> (after it)
<i>did</i> (not) stop	<i>thought</i> (John)



4 Tell a story WB7.15A

A Tell the pupils to cover the story with their Pupil's Book. Then ask them to retell the story in their own words to their partner using the Picture prompts.

B Elicit the story from individual pupils.

Cassette Section 34

Presenter: Listen to this story about John's morning.

When John opened his eyes this morning, the sun was shining brightly. He felt great. He jumped out of bed and quickly got dressed. Then he had breakfast.

After that he said 'Goodbye' to his wife and walked slowly to the bus stop. On the way he smiled at everybody he met. 'Good morning. Lovely day!' he said.

Suddenly in a shop window he saw:

Have your next holiday in India!

India! I've always wanted to go there,' John thought and he started to dream about elephants and tigers. He forgot all about his bus. When he turned round, the bus was just moving away from the bus stop. He ran after it shouting, but the driver did not stop. 'Oh, dear. Now I'll be late for work,' thought John sadly. 'Some days begin better than they finish.'

Learning objectives Revise the language of the Unit.

Language focus Adverbs

Vocabulary grown (grow, grew, -), useful

1 Language review - passives PB54

A Tell the pupils to study the sentences in the language tables and then make similar sentences. For example:

My books are made of paper

My television was made in Japan.

Continue practising the passives using the prompts in Exercise 1.

B Elicit the difference between the adjectives in the first and second box - in box 2 they have more than 1 syllable and don't end in 'y'. Get the pupils to put the adjectives in Exercise 2 in the same two comparative forms. Elicit sentences using the comparatives given.

C Tell the pupils to Study the two conditional sentences. Elicit how they are different in meaning. Explain that the person being addressed in the first sentence is likely to work hard and the one in the second sentence is unlikely to do so. Get the Pupils to complete the sentences in Exercise 3.

2 Language study WB7.16A

A Books closed. Remind the Pupils of the story of the snake. Ask the Pupils how Hassan felt when his brother was bitten. Elicit that he was very worried. Then ask:

Did he walk slowly back to his house?

Elicit and write on the board:

He ran home quickly.

Ask what the word **quickly** describes. Elicit that it describes the verb **ran**. Present **adverb** and explain that adverbs are words that tell us more about verbs; adverbs of manner tell us how something is done.

Ask the pupils to look at WB page 123, and find adverbs in the story.

Elicit the adverbs and the verbs they relate to. They are:

was shining - brightly

got dressed - quickly

walked - slowly



B Introduce WB7.16A. Elicit the top line of adjectives and adverbs. Then tell the pupils to write the adverbs following the pattern of those at the top of each column.

C Elicit the answers and spelling and write them on the board.

Answers:

slowly	happily	carefully
quickly	tidily	
nicely	lazily	
quietly	noisily	
brightly	hungrily	
Suddenly		

D Elicit the rule. Explain that this rule only applies to regular adverbs. Go through the irregular adverbs listed.

3 Complete sentences WB7.16B

A Point out that WB7.16B can be completed in different ways. Tell the pupils to choose any suitable answer and complete the sentences.

B Elicit different sentences. Accept any suitable answers.

Unit 7 word list

Abu Dhabi	frighten (v)	route
address (n, v)	grown (grow, grew, ~)	sack (n)
aerial	helicopter	satellite
Albarid	Hold on!	scream
Arab world	information desk	service
Arabsat	invent	*Sheraton
*Are you receiving me?	invention	slip (V)
brightly	key (car~)	sort (v)
*cable	likely	stamp (n)
century	line (telephone~)	straight ahead
certain (more/most~)	loud, louder, loudest	stream (n)
collect	lovely	suggestion
company (oil ~)	machine	surprised
copy (V)	main	Syria
correctly	messenger	*telex machine
could	*Nairobi	thick
crash	passive	thousands
deliver	pay	tidier, tidiest
details	petrol station	to the left / right
directions (give~)	pigeon	toilet
discuss	Post code	*Toyota
dusty	*post (wooden~)	urgent
easier, easiest	postbox	useful
Egypt	postman	without
envelope	radio station	work (= <i>operate</i>)
explanation	receive	written (write, wrote, ~)
farther	registration number	
fax (machine)	replace	
field (oil -)	rescue (n, v)	
forest	*rest house	



Unit 8 Summary

Revision

Step/ Materials	Topic/Lexical	Activities/Skills areas	Language
1/2 PB66 WB125/26 CS35	Sporting facts	Read for factual information. Make substitution conversations. Write an example conversation. Do a quiz.	<i>Wh- questions</i> <i>going to for intention</i>
3 PB67 WB127 CS36	The school games	Compare results from a sports table; calculate the winner of the school games. Practise a chant.	Comparison of adverbs with <i>er / est : high / highest</i>
4 WB127/28	Revision exercises	Label activities in pictures. Read and write a conversation; perform the conversation.	<i>going to</i> for prediction based on belief
5/6 PB68 WB129-31 CS37	<i>What went wrong at the school games - two short texts</i>	Read for detail; read aloud. Write answers to questions. Complete a story outline.	Past simple/perfect tenses Link words
7 WB132	Sentence prompts	Complete sentences and write a story.	Sentences with more than one clause
8/9 PB69 WB132-34 CS38	Tom and Tariq - the <i>medals</i>	Read for gist, then specific information. Write a summary of the story.	-
10 WB135	Revision exercises	Do a crossword. Match adjectives and nouns and make sentences.	-

Learning objectives	Develop vocabulary. Scan short texts for factual information. Write quiz questions.
Language focus	Superlatives
Vocabulary	facts, Olympic games, Marathon, *Barcelona, *Linford Christie, Everest, *New Zealander, *Edmund Hillary, *Nepalese, called (= named), *Tenzing Norkay, round-the-world, Atlantic, Pacific, ocean, *Mike Powell, farthest

1 Introduction to the topic PB66

Books closed. Write *Olympic games* on the board. Present the phrase and find out what the pupils know about it. For example, ask if they know how often they take place, where and when they were last held, where and when they are going to be held next and some of the events. Compare the Olympic games with the Asian games. Elicit the meaning of *take place*.

