

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

Full Blast 3

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KSA - Edition

Contents of Teacher's Manual

Introduction

Teacher's Notes for Student's Book

Hello.....	6
Module 1.....	9
Module 2.....	23
Module 3.....	37
Module 4.....	51
Workbook Key	65
Grammar Book Key	69
Class CD Tracklist	72
Pacing Chart	73
Pacing Chart for Holy Qur'an Memorization Schools	80

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OUTLINE OF THE COURSE

Objectives

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

Goals

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

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

Syllabus

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

Organisation and length of the course

Full Blast 3 Second Intermediate School - First Semester, the third book in the series, effectively meets the needs of learners with little exposure to the English language.

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

Key features

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

- **Motivating and contemporary topics** related to the interests of teenagers.
- **Lively dialogues** presenting real spoken English.
- Emphasis on **vocabulary building**.
- **Cross-curricular** and **cultural** information.
- **The language** used. It is principally British English. However, the writers have taken into consideration the fact that English is spoken as a first, second or foreign language throughout the world. Therefore, students are exposed to linguistic varieties as well as texts and information about various English-speaking countries and cultures.
- **Personalisation activities**.
- Opportunities for promoting **learner autonomy** with learning objectives on the cover pages, learning tips throughout the book, projects and a self-assessment section (Portfolio).

COURSE COMPONENTS

Student's Book including Workbook and Grammar Book

The **Student's Book** contains:

- A table of contents for the Student's Book presenting the topics, vocabulary, structures, functions, pronunciation as well as the language skills practised in each module. Also, a table of contents for the Workbook and the Grammar Book.
- A Hello section and four modules. Each module is divided into a cover page, five lessons, a Round-up section and culture or a cross-curricular page.
- A speaking section including pair work activities.
- A grammar reference section with useful tables, examples and explanations of the structures dealt with in each module.
- A section with tips helping students to acquire good learning habits inside and outside the classroom and covering areas such as vocabulary, grammar, reading, listening, speaking and writing. Different learning tips are also presented throughout the lessons.
- A word list containing the active vocabulary in alphabetical order per lesson.

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

Portfolio: This can be found within the Workbook. The Portfolio is made up of personalised and motivating *projects* as well as a two-page *self-assessment section*. The *projects* can be found at the end of each module and are closely related to the topic of the module. Each project is meant to be done when the module has been completed, hence providing an opportunity for revision and consolidation. Furthermore, students gain confidence and a sense of achievement as they use the language they have acquired in a creative manner.

The *self-assessment section* is meant to be done when the material has been completed. This section enables students to assess themselves and record their progress, and promotes self-awareness about their strengths and weaknesses. It also enables teachers to see whether any remedial work is necessary.

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

Student's audio CD


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

Teacher's Manual

The **Teacher's Manual** contains:

- An introduction.
- **Teacher's Notes** for each lesson of the Student's Book. Each lesson includes tables of the functions, structures and vocabulary introduced and useful notes for teaching. These notes provide teachers with a step-by-step guide to each stage of the lesson within a flexible framework that allows teachers to adapt the activities to their own teaching style as well as to the students' needs. Answers to all exercises, transcripts of the listening exercises and the aims for every activity in the Student's Book are also included.
- Ideas for optional activities which help students get a better understanding of the vocabulary and grammatical structures or forms introduced and provide them with an opportunity for further practice.
- Background notes on different topics which aim at providing teachers with useful information about the texts appearing in the Student's Book.
- Language Plus boxes which give more detailed information about the new linguistic items presented in each lesson.
- The tracks (▶▶ 22 = Track 22) for all the recorded material included in the class CD.
- The **Workbook Key**.
- The **Grammar Book Key**.
- The **Class CD Tracklist**.
- **Pacing charts**.

Class CD

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

Test CD/ CD-ROM

The Test CD/ CD-ROM contains:

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

- keys and transcripts
 - the recordings of the listening tasks of the tests.
- All the tests include vocabulary, communication, grammar, listening, reading and writing tasks. The tests can be printed in their original form. However, the teacher also has the ability to add, omit or change the order of the items and/or exercises according to the needs of their classes.

THE STRUCTURE OF THE MODULES OF THE STUDENT'S BOOK

Hello

This section familiarises students with basic vocabulary, grammatical structures and functions.

Modules 1-4 (an overview)

Each module consists of a cover page, 5 two-page lessons, a two-page round-up section and a culture or a cross-curricular page. The lessons focus equally on lexis, grammar, language functions and communicative skills. In the first four lessons, the target language (vocabulary, grammar, functions) is presented and practised extensively. In all five lessons, the four basic skills (reading, listening, speaking, writing) and micro-skills are developed in an integrated manner. In the fifth lesson, there is special emphasis on listening, speaking and writing. Furthermore, the round-up pages at the end of each module thoroughly revise the functions, grammar and vocabulary that have been taught in the preceding lessons through exercises, speaking and writing activities, as well as rhymes. The *Now I can* section also included offers students a unique opportunity for self-evaluation. Lastly, the culture or the cross-curricular page at the end of each module is related to the topic of the preceding module.

Cover page

The cover page is the first page of the module. Ss are introduced to the topic of the module through a discussion. Then they are asked to locate five pictures in the module. The purpose of doing so is to create a sense of anticipation. The third section of the cover page is a set of learning objectives. Students read about what they will learn in the module, which increases motivation and helps them become autonomous learners.

Vocabulary

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

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

Reading

Reading can be divided into two parts:

• Dialogues

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

• Different types of texts

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

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

Grammar

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

Pronunciation

It is important to sensitise students to the different sounds of the foreign language and give them as much practice as possible. The aim is not for students to acquire a native-like pronunciation but to enable them to speak intelligible English. The pronunciation section deals with significant

aspects of spoken English in an organised manner and is linked to the language of each module. It is in the form of a listen-and-repeat drill, presenting and providing controlled practice of individual sounds.

Listening

The topic of the listening task is always related to the topic of the lesson. A variety of spoken text types and task formats have been employed through which important listening micro-skills are developed. The focus is on listening for gist and/or specific information. Therefore, it is always a good idea to have students read through the questions/gapped text, etc. first and make predictions about the possible answers using the prompts given, such as pictures, tables, etc. It is always important to stress that students do not need to understand every word that they hear. After making sure that students have understood the instructions and the language included in the questions, play the CD two or more times if necessary. Elicit answers from students and ask them to justify their answers. Then, if necessary, play the CD again and clarify any points that have not been understood.