2 Preparation for reading PB66

A Elicit and explain the title on PB66. Get the pupils to use the pictures to predict the content of the four texts. For example:

Picture 1: facts about running

Picture 2: facts about climbing. etc

Elicit what kind of facts the pupils might find in the text, for example, about the fastest runner, highest mountain etc. Accept any sensible suggestions. Write the superlatives on the board.

B Tell the pupils to scan each text and find the superlatives. Elicit each one and what it describes. For example:

Text 1: longest race

shortest race

fastest men

When you have finished, elicit a summary of what each text is about.

3 Scan for specific information PB66 WB8.1

A Introduce WB8.1 and elicit the instructions. Tell the pupils you want them to answer all the questions as quickly as possible. Elicit the first one as a complete question:

What is the longest race in the Olympic games?



Ask the pupils where they will find the information. Elicit *In the first paragraph*.

Tell the pupils to scan the paragraph for *longest race*.

When they find this they should read slowly to find the answer.

Elicit *the Marathon*.

B Tell the pupils to do the whole exercise in this way. They read the question, think about where to find the information, then search the text for it. Encourage them to do the exercise as a competition. Make a note of who comes first, second and third, but do not stop the activity until at least half the class have finished.

Answers:

- 1 a) The marathon b) The 100 metres c) The Pacific Ocean
d) Everest e) 8.95 metres
- 2 Every four years.
- 3 In Barcelona (Spain).
- 4 Khaled Sakkah
- 5 On 29 May, 1953.
- 6 a) take place b) ocean c) nobody d) Marathon

4 Answer questions orally PB66

Ask more question about the texts on PB66. Add interest by relating the information to the pupils. For example:

How long is the Marathon?

Would you like to run in it?

Did Khaled Sakkah win the 1500 metres in Barcelona?

Do you know where Khaled is from?

Where is Edmund Hillary from?

Why do you think he wanted to climb Everest?

Do You think other people have climbed since he did? etc

5 Write questions PB66

Tell the pupils you want them to Use the words in the box at the bottom of the page to make up their own questions. Elicit one or two. These can be new or similar to the ones you used in Stage 4 above. Then tell them to write questions in their copybooks.

6 Ask and answer questions

Pupil's Books closed. Use the questions as a class quiz. Divide the class into two teams. A pupil in team A asks a pupil in team B one of his / her questions. Then reverse the roles and a Pupil in team B asks a question. Keep a score on the board.

Homework

Tell the pupils to write a sports quiz using facts which are familiar to them. Tell them to write each question on a piece of paper with the answer.

Note: You can make this a geography or general knowledge quiz if you think the pupils will not be able to think of enough sports questions.

Learning objectives	Make conversations orally and in writing. Hold a sports quiz.
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Language focus	Superlatives - adjectives
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Vocabulary	You must be joking, against, *boast
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1 Introduction to the topic WB8.2A

Introduce Ben. Elicit how he looks in the two pictures, first proud of himself and then rather worried. Tell them to read the conversation and think about how it matches the pictures. Explain that Ben is *boasting* to his friend about what he can do. His friend knows that Everest is the highest mountain and that Ben couldn't climb it. Get the pupils to guess the meaning of *You must be joking!*

2 Perform conversations WB8.2A/B CS35

A Tell the pupils to follow the conversation on cassette. Play CS35, Band 1. Then divide the class into two groups, one group to play Ben and the other his friend. Use the cassette for repetition.

B Play the other three conversations. After each conversation ask:
What does Ben say he is going to do?
Why can't he?

C Tell the pupils to practise the four conversations in simultaneous pairs.

3 Write a conversation WB8.2C

Tell the pupils to choose one of the conversations and write it in their copybook. Point out that as this is mainly copying they should not make any mistakes.

4 Do a class quiz

Divide the class into two teams. Collect all the questions they have written for homework. Let one pupil from team A choose a question. Get him / her to read it for a pupil in the other team. Then do the same with a pupil from the other team. Continue like this until each side has asked fifteen questions. Keep a score on the board.



Cassette Section 35

Presenter: **Band 1**

Ben: I'm going to climb Mount Everest.

Boy: You must be joking!

Ben: Why?

Boy: Don't you know? It's the highest mountain in the world.

Presenter: **Band 2**

Ben: I'm going to race against Linford Christie.

Boy: You must be joking!

Ben: Why?

Boy: Don't you know? He's the fastest man in the world.

Presenter: **Band 3**

Ben: I'm going to sail across the Pacific.

Boy: You must be joking!

Ben: Why?

Boy: Don't you know? It's the biggest ocean in the world.

Presenter: **Band 4**

Ben: I'm going to jump against Mike Powell,

Boy: You must be joking!

Ben: Why?