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

Speaking

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

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

Writing

Writing is perhaps one of the most difficult skills for students to master. The writer must take many things into consideration: handwriting, spelling, punctuation, paragraphing, purpose, audience, syntax. For this reason, the course has paid particular attention to this skill. Students are introduced to writing smoothly, starting with gapped activities, simple sentences and then moving on to longer texts. The book helps students build up their writing skills by integrating the skills as the writing activities are usually based on the preceding speaking activities. Students are also provided with guidance concerning different types of writing and activities which help develop writing skills. More importantly, students are provided with a model text so they are exposed to a sample of what they have to produce. You can find a

recording of all the model texts on the Class and Student's CDs. This allows teachers to have Ss listen to the texts while they are reading them.

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

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

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

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

Round-up

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

Culture pages

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

POINTS TO REMEMBER

- Whether a task is carried out in class or assigned as homework, make sure that students fully understand the rubric and are clear about what they need to do.
- For most activities, it could prove helpful to demonstrate through examples what the task requires them to do, by doing the first item. This is especially recommended in all speaking activities.
- Whenever a task requires understanding gist, the teacher should not explain unknown words, thus encouraging

students to focus on gist only. Whenever necessary, however, certain key words that block understanding could be explained.

- Regarding the grammar section, students will feel more confident if unknown words are explained before they do the grammar activities.
- When correcting students' written work, it is suggested that a list of commonly-made mistakes is made. The information gathered could then be pointed out to students orally or in written form on the board.
- When explaining new lexical items, a variety of techniques could be employed such as example sentences, mimicry, definitions, antonyms, synonyms and/or translation.
- Wherever elicitation procedures are required, it should be ensured that each student has the opportunity to speak before corrections are made by the teacher.
- In cases where students are asked to do guesswork, no answers should be revealed before students proceed to the actual task and check their predictions.
- It is advisable that teachers use the students' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate students' background knowledge, to explain grammar rules).

ABBREVIATIONS USED IN TEACHER'S MANUAL

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

Hello

FUNCTIONS

Revising basic vocabulary, grammatical structures and functions

COUNTRIES - NATIONALITIES

Bahrain - Bahraini
China - Chinese
Cuba - Cuban
Egypt - Egyptian
Greece - Greek
Italy - Italian
Jordan - Jordanian
Mexico - Mexican
Morocco - Moroccan
Peru - Peruvian
Saudi Arabia - Saudi
Thailand - Thai
United Arab Emirates - Emirati

VOCABULARY

be late borrow Can you repeat that?
chocolate bar exercise (n) How much...?
How old are you? junk food notebook page
try Where are you from?

B. Aim: to give Ss practice in introducing themselves and saying where they are from

- Draw Ss attention to the speech bubble.
- Choose a student and act out the dialogue.

Suggested answer

A: What's your name?

B: I'm Ali.

A: Where are you from?

B: I'm from Saudi Arabia.

A: How old are you?

B: I'm 15.

- Have Ss do the activity and go round the class helping them when necessary.

1 Where are you from? ▶▶2

A. Aim: to give Ss practice in talking about countries and nationalities

- Draw Ss' attention to the pictures of the flags and ask them which countries they are from.
- Elicit answers.
- Ask Ss if the flag of their country is among them and if not have them describe their country's flag in L1.
- Elicit answers.
- Draw Ss' attention to the box and explain that this is a list of countries and nationalities and that they have to match each country with the correct nationality.
- Have Ss do the activity. Then play the CD and have Ss check their answers.

KEY

Saudi Arabia - Saudi
Bahrain - Bahraini
China - Chinese
United Arab Emirates - Emirati
Cuba - Cuban
Egypt - Egyptian
Greece - Greek
Italy - Italian
Jordan - Jordanian
Mexico - Mexican
Morocco - Moroccan
Peru - Peruvian
Thailand - Thai



2 Classroom language ▶▶ 3

Aim: to give Ss practice in understanding and using phrases used in a classroom

- Have Ss read through phrases 1-10 and make sure they do not have any unknown words.
- Play the CD and have Ss repeat what they hear.
- Ask Ss which phrases they think are used by teachers, which by students and which by both.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. S 2. B 3. S 4. T 5. B 6. T 7. T 8. B
9. T 10. S

Hello

3 Eating habits

A. Aim: to give Ss practice in using *How much/How many* and give them the opportunity to talk about their eating habits

- Draw Ss' attention to the pictures and the text.
- Ask Ss: *What kind of text is it? A survey. What is it about? It's about eating habits.*
- Explain to Ss that they should ask and answer the questions to complete the survey.
- Ask Ss to look at the pictures and read through the questions and the answers. Explain any unknown words if necessary.
- Divide Ss into groups of four and have them take turns to ask and answer the questions.
- Go round the class helping Ss when necessary.
- Check Ss' previous knowledge of countable and uncountable nouns and ask them to give you some examples with *How much / How many*.
- Point out that we use *How much...?* To ask about quantity or the price of something and *How many...?* To ask about the number of something.

B. Aim: to give Ss practice in asking questions using *How much / How many* relating to eating habits

- Explain to Ss that they should write a few questions using *How much / How many* and ask their partners about their eating habits.
- Have Ss do the activity and go round the class helping them when necessary.
- Choose some Ss to act out their dialogue.

Suggested answers

How much water do you drink?
How much cheese do you eat?
How much meat do you eat every week?
How many soft drinks do you drink every day?
How many sandwiches do you eat every week?
How many glasses of milk do you drink?

That's me!

1

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

- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (*a teenager holding a skateboard*).
- Ask Ss:

*How old is he? He seems to be about thirteen.
What does he look like? He is slim and he's got short brown hair.
How does he feel? He is happy.*

- Elicit answers. Use Ss' L1 when necessary.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.

Suggested answers

- *What's your favourite school subject?*
My favourite school subject is History because I think it's a very interesting and exciting subject.
- *What do you do in your free time?*
In my free time, I usually stay at home and play computer games or watch TV. I sometimes go out with my friends at the weekends, too.
- *What kind of clothes do you like wearing?*
I like wearing casual clothes because they are more comfortable.

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

KEY

picture A: p. 12
picture B: p. 14
picture C: p. 8
picture D: p. 17
picture E: p. 11

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

FUNCTIONS

Talking about school and school life
 Talking about your daily routine
 Talking about habitual actions and routines

STRUCTURES

Present Simple
 Prepositions of time

VOCABULARY

School subjects

Art Biology Chemistry Geography History ICT
 Maths PE Physics

Other words and phrases

after also become before end (n) excellent
 facilities finish gym It's great fun! learn
 like (prep.) modern other perfect place
 sailing say science lab secondary school
 start the same... as till until want

Warm-up

Aim: to introduce the topic of the lesson

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

1 Vocabulary ▶▶ 4

Aim: to present some school subjects and facilities

- Ask Ss to read through the school subjects presented and provide any necessary explanations.
- Play the CD and get Ss to repeat the school subjects they hear.
- Ask Ss to look at the pictures next to the list of the school subjects and read through the respective captions.
- Ask Ss where they can find the places shown in the pictures (*at a school*).
- Help Ss deduce the meaning of any unknown words by relating them to the corresponding pictures.
- Ask Ss to do the activity.
- Check the answers with the class.

KEY

art room: Art
 science lab: Biology, Chemistry, Physics
 gym: PE
 classroom: History, Geography, Maths
 computer room: ICT

- Ask Ss:

What's your (least) favourite school subject? My favourite school subject is Geography because I like learning information about other countries. It's a very interesting subject. My least favourite subject is Maths. I think it's very difficult and boring.
What facilities has your school got? My school is very big and it has got a lot of facilities. There is a science lab, a big computer room and a gym. My favourite one is the gym. I usually hang out with my friends there.
What other facilities would you like your school to have? My school has got some facilities but I would also like it to have an art room because Art is my favourite subject and I would like to spend my free time there.

- Elicit answers.

2 Read ▶▶ 5

A. Aims: ▶ to help Ss make predictions about the reading text based on visual prompts

- ▶ to present vocabulary, structures and functions in the context of an article
- ▶ to give Ss practice in reading for gist
- Draw Ss' attention to the TIP and explain it.
- Draw Ss' attention to the title of the text and the accompanying pictures.
- Make sure that Ss understand that *Beacon* is the name of the school.
- Ask Ss to tell you where the children in the pictures are (*on Beacon*) and what they are doing (*they are surfing the Net/doing their homework, etc.*).
- Help Ss deduce the meaning of the phrase *on board* by looking at the pictures.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Check Ss' predictions with the class.

Suggested answer

Beacon is a school on a ship where students can also learn all about sailing.

- Ask Ss some comprehension questions:

How old are the students on Beacon? They are 14-19 years old.
What does Tom think of Beacon? He thinks that it is a great school/that it's perfect for him.
What time do classes finish on Wednesdays? At 3:00.
What does Tom do in the computer room till 5 o'clock? He does his homework.
What does Tom want to become? A sailor.
What is Jack's favourite subject? Modern Art.
What does Jack think about the facilities on Beacon? He thinks that they are excellent.
What is his favourite place on Beacon? The art room.
What does he do there? He goes there and paints with his friends.

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

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

KEY

1. They do the same subjects as other secondary schools like Maths, Geography, etc. but they also learn about sailing.
2. They start at 8:15am.
3. They finish at 4 o'clock.
4. Sailing.
5. He goes to the art room and paints with his friends.

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

Post-reading

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

- Ask Ss:

What do you think of Beacon? I think it's a very interesting and unique school. Students learn a lot about different subjects and about sailing, too. Would you like to go to a school like Beacon? Yes. It sounds really interesting and I like the idea of spending some time on a ship with other students. No. I think it would be quite boring. I don't like sailing at all and can't imagine being on a ship for such a long time. Would you like to learn all about sailing? Yes. I want to be a sailor one day. No. I'm not interested in learning all about sailing. Is there a similar school in your country? I don't know if there is a similar school here, but I can surf the Net and find out.

- Elicit answers and initiate a short discussion.

3 Grammar

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

- ▶ to present some prepositions of time (*at, in, on, till/until, before, after*)

Present Simple

- Ask Ss to read through the tables.
- Explain to Ss that this is the Present Simple of the verb *start*. Discuss the formation of the tense and draw Ss' attention to the third person singular.
- Ask Ss to read through the short dialogue and tell you when the Present Simple is used (*to refer to a habitual action*). If necessary, demonstrate this with further examples, e.g. *I go to the park on Thursdays*.

Prepositions of time

- Ask Ss to read through the table containing the prepositions of time *at, in, on, till/until, before* and *after* and explain how they are used.
- Refer Ss to the Grammar Reference (pp. 64-65).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. does, gets
2. Do ... finish, finish
3. doesn't work, goes
4. does ... play, plays
5. don't stay, ride

4 Pronunciation ▶▶ 6,7

A. Aim: to have Ss differentiate between /ʌ/, /æ/ and /eɪ/ sounds

- Play the CD and have Ss repeat what they hear. Tell Ss to listen for the difference in pronunciation between *lunch*, *lab* and *place*.
- Elicit the answer that *lunch* has an /ʌ/ sound, *lab* has an /æ/ and *place* has an /eɪ/ sound.

B. Aim: to give Ss practice in differentiating between the /ʌ/, /æ/ and /eɪ/ sounds

- Play the CD and pause after each word.
- Ask Ss to repeat each word and tick the sound they hear.
- Check the answers with the class.
- If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

/ʌ/: fun, subject, study
/æ/: Maths, understand
/eɪ/: same, information

5 Speak & Write

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

- Ask Ss to read through the list of questions and make sure that they haven't got any unknown words.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue in class.

Suggested answer

A: What's the name of your school?

B: Sideview Secondary School.

A: Where is it?

B: It's near the city centre.

A: How many teachers work there?

B: Ten.

A: How many students are there?

B: About 300 I think.

A: What facilities are there at your school?

B: There is a gym and a science lab.

A: What time do classes start and finish?

B: They start at 8 o'clock in the morning and finish at 4:30 in the afternoon.

A: What subjects do you do?

B: We do History, Maths, Geography, PE, Physics, etc.

A: What are your favourite subjects?

B: I like Chemistry and PE.

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

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

Suggested answer

My name is Tom and I go to Sideview Secondary School. It's near the city centre. Ten teachers work at my school and there are about 300 students. My school has a gym and a science lab. Classes start at 8 o'clock in the morning and they finish at 4:30 in the afternoon. We do the same subjects as other secondary schools like History, Maths, Geography, PE, Physics, etc. My favourite subjects are Chemistry and PE. I think they're interesting and exciting.

FUNCTIONS

Talking about household chores
Talking about how often one does chores/other activities

STRUCTURES

Adverbs of frequency
How often...?
once/twice/three times a...

VOCABULARY

Appliances

cooker dishwasher fridge Hoover iron
washing machine

Chores

clean the windows cook do the washing
do the washing-up Hoover iron clothes
take out the rubbish tidy my room wash the car

Other words and phrases

a lot of boring brush one's teeth carpet
change (v) electric for hours headache
help How often...? Let's... on the phone
once/twice/three times a... rubbish bin sponge
tired toothbrush

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

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

KEY

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

Post-reading

Aim: to give Ss the opportunity to elaborate on the topic of the comic strip

- Ask Ss if they liked the comic strip or not.
- Elicit answers.

Warm-up

Aim: to introduce the topic of the lesson

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

1 Vocabulary ▶▶ 8

Aim: to present household appliances/items

- Ask Ss to read through the household appliances/items and provide any necessary explanations.
- Play the CD and get Ss to repeat the appliances/items they hear.
- Help Ss deduce the meaning of the words by relating them to the corresponding pictures.
- Ask Ss where they might find these appliances/items.
- Elicit answers.