Boy: Don't you know? He's the best jumper in the world.

Learning objectives	Develop vocabulary. Understand a table of sports results. Use a chant to practise comparative adverbs.
Language focus	Comparison of adverbs: <i>farther / the farthest</i>
Vocabulary	event (sports -), high jump, win / won, point (= <i>mark</i>)

1 Introduction to the topic PB67

A Elicit the title. Explain that schools in Britain have a Sports Day at the end of the year. This is sometimes called ‘The school games’.

Present this meaning of *event* - an item on Sports Day. Then elicit the four events on the chart. Ask if the 100 and 200 metres are running or jumping events. Elicit *running*.

B Tell the pupils to read the text and find out why Bill, Tom and Simon are in the chart (Because they were best in the four events in their school games.)

2 Read and answer questions PB67

A Present *points* and then explain the system of scoring shown in the yellow box under the chart. Tell the pupils that this will be used to find out which of the three boys won the school games.

B Elicit the first question under the box. Tell the pupils to look at the chart and find the answer. (Yes.) Then elicit the second question. Give the pupils time to study the chart before telling you the answer. Let the pupils answer the other questions on their own and discuss their answers with their partner. Go over the answers as a class.

Answers:

Yes, he did.
Tom won the high jump.
Simon jumped farther than Tom.
Bill jumped the farthest.
Tom won the 100 metres.
Yes, he did.

3 Make a calculation PB67

Elicit the two questions at the bottom of the page. Tell the pupils you want them to work out the answer using the information in the chart and the scoring system in the yellow box. Draw a chart on the board as follows:

	Bill	Tom	Simon
High jump			
Long jump			
100 metres			
200 metres			
Total			



Tell the pupils to copy the chart from the board and use it to calculate the scores.

Answer:

Bill had the most points.

Simon had more points than Tom.

Bill - 9, Simon - 8, Tom - 7

4 Language work PB67

A Write the following on the board:

well better the best

Then write *far* under *well* and elicit the comparative and the superlative *farther* and *the farthest*. Do the same with *high and fast* and complete the table.

B Write the following gapped sentence on the board:

_____ did well in the games, but _____ did better and _____ did the best.

Elicit the names to fill the gaps - *Tom, Simon* and *Bill*. Ask the pupils to make similar sentences with *far, high and fast*. For example:

Bill jumped high, but Simon jumped higher and Tom jumped the highest.

5 Learn a chant WB8.3 CS36

A Tell the pupils to read the conversation in WB8.3. Remind the pupils of Ben and explain that Jane is also boasting. Compare the different ways they boast. (Ben says he can do very difficult things, Jane says she is better at doing things than her friend.)

B Divide the class into two groups, one to take the part of Jane and the other to take the part of Mary. Tell the pupils to repeat after the cassette. Play CS36.

C Elicit different chants from pairs of pupils using the phrases in the box.

Cassette Section 36 is the chant on Workbook page 127.

Learning objectives	Write sentences to describe pictures. Complete a conversation and perform parallel conversations.
Language focus	Revision of future tenses
Vocabulary	robot

1 Write about pictures WB8.4A

A Pupils look at the pictures in WB8A, Elicit or present **robot**. Then elicit the question, Remind the pupils that **going to** + infinitive can be used to talk about things that we have a good reason to expect will happen.

B Tell the pupils to study the pictures and think about what the robot is going to do. Elicit the first answer and let them complete the first example. Tell them to write similar sentence for the other three pictures.

Note: Point out that robots don't always do what they are Supposed to.

Answers:

It's going to clean / wash the window.

It's going to clean / wash the car.

It's going to break the television.

It's going to brush / clean the floor.

2 Language work -future tenses

A Write on the board:

Arrangement

Plan (Intention)

Remind the class that you can express each one using a different form of the future.

Give example sentences and get the Pupils to tell you which one they express.

For example:

T: I'm going to buy a motor bike when I am older.

P: Plan.

T: I'm playing football next week.

P: Arrangement. etc

B Point out that there are no rigid rules for when to use one or the other, but the choice does affect meaning. For example, saying **I'm going to play football next Week** would indicate that the final arrangements had not been made; **I'm playing football next week** indicates that they have. Elicit the other form of the future - **will + verb**.

Remind the class that this is the most common form. Try and interest the pupils in the three forms. They will only feel comfortable with them when they begin to notice how they are used in examples of real conversation.

Note: We don't usually say **going to go** but this is possible.

3 Read and write a conversation WB8.4B

A Introduce the conversation. Tell the pupils to discuss the choices with their partner and number the order of the responses in the box. Elicit the completed conversation in open pairs.

B Tell the pupils to write the conversation in their Workbooks. When they have finished, tell them to practise the conversation in pairs.

4 Perform the conversation WB8.4C

A Elicit conversations in open pairs. Then ask the pupils to answer the questions with real information about themselves. Demonstrate how to do this in open pairs. Then get the pupils to interview their partner and make notes in their books.

B Ask questions to check what the pupils have found out. For example:

T: Ahmed. Is your partner going away?

A: Yes he is.

T: That will be nice. Salem, would your partner like to go away?

S: He is going away.

T: Where is he going? etc

Learning objectives	Understand conversations. Write about past events.
Language focus	Past simple and perfect tenses
Vocabulary	changing room, sold (sell, sold, ~), running shoes, unlucky

1 Introduce the topic PB68 CS37

A Elicit the title and clarify the meaning of *go wrong*. Discuss the first picture. Present *changing room*. Tell the pupils to discuss the situation and guess what went wrong. Elicit suggestions.