2 Read ▶▶ 9

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

- Draw Ss' attention to the comic strip and ask them where it may be found (*in a magazine or newspaper*).
- Ask Ss to look at the pictures and try to guess what the comic strip is about.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

Have the Fishers got a lot of carpets? Yes, they have.

What is the iron's problem? That it usually irons for hours and gets hot.

Do the Fisher family talk on the phone a lot? Yes, they do.

How many teeth has Mrs Fisher got? 32.

- Explain any unknown words.
- Choose some Ss to read out the comic strip.

3 Vocabulary

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

- Ask Ss to read through the words in the box.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. take
2. does, iron
3. brush
4. Hoover
5. tidies
6. cooks
7. do

4 Grammar

Aim: to present and give Ss practice in using adverbs of frequency and *How often...?*

- Draw Ss' attention to the graph and explain to them that the words *always, usually, often, sometimes* and *never* are called *adverbs of frequency* because they show the frequency with which an action happens.
- Help Ss deduce the meaning of each adverb of frequency by relating them to the respective columns.
- Read out the rules and demonstrate the position of the adverbs of frequency in the sentences.
- Refer Ss to the comic strip and ask them to underline all the sentences containing adverbs of frequency (*I'm always tired, I always iron the clothes, I usually iron for hours, I often get a headache, I always do the washing-up...*). Ask Ss to provide examples of their own.
- Point out to Ss that we use *How often...?* to ask about the frequency at which an action happens.
- Point out to Ss that we say *once / twice a month/day/year* but we say *three times a month/day/year*, etc. to answer a question beginning with *How often...?*
- Refer Ss to the comic strip and ask them to underline any questions beginning with *How often...?* and the use of *once/twice/three times a + a period of time* (*I Hoover twice a week, How often do you brush Mrs Fisher's teeth?, Three times a day, My brother, the blue sponge, washes the car once a month.*).
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Arnold never takes out the rubbish.
2. I don't often play football on weekdays.
3. Susan sometimes watches TV after school.
4. How often do you see your cousins?

5 Listen

Aim: to give Ss practice in listening for specific information

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

KEY

1. a
2. a
3. c

LISTENING TRANSCRIPT

1.

Colin Ow!

Ryan What's wrong, Colin?

Colin It's my tooth. It hurts!

Ryan Do you eat a lot of sweets?

Colin Not really.

Ryan Do you brush your teeth twice or three times a day?

Colin No, just once, after breakfast.

Ryan There's your problem.

2.

Mary Sally, can you do me a favour?

Sally What?

Mary Can you help me with the washing-up?

Sally What? No way, Mary! It's always my job. You never do it.

Mary I know, I know, but I've got a lot of homework and...

Sally That's what you always say. Do it before mum comes home.

3.

Gloria Hey Tanya, do you do any housework?

Tanya Not really. I sometimes cook dinner and Hoover the house. That's all.

Gloria So, does your sister help out at all?

Tanya Yes, she always irons the clothes, but I never do it. I hate ironing.

Gloria Me too. So, while she irons, what do you do?

Tanya I usually watch TV.

Gloria Nice.

6 Speak

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

- Ask Ss to read through the speech bubble.
- Choose a student and act out the dialogue.

Suggested answer

A: How often do you Hoover the house?

B: Once a week. What about you?

A: I never Hoover the house. My mum hoovers the house twice a week and I tidy my room once a week.

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

FUNCTIONS

Talking about clothes and fashion
 Talking about current activities and about temporary situations
 Distinguishing between habitual actions and current activities

STRUCTURES

Present Progressive
 Present Simple vs Present Progressive
 Stative verbs

VOCABULARY

Clothes and accessories

abaya belt boots earrings hat headscarf
 jumper leggings sandals shirt skirt thobe
 tracksuit

Other words and phrases

Anyway,... bored decorate Don't worry. draw
 in fashion look for look like own (adj) patch
 pocket put still ugly wait What a mess!
 What's up? Why...?

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the word *style* by telling a student, e.g. *Nice clothes! I like your style!*
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Vocabulary ▶▶ 11

Aim: to present clothes and accessories

- Ask Ss to name any items of clothing that they already know.
- Ask Ss to look at the pictures and read the words that accompany each picture.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the respective pictures.
- Play the CD and have Ss repeat the words they hear.
- Ask Ss which of these clothes and accessories they have got.

Language Plus

- The words *leggings, jeans*, etc. are always used in the plural because they are made up of two parts that go together.
- Ask Ss the question in the rubric.
- Help Ss deduce the meaning of the word *accessories* by asking them to tell you which of the items presented here are accessories (*belt, hat, earrings*) and the word *unisex* (= worn by both boys and girls).

2 Read ▶▶ 12

- A. Aims:**
- ▶ to give Ss practice in making predictions about the content of the dialogue based on visual prompts
 - ▶ to present vocabulary, structures and functions in the context of a dialogue
 - ▶ to give Ss practice in identifying the main idea of the dialogue
- Ask Ss to look at the picture and ask them the question in the rubric.
 - Elicit answers but do not correct Ss at this stage.
 - Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.

Suggested answer

He is putting a patch on his jeans.

- Ask Ss some comprehension questions:

Does Bill usually decorate his own clothes? No, he doesn't. What is Bill drawing on one of the pockets of his jeans? A tiger. What does Tom think of Bill's drawing? That it doesn't look like a tiger. Does Bill like his drawing? No, he doesn't. Which patch does Bill decide to put on his tiger? The green one. What does Bill ask Tom to do? To draw a tiger for him on the green patch.

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

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

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

KEY

1. He is using patches.
2. Because he's bored of them.
3. Jeans with patches.
4. He wants to put patches on the pockets of his jeans.
5. Tom.

C. Aim: to give Ss practice in transferring from verbal to visual prompts

- Ask Ss to look at the three pictures.
- Ask Ss to describe the pair of jeans in each picture.
- Allow Ss some time to decide on the correct picture.
- Check the answers with the class.

KEY

The correct picture is b.

Post-reading

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

- Ask Ss:

Do you ever get bored with your old clothes? Yes, sometimes I do. Have you ever tried to change them? No, I haven't. I like my clothes. They're comfortable. What changes would you like to make to your old clothes? I don't want to change my style. Maybe I could buy some new clothes.

- Elicit answers and initiate a short discussion.

3 Grammar

- Aims:**
- ▶ to present the Present Progressive
 - ▶ to have Ss differentiate between the Present Simple and the Present Progressive
 - ▶ to give Ss practice in using the Present Simple and the Present Progressive in context

Present Progressive

- Refer Ss to the first table and explain to them that this is the Present Progressive of the verb *draw*. Discuss the formation of the tense (*affirmative, negative and question forms*).
- Point out the time expressions used with the Present Progressive and explain any unknown words if necessary.
- Refer Ss to the dialogue in the reading activity and ask them to underline all the examples of the Present Progressive (e.g. *What are you doing?, I'm putting a patch...*, etc.) and tell you when the tense is used (*to describe an action that is happening now*).