B Pupils read the first conversation and find out what really happened to John - he missed his event / the race. Ask questions to check detailed understanding:

Where should he be?

Where is he?

Why did he arrive late? (two answers)

How do you think he got to school?

C Play the conversation on the cassette.

2 Language consolidation PB68

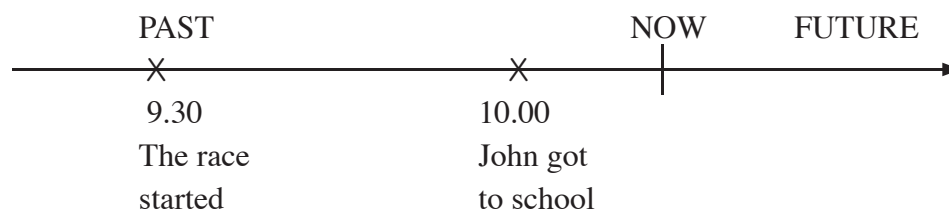
A Read the text in the margin and elicit answers. The use of the past perfect tense, *had started*, shows that this happened before the second event - John got here.

Contrast the sentence:

When I got here, the race started.

This shows that the school waited until John arrived and then started the race.

B Draw a time line on the board as follows:



This is a useful way of representing and explaining how the tenses convey the sequence of time.

3 Read for detail PB68 CS37

A Remind the pupils of the title *What went wrong?* Ask them to look at the second picture and see if they can guess what went wrong this time. (There is no indication in the picture, but the pupils may want to guess what the boys are talking about.)

B Tell the pupils to listen to the conversation as they follow in their books. Elicit what the pupils understand. They might want to say that Tom had sold Bill's shoes and he nearly couldn't run in the race. If so, focus on the phrase *You're joking*.



C Point out that in the joke the boy said *Tom had Sold them to Simon*. Ask the pupils to think about why the past perfect is used here. Encourage the pupils to explain that this shows selling the shoes happened before Bill went into the changing room. (Of course this didn't really happen. It's a joke.)

4 Combine sentences WB8.5A

A Elicit the instructions. Make sure the class understand the situation. Tell the pupils to combine the sentences and find out why Hassan was unlucky. Elicit answers and write them on the board.

Answers:

- 1 The school bus had left when Hassan arrived at the bus stop.
- 2 The first period had started when he got to school.
- 3 Ali had gone out when Hassan went to visit him.
- 4 His favourite film had finished when he switched on the TV.
- 5 The take-away had closed when he went to buy a burger.

B Write the following on the board:

By the time Before After

Elicit what each means. Then get the pupils to substitute them in the sentences on the board. For example:

The bus had left by the time Hassan arrived at the bus stop.

Demonstrate the alternative order of the two clauses on the board and highlight the use of the comma. For example:

By the time Hassan got to school, the first period had started.

5 Write about self WB8.5B

Prepare WB8.5B orally. Encourage the pupils to think about the questions and give truthful answers. Present any new past participles they need to complete question 3. Tell the pupils to complete the exercise in writing.

6 Ask questions to identify situation

Tell the class something similar to the following:

At 11 o'clock last night, my son had still not arrived home and we were very worried about him. What do you think had happened?

Tell the class to find out by asking questions beginning *Had ... ?* If necessary, give them some prompt words. For example:

accident - (Had he had an accident?)

friends - (Had he gone to visit friends?)

car - (Had his car broken down?)

If the class have difficulty with ideas, let them discuss the situation in pairs.

Note: You must be able to tell them what had happened. For example, *He had fallen asleep in his office*.

Cassette Section 37 is the two conversations on PB68.

Learning objectives	Express past events and reasons in writing.
Language focus	Past simple and perfect tenses Connectives
Vocabulary	-

1 Introduction to situation WB8.6A

Elicit the introduction to WB8.6A. Tell the pupils to cover up the right-hand column with their Pupil's Book. Elicit the story. Point out that it sounds very uninteresting without an explanation of what happened. Tell the pupils to look at the right-hand column. Elicit the reasons by asking:

Why couldn't the storyteller get any vegetables? etc

Highlight the tense used and what it shows - these things happened before the storyteller got to the shops / restaurant. Elicit the whole story including reasons for the problems.

2 Write reasons for events WB8.6B

A Introduce WB8.6B. Pupils read the story. Then ask questions to elicit reasons. For example:

Why do you think Rashid started walking home?

Why couldn't he get into his house?

Why was his brother riding Rashid's bicycle?

Elicit various suggestions. Then tell the pupils to choose the best and write them in their Workbooks. Circulate, helping and checking.

B Elicit what individual pupils have written.

3 Write a paragraph WB8.6C

A Prepare the paragraph orally. Elicit various ways in which the sentences could be combined using the link words given. Highlight on the board how the reason can come before or after the event it describes:

He started walking home because his bicycle had gone.

When he came out of the shop, his bicycle had gone, so he started walking home.

B Tell the pupils to write a first draft in their copybooks. As you go round the class, pay particular attention to the correct use of commas. When they have finished, discuss how the pupils can improve their work.

4 Write a final copy

Pupils write a neat copy of the story in their copybooks.

Sample paragraph:

Yesterday Rashid went to the supermarket on his bicycle. When he came out of the shop twenty minutes later, his bicycle had gone, so he started walking home.