Present Simple vs Present Progressive

- Choose a student and ask him/her the following question about something you know he/she does, e.g. *Ali, do you watch TV in your free time? (Yes, I do)*. Then, ask him/her, e.g. *Are you watching TV now? (No, I'm not)*.
- Ask Ss a few more similar questions and report their answers to the class, e.g. *Tariq plays tennis at the weekends, but he isn't playing tennis now*.
- Ask Ss when we use the Present Simple and the Present Progressive.
- Elicit answers and refer Ss to the second table.
- Draw Ss' attention to the NOTE and explain it. If necessary, demonstrate it with further examples (e.g. *I think you are funny. I like this milkshake. I'm hungry. I want something to eat, etc.*).
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. isn't/is not watching, 's/is listening, hates, thinks
2. are the boys doing, are/'re playing, play
3. goes, 's/is visiting
4. live, are/'re staying, want

4 Listen

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

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to look at the pictures and describe what items of clothing they see.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. c 2. a

LISTENING TRANSCRIPT

1.

Boy 1 Hello, Emad. What's up?

Boy 2 Not much. I'm a bit cold, actually.

Boy 1 Really? Are you wearing your sandals today?

Boy 2 No, I'm not. Look.

Boy 1 Nice, are they new?

Boy 2 Yeah, my mum wanted me to get boots but I got these.

Boy 1 They look really cool.

Boy 2 But they aren't very warm for cold days like today.

2.

Boy 1 Hi Omar.

Boy 2 Hi! What are you wearing?

Boy 1 It's my new shirt. Do you like it?

Boy 2 You aren't wearing it tonight, right?

Boy 1 What are you talking about? This is my favourite shirt. Of course I am.

Boy 2 It doesn't look good with those blue jeans.

Boy 1 I like it.

Boy 2 What about a nice white shirt?

Boy 1 No, and anyway, I haven't got one. I think you just don't like orange.

Boy 2 Maybe you're right.

5 Speak & Write

A. Aim: to give Ss practice in using the structures, functions and vocabulary presented in the lesson by talking about their clothes

- Ask Ss to read through the questions and make sure that they haven't got any unknown words.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs or small groups and go round the class helping them when necessary.
- Choose some students to act out the dialogue in class.

Suggested answer

A: What kind of clothes do you usually wear to school?

B: I usually wear casual clothes to school because they are comfortable. I wear tracksuits and trainers.

A: What do you wear when you go out with your friends?

B: I wear more formal clothes because I want to look good. I wear my thobe / abaya and nice shoes.

A: Are your clothes in fashion?

B: Yes, they are.

A: What's your favourite item of clothing?

B: My headscarf.

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

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

Suggested answer

I usually wear casual clothes to school because they are more comfortable, like a tracksuit and trainers, or jeans. When I go out with my friends I usually wear clothes like jeans and shirts. I think my clothes are always in fashion and my favourite items of clothing are my hats and my belts.

FUNCTIONS

Talking about free-time activities
Expressing likes and dislikes
Expressing a desire

STRUCTURES

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

VOCABULARY

Free-time activities

chat on the phone do arts and crafts
download information from the Net go rollerblading
go skateboarding hang out with friends
play table tennis read magazines/newspapers
surf the Net

Other words and phrases

a bit bat can't stand Check out this... competition
course elbow pad exercise (v) free group
It looks good. join knee pad only take part in
though try out website winner

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss what they like doing in their free time.
- Elicit answers.

1 Vocabulary ▶▶14

Aim: to give Ss the opportunity to revise collocations related to free-time activities and introduce some new ones

- Ask Ss to read through the two columns and match them to make collocations.
- Allow Ss some time to do the activity.
- Play the CD and have Ss listen and check their answers.

KEY

surf the Net
read magazines / newspapers
go rollerblading / skateboarding
hang out with friends
play table tennis
do arts and crafts
download information from the Net
chat on the phone

- Draw Ss' attention to the TIP and explain it.
- Explain any unknown words.
- Ask Ss the question in the rubric.
- Elicit answers.
- Play the CD again and pause so that Ss can repeat what they hear.

2 Read ▶▶15

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

▶ to give Ss practice in reading for gist

- Ask Ss to look at the *flyers* (= leaflets containing information about an event, a product, a service, etc.) and tell you what they are advertising (*two groups*).

- Make sure that Ss understand what a *group* is (= a number of young people who meet, play sports and do other social activities) and ask them if groups are popular in their country/area, if they have ever joined a group, whether they liked the experience, etc.
- Elicit answers.
- Ask Ss to read through the two flyers.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY

The boys are talking about the Rollerblading Club.

Language Plus

We say *eight pounds a/per week* (£8/week). *Per* is more formal than *a*.

- Ask Ss some comprehension questions:

What does Table Tennis Fans offer? Tournaments, free coaching for beginners, free bats and balls.

How much does the winner of a table tennis tournament get? £200.

Is Table Tennis Fan open in the morning? No, it isn't.

How much do you pay to join Table Tennis Fan? £5 per week.

Is the Rollerblading Club open on weekdays? Yes, it is.

Can thirteen-year-olds join the Rollerblading Club? No, they can't.

Is the Rollerblading Club open in the morning at the weekend? No, it isn't.

What does Kevin's brother love? He loves exercising.

How old is he? 18.

Can Dave, Kevin and his brother join the same club? Yes, they can.

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

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

KEY

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

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

Post-reading

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

- Ask Ss which of the two groups they would choose to join and why, what activities they would like a group to offer, why young people should join groups, etc.
- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present and give Ss practice in using the structures *like / love / enjoy / hate / can't stand + -ing* or *noun* and the structures *would like / want + to*

- Ask Ss to look at the first table and read through the examples.
- Refer Ss to the flyers and the dialogue and ask them to underline the sentences which contain any of the verbs in the first table (*Do you like arts and crafts?, Do you love playing table tennis...?, Do you like going rollerblading?, We love trying out new things, I can't stand being tired..., He loves exercising*).
- Ask Ss to tell you what they notice about these verbs (*they are followed by an -ing form or a noun*).
- Ask Ss to make their own sentences practising the structure (*-ing or noun*).
- Ask Ss to look at the second table and read through the examples.
- Refer Ss to the flyers and the dialogue and ask them to underline the sentences which contain any of the two verbs in the table (*Would you like to join a group?, I don't want to go there..., My brother would like to join, too. Do you want to go there now and join?*).
- Ask Ss to tell you what they notice about these verbs (*they are followed by to + the base form of the verb*).
- Ask Ss to make their own sentences practising the structure (*to + the base form of the verb*).
- Write the following sentences on the board: *I like going to the park. I'd like to join a group*. Ask them to tell you if there is a difference between them. Draw Ss' attention to the examples *I love going to museums* and *I'd like to surf the Net*.
- Help Ss deduce that in both cases the former expresses a general preference while the latter expresses a desire.
- Further demonstrate this distinction with the rest of the verbs (e.g. *I love pizza. vs I want to have pizza tonight.*).
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|------------|-----------------------|
| 1. to go | 4. reading, reading |
| 2. hanging | 5. to watch, watching |
| 3. to get | |

4 Listen

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the questions 1-6 and make sure they haven't got any unknown words.
- Play the CD twice.
- Check the answers with the class.