He finally got to his house but he couldn't get in because he had left his keys inside.

He sat in the garden feeling very angry. Suddenly his brother arrived riding Rashid's bicycle. He had found it outside the supermarket, so he had ridden it home.

Learning objectives	Write a story.
Language focus	Sentences with more than one clause
Vocabulary	-

1 Identify sentence construction PB63

A Write the following three clauses on the board:

If I had a compass,

The petrol station is 30 kilometres from the crash,

The forest is full of dangerous animals,

Elicit where these are taken from - the discussion on PB63. Ask the pupils if any of them are sentences. Highlight the comma if necessary. Then ask if any of them could be sentences. Point out that the second and third examples would be sentences if the two commas were changed to full stops.

B Elicit possible endings for the three clauses. Then tell the pupils to find them in the conversation on PB63 and see how they are used. Point out that they are not exactly the same. Highlight the fact that so can also be used after a full stop. This mainly happens in conversation or less formal writing.

2 Preparation for writing WB8.7

A Remind the pupils of the story they wrote in WB6.8C. Introduce and explain that WB8.7 is a similar activity. Tell the pupils to discuss the story with their partner. Encourage them to use their own ideas and only use the phrases from the box if they are really stuck.

B Elicit ideas from different pairs.

3 Write a story WB8.7

A Tell the pupils to write the story in their Workbooks.

B When they have finished, pupils read their story to their partner. Tell them to try and agree whose is more interesting. Invite pupils to read their stories to the class.

Learning objectives Read and understand an episode of the serial story.

Language focus -

Vocabulary medal, wave (v), flag, might, stretcher, carefully, cheer, pin (n, v), press (v)

1 Revise the story WB120

Remind the pupils of what happened by discussing the pictures on Workbook page 120.

2 Discuss the pictures PB69 WB8.8A

A Pupils look at PB69. Elicit the title. Present *medal*. Then elicit ideas about what Tariq is holding. Present *pin* (the medal is held on with a pin). Point out that it can be a verb or a noun.

B Pupils look at the pictures in WB8.8A. Elicit what they think is happening. Present *stretcher*. Make sure they know who Tom and Tariq are in the pictures.

3 Read a paragraph PB69 WB8.8A

A Tell the pupils to read the first paragraph and find out where Tom and Tariq are. (In the helicopter.) Then ask:

Why did they have to shout? (Because there was a lot of noise.)

Could they see Jim? (No, they couldn't.)

B Pupils find the picture in WB8.8A that matches the first paragraph.

4 Read for gist PB69 WB8.8A

A Pupils read the rest of the story and put the pictures in the correct order. Set a time limit to encourage them to read quickly.

Answers:

3 1

6 5

7 2

8 4

B Check the order and elicit the text relating to each picture. For example, Picture 6: Chuck and Hans tried to pick Jim up.



5 Read for specific information PB69 WB8.8B

Tell the pupils to read and complete the True/false exercise. They should underline the sentence or part of sentence which gives the information. For example:

1. False: 'We were in Dick Bird's helicopter.'

Note: Tom jumped into the pool, he didn't fall in.

Answers:

1, 3, 9, 10 are false

2, 4, 5, 6, 7, 8 are true

6 Listen for consolidation PB69 WB8.8A CS38

A Play CS38. Pupils follow the pictures in WB8.8A.

B Play CS38 again. This time the pupils follow the story on PB69.

Ask a few general questions:

What were Chuck, Paul, Hans and David doing?

What did they use as flags?

Why did Dick say, 'You mustn't move him.'?

Why did they make a stretcher?

What did they make it from?

Why was Rod Border pleased?

What did he give Tom and Tariq?

What happened to Tom?

Use the opportunity to consolidate understanding of the new vocabulary.

Cassette Section 38 is the story on PB69.

8.9

PB69

WB134

CS38

Learning objectivesVocabulary development.
Write a summary.

Language focus-

Vocabulary-

1 Revision PB69 CS38

A Tell the pupils to follow the story as they hear it. Play CS38.

B Ask some questions about the story and check new vocabulary.

2 Consolidate vocabulary PB69 WB8.9A

Introduce Exercise A. Tell the pupils that these sentences are not from the story, but they use words from it. Let them discuss their answers with their partners before checking as a class.

Answers:

- | | |
|----------|--------------|
| 1 medal | 2 wave |
| 3 flags | 4 stretcher |
| 5 pin on | 6 Well done. |

3 Retell the story WB8.8A

A Elicit the story of the rescue using the pictures in WB8.8A. Then tell the pupils to study the sentences in WB8.8B and decide what changes and additions they need to make to produce a good summary. Get them to discuss the story with their partner.

B Go over the story as a class using WB8.8B as a basis for the summary.

Elicit something like this:

Tom and Tariq were in Dick Bird's helicopter. They were looking for Jim and the other boys. When they saw the boys, they landed. Chuck and Hans started to pick Jim up, but Dick told them not to because it could be serious. They made a stretcher from pieces of wood and three sweaters.

Then they went with Jim to the hospital on the helicopter.

Tom and Tariq were given medals for what they had done. When Rod pinned on Tom's medal, he thought an ant had bitten him and he jumped into the pool!

4 Write a summary WB5.14B

Tell the pupils to write their own summary based on the model you have discussed.

While they work, go round the class helping and encouraging.

Collect the copybooks for marking.

Learning objectives Revision.

Language focus -

Vocabulary crossword puzzle

1 Do a crossword

A Tell the pupils to do as much as they can on their own. Then get puzzle them to share their answers with their partner.

B Elicit answers orally. Then give further practice by asking about the words and eliciting the definitions, or sentences using the words. For example:

- T: Right.
P: The opposite of wrong.
T: Industrial.
P: Japan is an industrial country.

Answers:

Across

- | | | | |
|---|------------|----|------|
| 2 | sad | 10 | grow |
| 4 | yellow | 12 | Oh |
| 6 | industrial | 13 | cold |
| 8 | lazy | 14 | town |

Down

- | | | | |
|---|--------|----|-------|
| 1 | cloudy | 7 | right |
| 3 | area | 9 | zoo |
| 5 | wet | 11 | win |

2 Match adjectives and nouns WB8.10B

Demonstrate the activity using *hard-working*. Elicit the following possibilities:

- a hard-working man.
- a hard-working pupil.
- a hard-working woman.

Highlight the fact that adjectives can sometimes go with more than one noun. Tell the pupils to find as many suitable combinations as they can and write them in their copybooks. Elicit examples from different pupils. Point out combinations that are impossible, unlikely or have particular meanings. For example:

- | | |
|--------------------|------------------------------|
| forgetful hair | (impossible) |
| dangerous souvenir | (unlikely) |
| strong country | (means it has a strong army) |

3 Make sentences WB8.10 B

Tell the pupils to choose five combinations and use them to make sentences.

They should write them in their copybooks. Elicit sentences from individual pupils.

4 Scan for adjectives PB69

A Tell the pupils to scan the Tariq and Tom story and find all the adjectives.

Tell them there are four adjectives in all:

Para 1: broken

Para 2: serious

Para 4: fantastic / special

B Elicit what each adjective refers to:

broken (leg)

serious (the broken leg)

fantastic (Tom and Tariq)

special (medal)



Unit 8 word list

against	farthest	pin (n, v)
Atlantic	flag	point (= <i>mark</i>)
*Barcelona	high jump	press (v)
*boast	*Linford Christie	robot
called (= <i>named</i>)	Marathon	round-the-world
carefully	medal	running shoes
changing room	might	sold (sell, sold,~)
cheer	*Mike Powell	stretcher
crossword puzzle	*Nepalese	*Tenzing Norkay
*Edmund Hillary	*New Zealander	unlucky
event (sports~)	ocean	wave
Everest	Olympic Games	win / won
facts	Pacific	You must be joking

Word list Level 3

ddj = adjective

adv = adverb

n = noun

v = verb

A

a bit
a few
a little
a lot
above
Abu Dhabi
action
add
address (n, v)
advice
aerial
afraid of
Africa
afterwards
against
age
*aged
agricultural
agriculture
Albarid
alive
all right (= OK)
aloud
always
amazing
angrily
*anything to declare
appear
appearance
*application form
April
Arab
Arab world
Arabic
Arabsat
*Are you receiving me?
area
arrange
arrangement
arrival
arrive
article (newspaper~)
artificial
as well as
*Asia
asleep

at first
at last
Atlantic
August
Australia

B

bad at
badly
Bahrain
balcony
bandage
*bang (v)
*Barcelona
baseball match
basketball
because
been
before
beg
begin, began, begun
beginning
believe
below
best wishes
better (good, -, best)
between
bigger/est (+ reg adjs)
*Birkdale
bit (bite,~)
blanket
bleeding (n)
blind
blow
board (v)
*boast
boiling (water)
Braille
brave
breathe
brightly
*Brisbane
broken (glass)
built (build,~)
bulb (light~)
burn
bush

busy

by (prep)

C

*cable
*Cairo
calendar
call (= *phone*)
call (n)
called (= *named*)
carefully
careless
cause
centimetre
century
certain (more/most ~)
change(v) changing room
character
check
check in
cheer
chemistry
children
*China
choose
chopsticks
*Chuck
circle
city, cities
clear (adj)
clever
close (v)
closed
cloth
cloudy
coast
cold
collect
column
company (*oil*~)
compare
comparison
compass
complete
computer
conversation



cool
copy (n, v)
correct, correctly
cotton
could
count
country/ies
cover (v)
crash
cream
crossword puzzle
customs officer
cycle (v)
cyclist

D

dam
danger
dark
date (calendar~)
date of birth
*David
dead
deaf
December
*definite
definition
degrees Celsius
delicious
deliver'
depart
departure
describe
description
details
die
difference
different from
difficult
dig
*dining-tent
directions (give~)
disabled
discuss
discussion
dishes
Disneyland
distance
*divide
done (do, did,~)
dot (n)
draft
draw
driven (drive,drove,~)

drop (n, v)
drown
dry
dusty

E
each
earn
easier,
easiest
eaten (eat, ate,~)
*Edmund Hillary
Egypt
eighteen
eighth (+ all ordinals)

eighty
electric
electricity
emergency
end enjoy
enough
envelope
equipment
*Europe
event
event (sports ~)
ever
Everest
everyone
everywhere
exam
example
except
exercise
explanation
extremely
eye

F

facts
fair (hair)
fallen (fall, fell,~)
false
famous (for)
fantastic
farther
farthest
fasten
fat (adj)
fat (n)
fax (machine)
February
fertilizer
fewer

field (oil ~)
fifteen
fifty
film
final
finally
finger
finish
fire brigade
fireman
fishermen
fishing grounds
fit
fix
flag
flame
flat (adj)
flight
flower
for example
*forecast
forest
forgotten (forget,forgot,~)
fork (- and knife)
fork (garden~)
*fort
fortunately
forty
four-wheel drive
fourteen
France
free
friendly
frighten (v)
front door
*fry
full of
fun