KEY

1. I 2. B 3. B 4. F 5. I 6. B

LISTENING TRANSCRIPT

Fran Hey, Ian.

Ian Hi, Fran.

Fran What are you looking for?

Ian Nothing much, just some information for a History project, but I can't find what I want.

Fran I've got a lot of information on my computer, you know. I downloaded it all last week for something we had at school.

Ian Yeah, I've got a lot of information on my laptop, too, but I'd like to have more.

Fran The Internet is great, isn't it? You can find anything you want and it's really cheap.

Ian I know, I love it. I download information for every project.

Fran Me too. In fact, I don't read newspapers or magazines any more. Everything is there.

Ian I do. I like reading magazines. It's one of my favourite hobbies.

Fran Why? You can just read anything you want on the Net.

Ian I don't know. I just like it. Oh, I give up. I can't find any more information. So, what are you doing, Fran?

Fran I'm sending an e-mail to my friend Susan.

Ian Who's Susan? Do I know her?

Fran No. She's in my arts and crafts class.

Ian I see. So, do you want to play a game after you finish?

Fran No, thanks. I can't stand computer games. Sorry.

Ian That's OK. I'm going out soon anyway.

Fran Hey, do you read the magazine Computer Expert?

Ian Sure. It's the best.

Fran My friend has the latest one at her house. Do you want to read it? I can bring it home later.

Ian Thanks.

5 Speak

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

- Draw Ss' attention to the activities in the table and check their understanding.
- Ask some Ss which of the activities they like/don't like.
- Ask Ss to read through the speech bubble.
- Choose two students and act out the dialogue.

Suggested answer

A: Do you like skateboarding?

B: Yes, I love going skateboarding. What about you?

A: I hate going skateboarding but I love chatting on the phone.

C: I enjoy chatting on the phone, too.

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

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

- Draw Ss' attention to the speech bubble.
- Have Ss report their group's answers to the class.

Suggested answer

(Malik) and (Ali) like chatting on the phone, but I don't. I like going rollerblading. They also like playing table tennis, but I can't stand table tennis. I enjoy surfing the Net.

6 Write

Aim: to give Ss practice in writing sentences about themselves

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

Suggested answer

Hi! Welcome to my website. I'm Hatim and I'm 15 years old. In my free time I love going skateboarding, but I can't stand chatting on the phone. My friends and I enjoy hanging out at the park and we really love playing table tennis.

Meet my friend

FUNCTIONS

Describing people's appearance and personality
Describing one's best friend

VOCABULARY

Appearance

chubby curly dark fair good-looking
medium-length slim straight wavy

Personality

active clever friendly helpful lazy outgoing
shy unfriendly

Other words and phrases

age both ice hockey local really spend
What does he look like? What is he like?

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss to tell you some things about their friends.
- Elicit answers.

1 Vocabulary ▶▶ 17,18

A. Aim: to present vocabulary related to physical appearance

- Ask Ss to look at the three pictures and read through the three sentences.
- Explain to Ss that they should write the correct name under each picture after reading the descriptions.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.
- Check the answers with the class.

KEY

1. Amanda
2. Emma
3. Fiona

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

Language Plus

- The noun **hair** is normally uncountable and it refers to the mass of hair on your head, e.g. *His hair is short.* **NOT:** *His hair are long.*
The countable noun **hair** refers to one strand of hair, e.g. *There is a hair in my soup!*
- We usually use the adjective **chubby** to refer to someone's weight instead of **fat**, which is considered rude.
- When we use two or more adjectives to describe a person's physical appearance, they follow the order: **size / age + shape + colour + NOUN**, e.g. *short wavy dark hair.*

B. Aim: to present vocabulary describing people's personality

- Ask Ss to look at the pictures and read through the adjectives.
- Help Ss deduce the meaning of any unknown adjectives by relating them to the content of the corresponding pictures.

- Draw Ss' attention to the TIP and explain it.
- Explain to Ss that they should match the adjectives in the upper row with their opposites in the lower row.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY

friendly ≠ unfriendly
active ≠ lazy
outgoing ≠ shy

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

2 Speak

Aim: to give Ss practice in describing somebody (character and personality)

- Draw Ss' attention to the speech bubble.
- Say three sentences describing yourself (appearance and personality) to the class, including one sentence which is not true, and ask Ss to tell you which one is not true about you.
- Allow Ss some time to choose a classmate of theirs and think of three sentences about him/her (appearance and personality), including one sentence which is not true.
- Ss take turns to say their sentences and have their classmates guess which one is not true.

3 Speak & Write ▶▶ 19

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

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

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

- Ask Ss to read through the description.
- Alternatively, you can have Ss read out the description in parts.
- Ask Ss to read through the four phrases and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Marco's personality 2
what Rob and Marco do together 2
Marco's appearance 1
who Marco is 1

- Ask Ss some comprehension questions:

*Do Rob and Marco have fun when they hang out together? Yes, they do.
Why does Rob like studying with Marco? Because Marco is very clever and helpful.
What sport is Marco really good at? Ice-hockey.
What is Rob and Marco's dream? To play for their local team one day.*

- Explain any unknown words.

- B. Aim:** to give Ss practice in reading for specific information and completing a table
- Ask Ss to look at the table and check their understanding.
 - Refer Ss to the description in 3A and have them complete the table.
 - Check the answers with the class.

KEY**Name** Marco**Age** 13**Appearance**

Height: short, Build: slim

Hair: curly brown

Eyes: brown

Personality

shy, clever, helpful

Interests/Hobbies

sports

Things we do together

hang out, study, play ice-hockey, spend time at the ice rink in the winter

- C. Aim:** to give Ss practice in talking about their best friends through pair work
- Have Ss copy and complete the table with information about their best friends.
 - Draw Ss' attention to the questions in the speech bubble and check their understanding. Make sure that they can distinguish between *What does he/she look like?* (used to ask about one's appearance) and *What is he/she like?* (used to ask about one's personality).
 - Choose a student and act out the dialogue.

Suggested answer**A:** Who's your best friend?**B:** My best friend is Hasan.**A:** How old is he?**B:** He's 15 years old.**A:** What does he look like?**B:** He's tall and slim and he's got short dark hair. He's got green eyes, too.**A:** What is he like? Is he shy?**B:** Hasan isn't shy. He's very outgoing and active. He has got a lot of friends.**A:** What does he do in his free time?**B:** He hangs out with his friends.**A:** What do you do together?**B:** We enjoy playing computer games together.