G

gardening
gas
gazelle
*Germany
get
dressed
*get rid of
gone (go, went,~) good at
grey-haired
grown (grow, grew,~)

H

hand (v)
handlebars

*Hans
 hard (adv)
 hard-working
 *hare
 heading
 headline
 hearing aid
 heavy
 height
 helicopter
 helpful
 *Henshaw
 herself
 hide
 high jump
 himself
 hire
 history
 hoe
 Hold on!
 hope (to)
 horn
 hose
 hotel
 housework
 How do you do?
 How long ... ?
 huge
 hump
 hundred
 hurt
 *Hyde Park

I
 I hope so.
 I'd love to
 I'd rather
 *I'm told
 ibex
 imagine
 immediately
 important
 India
 *Indonesia
 industrial
 industry
 information
 information desk
 instruction
 interested in
 interesting
 introduce
 invent
 invention

invitation
 invite
 itself

J
 January
 Japan
 Japanese
 *jeep
 join
 journey
 judo
 July
 June

K
 *kangaroo
 keep away from
 *Kenya
 key (car ~)
 kill
 *kimono
 kind (n)
 kneel
 knew (know, ~)
 knife, knives
 *Kuala Lumpur

L
 label
 lady
 land (n)
 language study
 large
 leaf, leaves
 *leap year
 learner
 *Leave it to me.
 left (= *remaining*)
 lesson
 Let me ...
 let (= *allow*)
 letter (of the alphabet)
 letter (to a friend)
 life jacket
 life-guard
 life / lives
 lifebelt
 lift (V)
 light (brown)
 like this
 likely
 line
 line (telephone~)

*Linford Christie
 link (n, v)
 lip-reading
 litre
 Look out!
 look forward to
 lose, lost, lost
 loud, louder, loudest
 lounge
 lovely
 lucky
 lying (lie, lay)

M
 machine
 main
 mainly
 man-made
 *Manchester
 mane
 *manure
 Marathon
 March
 match (v)
 matches
 May
 may (modal)
 mean (v)
 medal
 medicine
 memory
 mend
 messenger
 met (meet, met,~)
 metre
 midnight
 might
 *Mike Powell
 million
 miss (= *doesn't touch*)
 missing
 mistake
 modern
 month
 more
 most
 motor (= *engine*)
 motor-bike
 mouth
 move on (= *continue*)
 *multiply
 museum
 must
 myself



N

*Nairobi
national
nationality
natural
nearly
neck
negative
neighbour
*Nepalese
never
*New Zealander
news
nineteen
ninety
nobody
noise
no-one
*North / South Americ
notes
nothing
notice (v)
November
nowhere
nut

O

oar
*obligation
ocean
October
of course
often
*Oh, well
oil
Olympic Games
Oman
opposites
order (in~)
order (n)
ordinary
ourselves
out of the reach of

P

Pacific
page
*Pakistan
pan
parents
*Paris
part
partner
*pass (v)

passport
past(adv)
past (n)
patient (adj)
patient (n)
pavement
pay
pen-friend
pepper
perfect
person
petrol
petrol station
photography
physics
pick up
pigeon
pills
pin (n, v)
plan (n, v)
plant (n, v)
plastic
plate
play (n)
*plenty of
plug
plump
plus (+)
PO Box
point (= mark)
point (v)
poison
polite
population
Post code
*post (wooden~)
postbox
postcard
poster
postman
pour
press (v)
problem
produce (v)
product
programme
proud of
pupil

Q

Qatar
quarter
question
quietly

quite
quiz

R

race (v)
radio station
*rain forest
raw
re-order
reach (= *arrive at*)
Really?
reason
receive
recognize
recorder
refer to
registration number
remember
replace
reply (n)
reply, replied
rescue (n, v)
rest (= *others*)
*rest house
result
return (v)
*rhyme
ridden (ride, rode ~)
right (= *correct*)
ring, rang, rung
robot
rock
rough
round-the-world
route
row (v)
rude
rug
rule
running shoes
*Russia

S

sack (n)
safe
safety
safety officer
sailing
salt
same
satellite
sauce
*Saudi Arabia
save

scald
scissors
*Scotland
*scrambled eggs
scream
seat belt
second (n)
Secondary
seed
seem (like)
seen (see, saw, ~)
sense (make~)
September
serious
serve
service
set (n)
seventeen
seventy
several
shake, shook
*Sheraton
shock
should
sign-language
silly
simple
situation
sixteen
sixty
size
slim
slip (V)
smile
smoke
snow (n, v)
*So what?
social worker
socket
soil
sold (sell, sold, ~)
someone
somewhere
soon
sort (v)
*Southport
spade
Spain
special
spelling
spoke (speak, spoken)
spoon
square kilometres
stamp (n)

stay
step (n)
steward
stick (n)
still (= *continuing*)
still (not moving)
stole (steal, ~, stolen)
stone
stood (stand, stood, ~)
store (= *shop*)
stork
storm
straight ahead
strange
stream (n)
stretcher
stripe
strong
study (v)
subject (school~)
*subtract
suggestion
suit (n)
suitcase
summary
summer
sunny
surprised
swallow
swimmer
switch (n)
switch on/off
Syria