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

- D. Aim:** to present patterns of word order in sentences and give Ss practice in forming sentences
- Draw Ss' attention to the box and explain the patterns of word order in English.
 - Ask Ss to come up with their own sentences demonstrating the three instances presented.
 - Have Ss do the activity.
 - Check the answers with the class.

KEY

1. Bruce has got straight hair.
2. My brother is outgoing.
3. Anna does the washing-up every day. /
Every day Anna does the washing-up.
4. Kate is a lovely girl.
5. Andrew surfs the Net in the evenings. /
In the evenings Andrew surfs the Net.

- E. Aim:** to give Ss practice in writing a description (two paragraphs) about their best friends
- Ask Ss to read through the plan for a description of one's best friend and elicit examples of what they have to write about.
 - Point out to Ss that they should use the information in activity C.
 - Draw Ss' attention to the TIP and explain it.
 - Allow Ss some time to write their descriptions.
 - Choose some Ss to read out their descriptions.

Suggested answer

My best friend's name is Hasan. He's 15 years old and he's tall and slim. Hasan has got dark brown hair and green eyes.

Hasan is very outgoing and active. He's got a lot of friends. He likes hanging out with his friends in his free time and when we are together we enjoy playing computer games.

1

Round-up

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

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

Vocabulary

A.

KEY

1. *cross out:* Net *add:* Geography, Physics, etc.
2. *cross out:* chubby *add:* outgoing, lazy, etc.
3. *cross out:* boots *add:* leggings, jumper, etc.
4. *cross out:* carpet *add:* washing machine, Hoover, etc.

B.

KEY

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

C.

KEY

1. carpet
2. Chemistry
3. outgoing
4. boring
5. learning

Grammar

D.

KEY

1. do ... hang out, talk
2. starts, finishes
3. Does ... wear, doesn't like

E.

KEY

1. are ... doing, 'm checking out
2. aren't watching, are helping, is ironing, is cleaning

F.

KEY

1. Is he watching, is playing, love
2. isn't studying, is playing, play

G.

KEY

1. My mother often does the washing-up.
2. Do you always brush your teeth twice a day?
3. Leo never takes out the rubbish. / Leo never takes the rubbish out.

H.

KEY

1. playing
2. to join
3. wearing
4. to make

Communication ▶▶ 20

I.

KEY

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

Speak

- Ask Ss to look at the picture carefully and read through the speech bubble.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Suggested answer

A: I think that Malik likes surfing the Net.

B: And I think that he is active, too. He likes playing football because there is a football on the floor.

A: I believe he enjoys reading magazines, too.

B: Yes, but he is lazy because his room is messy. The magazines are on the floor and his clothes are on the chair and on the bed.

A: I don't think he likes playing computer games.

B: I think he likes computer games.

Write

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

Suggested answer

Malik likes surfing the Net and he is very active. His favourite sport is football and he likes playing football in his free time. He also enjoys reading magazines but he doesn't like playing computer games. Malik is lazy because his room is really messy.

Now I can...

Aims: ▶ to give Ss the opportunity to check their progress

▶ to encourage learner autonomy

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

Rhyming Corner ▶▶21

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

KEY

1. early
2. skatepark
3. trainers
4. explore
5. take
6. like
7. evening
8. home
9. games

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



Culture page

King Fahd International Stadium / Khalifa International Stadium 22

Aim: to inform Ss about two famous stadiums

A.

- Draw Ss' attention to the title of the texts and the pictures and ask them what the texts are about. (*They are about King Fahd International Stadium and Khalifa International Stadium.*)
- Ask Ss if they know anything about these famous stadiums.
- Elicit answers.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

*Where is King Fahd International Stadium? It's in the eastern part of Riyadh, Saudi Arabia.
When did the stadium open? In 1987.
How many people can the stadium hold? About 70,000.
What is amazing about the roof of the stadium? It is the largest stadium cover in the world.
What do they use King Fahd International Stadium for? It's the home of the Saudi Arabian national football team and they play all their important matches there.
Where is Khalifa International Stadium? It's in Doha, Qatar.
When did it open? In 1976.
How many people can the stadium hold today? 40,000 people.
Which other countries play football matches in the stadium? Brazil, Argentina and England.
What event takes place in the stadium every year? The Qatar Athletic Super Grand Prix.*

B.

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

KEY

1. K 2. KF 3. K 4. K 5. B 6. KF

- Explain any unknown words and choose Ss to read the texts aloud.
- Ask Ss if they have visited any of these stadiums and generate a discussion. You could also talk about other famous stadiums in the country.

Exploring

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

- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (*a man riding a camel*).
- Ask Ss:

*Where do you think the man is? In the desert.
What is he doing? He is going camel riding.
How does he feel? He may feel lonely.*

- Elicit answers. Use Ss' L1 when necessary.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.

Suggested answers

- *Do you like visiting new places?*
Yes, I do. I love travelling to other countries, meeting new people and visiting famous sights.
No, I don't. I think visiting new places is a bit dangerous and really boring.
- *What's the most exciting place you have visited?*
The most exciting place is Egypt. I visited the pyramids and it was a very interesting experience.
- *Which place in the world would you like to visit?*
I would love to visit Dubai because I want to see all the amazing buildings there.

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

KEY

picture A: p. 25
picture B: p. 26
picture C: p. 31
picture D: p. 28
picture E: p. 22

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

Holiday fun!

FUNCTIONS

Talking about past events
Talking about one's last holiday

STRUCTURES

Past Simple

VOCABULARY

Holiday activities

buy souvenirs explore a cave go hiking
go horse riding go on a cruise go on a trip
go sightseeing travel abroad

Other words and phrases

almost around be back broken camel desert
experience (n) fall off forget guys Here you go.
I'm only joking. manage quite scared show (v)
To be honest,... What else...?

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss to tell you what their idea of holiday fun is.
- Elicit answers.

1 Vocabulary ▶▶23

Aim: to introduce some holiday activities

- Ask Ss to read through the list of phrases and match them with the pictures 1-7.
- Allow Ss some time to do the activity.
- Play the CD and have Ss check their answers.

KEY

travel abroad 5
go on a cruise 3
go sightseeing 1
buy souvenirs 7
go hiking 6
explore a cave 4
go horse riding 2

- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Ask Ss which of these activities they have tried or do when they are on holiday.
- Elicit answers.
- Play the CD again and pause so that Ss can repeat what they hear.

2 Read ▶▶24

- A. Aims:**
- ▶ to help Ss make predictions about the dialogue based on visual prompts
 - ▶ to present vocabulary, structures and functions in the context of a dialogue
 - ▶ to give Ss practice in reading for gist
- Ask Ss to look at the pictures accompanying the dialogue, identify the characters and guess what is happening.
 - Elicit answers.
 - Ask Ss the question in the rubric.
 - Elicit answers but do not correct Ss at this stage.
 - Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.