T
table (= chart)
tail
take off
taste
teach
team
*telex machine
temperature
temple
*Tenzing Norkay
terrified
text
than
*The United States
the following
the police
themselves
thick
thin

thirteen
thirty
thousands
tick
ticket
tidier, tidiest
tidy
tiger
timetable
to the left / right
toilet
Tokyo
tool
top
total
*Toyota
traditional
train (v)
training
travel
tray
true
*trunk
turn round
*tusk
twenty
twenty-one (etc)
type (= *kind*)

U
umbrella
understand
unfriendly
unhappy
unhelpful
*United
university
unlucky
untidy
urgent
use
useful
usually

V
visitor
*volcano
volleyball

W
*wallaby
warm
warning (n)
washing-up



wash up
water (v)
watering can
wave
weed (n)
weekend
weigh
weight
welcome
went out (the light~)
wet
wheelchair
whisper
whole

wide open
*wild
win/won
windy
winter
wipe
*wire
without
wonderful
work (= *operate*)
world
worried
worst (bad, worse,~)
Would you mind vb +ing

written (write, wrote~)
wrong

Y

*You must be joking
young
yourself /yourselves
youth (camp)

Z

zebra crossing
zoologist

Grammatical terms

adjective
adverbial
alphabetical order
apostrophe
base form
brackets
capital letter
clause
comma
condition
conditional
continuous tense
count noun
form (of a verb / adjective)
full stop
future continuous tense
future time

grammar
imperative
infinitive
irregular
negative
neutral future
non-count noun
noun
object
passive
past participle
past perfect tense
past simple tense phrase
plural
present continuous tense
present perfect tense

present simple tense
pronoun
punctuation
question mark
reflexive pronoun
regular
sentence
speech marks
statement
subject
syllable
verb

Glossary of key words used in the Teaching Procedures

Check understanding

This is to find out what the pupils know at a particular point in the lesson.

For example:

- after the presentation of new language.
- after introducing a task.
- at the end of the lesson.

Checking understanding should not be seen as testing the pupils, as this can be discouraging during the teaching process. It is just a way of finding out how much the pupils have understood and what needs further clarification.

Demonstrate

Demonstration is mainly used in connection with the introduction of Workbook activities. It involves *showing* the pupils what to do. This can be done using a similar activity or using some of the material from the book. Two important points to remember are:

- Workbook material should not be wasted by using more than a small part in a demonstration.
- If the activity involves writing, the pupils should not write during the demonstration.

Discuss

This indicates that the pupils should be asked for their own ideas about such things as the topic of the lesson, pictures in the pupils' material or even aspects of the language. It is a useful opportunity to present new vocabulary in a context familiar to the pupils. If they are not capable of a 'real' exchange of ideas, prompt the pupils, for example, by asking questions. In a 'discussion', the pupils can respond with one-word answers or short phrases. Sometimes it is appropriate for the discussion to take place in Arabic. However the discussion is carried out, the pupils should be encouraged to say what *they* think.

Elicit

This involves getting information from the pupils. There are many reasons why the teacher might want to do this, for example:

- to check understanding.
- to get information about a picture.
- to get the pupils reading phrases and sentences aloud.
- to find out what they think / know.

Eliciting from the pupils helps make sure they are following and keeps them involved in the lesson. It is always done orally; the pupils speak in response to a question or other prompt from the teacher.



Explain

This is a point in the lesson when the teacher is required to clarify what to do or give precise information on aspects of the language. It is important that any explanation is clear, simple and short. For example, it is enough to say ‘A verb is a doing word.’ as long as the pupils are then asked to give some examples. Misunderstandings can then be followed by another short explanation. English should generally be used for explanations, but there are times when Arabic is more appropriate, for example, with grammar explanations or during the introduction of cultural background information.

Introduce

This is often used when talking about Workbook activities. It is also used in relation to the topic, language point, or reading / listening texts. One reason for introducing aspects of the lesson is to raise interest among the pupils in what they are about to do, and thus help motivation. When introducing a Workbook activity it also helps give the pupils an idea of the purpose behind the activity; this will help the pupils do it with understanding rather than in a mechanical way. It is important to involve the pupils during the introduction stage using discussion, eliciting and reminding as well as some explanation.

Present

This is carried out with new vocabulary or a new language point and involves making the meaning clear for the class. Ideas are sometimes given in the teaching procedures; at other times it is up to the teacher to think of the most suitable presentation. Arabic translation would not normally be used to present the meaning, but Arabic can sometimes be elicited from the pupils to check understanding.

Prompt

This involves giving the pupils some help in the form of words, pictures, gesture etc, in order to get them speaking - or sometimes writing. It involves guiding the pupils to find answers for themselves using whatever knowledge they have. By encouraging involvement from the pupils, learning becomes memorable as well as interesting. The use of prompts contributes to the smooth running of the lesson.

Remind

This is carried out when the pupils need to make use of something they have done before. It might be a familiar topic where a picture would be enough to remind them. It could also be a familiar rule, such as punctuation, which pupils tend to forget; reminding in this case could be just highlighting the full stop and capital letter in a sentence on the board. On the other hand it might be something the pupils have only done once before such as a particular Workbook activity. Here they could be reminded by being shown what they had done with reference to the previous activity in the book. Reminding should always be a quick process. Of course, if the pupils can't remember, it might be necessary to introduce the activity again, present the language a second time or further discuss the topic.