Background note

- **Egypt** is a country in **Africa**. The capital of Egypt is **Cairo**. The river **Nile** flows through Egypt. It's one of the longest rivers in the world. There are many things to do and many sights to see in Egypt, like the Pyramids, the Sphinx, etc.
- The **Pyramids** of Giza are near Cairo and are considered one of the Seven Wonders of the ancient world. They hold the bodies of three pharaohs (=kings of ancient Egypt).
- The **Sphinx** is in Giza and was built before 2500 BCE. It is the statue of a creature which had the body of a lion and the head of a man who looked like the Pharaoh.

- Check the answer with the class.

KEY

Ali travelled to Egypt.

- Ask Ss some comprehension questions:

*What does Ali think of his trip to Egypt? That it was a great experience.
Did Ali visit the Pyramids and the Sphinx? Yes, he did.
What did he also do in Cairo? He walked around the city.
Did Ali take pictures on his trip? Yes, he did.
Is Ali showing his pictures of his trip to his friends? No, he isn't.
What did Ali ride in Egypt? A camel.
What did Ali get Bill from Egypt? A souvenir of the Sphinx.
Does Bill believe what he is saying about his souvenir? No, he doesn't.*

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

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

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

KEY

1. Down the Nile.
2. Because he hasn't got his camera with him.
3. That it isn't like riding a horse. / That it's scary.
4. No, he didn't.
5. A souvenir pyramid.
6. Because it hasn't got a nose.

Post-reading

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

- Ask Ss some questions:

Have you ever been to Egypt? If not, would you like to? What would you like to see there? I haven't been to Egypt but I would love to go there. I would love to visit the Pyramids of Giza and see the Sphinx. I really want to go on a cruise down the river Nile, too.

- Elicit answers and initiate a short discussion.

3 Grammar

Aims: ▶ to present and give Ss practice in using the Past Simple of regular and irregular verbs and the verb *be*

▶ to familiarise Ss with common time expressions used with the Past Simple

- Ask Ss to read through the table (*affirmative, negative and question forms*).
- Explain to Ss that this is the Past Simple of the regular verb *visit* and the irregular verb *go*.
- Ask Ss what they notice about the formation of the Past Simple of regular and irregular verbs (*the Past Simple of regular verbs is formed by adding -ed to the base form, while each irregular verb forms the affirmative form in a different way*).
- Point out to Ss that the affirmative form of the Past Simple of both regular and irregular verbs is the same for all persons in the singular and in the plural.
- Refer Ss to the list of irregular verbs (p. 72).
- Draw Ss' attention to the second column and ask them what they notice about the formation of the negative form of the Past Simple (*we add didn't/did not before the base form of the main verb*). Point out that we usually use the short form (*didn't*) when we talk.
- Draw Ss' attention to the third column and ask them what they notice about the formation of questions in the Past Simple (*we add Did before the subject and the base form of the main verb*).
- Ask Ss to find any verbs in the Past Simple in the dialogue (*was, Did you visit, walked, went, Did you take, did you do, rode, tried, Did you fall, managed, did you go, forgot*).
- Refer Ss to the Grammar Reference (pp. 66).
- Refer Ss to the dialogue and draw their attention to the question *So, what else did you do there?* as opposed to the questions beginning with *Did...?*
- Ask Ss what they notice about the answer to the question *So, what else did you do there?*
- Point out to Ss that questions beginning with a question word ask for specific information (*I rode a camel*), while questions beginning with *Did...?* require only short answers (*Yes, No, Of course, Almost*).
- Draw Ss' attention to the *Time Expressions*. Point out that we use these time expressions with the Past Simple.
- Read out and explain the NOTE.
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Did ... like, was
2. didn't/did not go, went
3. didn't/did not buy, bought
4. started, stayed
5. Did ... take, took, loved

4 Pronunciation ▶▶ 25, 26

A. Aim: to present different consonant cluster sounds

- Play the CD and tell Ss to repeat what they hear and listen for the differences in pronunciation of the consonant clusters *pr-, pl-, br-, sp-, cl-, dr-, sk-, -rk, fr-*.
- Ask Ss what they notice about consonant clusters. Elicit that a consonant cluster is a group of consonants that appear together in a word without any vowels between them. When reading clusters, each letter within the cluster is pronounced.

B. Aim: to give Ss practice in pronouncing consonant clusters

- Play the CD and pause after each sentence.
- Ask Ss to repeat each sentence.
- If necessary, play the CD again.

5 Speak

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

- Ask Ss to read through the speech bubble and check their understanding.
- Draw Ss' attention to the TIP and explain it.
- Choose a student and act out the dialogue.

Suggested answer

A: When did you last go on holiday?

B: Last summer.

A: Where did you go?

B: I went to Abu Dhabi.

A: Did you go sightseeing? What did you see?

B: Yes, I did. I visited the Sheikh Zayed Mosque and I went for a walk near the sea at the Corniche.

A: Did you take pictures?

B: Yes, I did.

A: Did you buy souvenirs? What did you buy?

B: Yes, I did. I bought some postcards and some T-shirts for my friends.

A: Did you have a good time?

B: Yes, I did.

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

FUNCTIONS

Talking about means of transport
Expressing preference
Expressing ability in the past

STRUCTURES

The verb *could*
Adjectives - Adverbs of manner

VOCABULARY

Means of transport

ferry helicopter motorbike tram underground van

Other words and phrases

ask (for) careful cheap closed crowded dangerous decide early expensive fast get off Guess what! hard late later on foot polite popular safe side slow something station tell terrible traffic wrong

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss to tell you what tourists can see if they go on a tour of their city, what is the best way to tour their city, etc.
- Elicit answers.

1 Vocabulary ▶▶ 27,28

A. Aim: to present some means of transport

- Ask Ss to look at the pictures and read through the means of transport.
- Help Ss deduce the meaning of any unknown words by relating them to the corresponding pictures.
- Ask Ss the first question in the rubric.
- Elicit answers.
- Play the CD and have Ss check their answers.

KEY

land: underground, motorbike, tram, van
sea: ferry
air: helicopter

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

Suggested answer

land: car, bus, train
sea: ship, boat
air: plane

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

B. Aim: to present and give Ss practice in using some attributive adjectives and their opposites

- Ask Ss to read through the sentences 1-5.
- Ask Ss to read through the adjectives in the box.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.

KEY

1. expensive
2. fast
3. popular
4. crowded
5. dangerous

- Explain any unknown words.
- Ask Ss to match the adjectives in the activity to different means of transport, e.g. Bus: cheap, slow, usually crowded.

Suggested answers

Underground: expensive, fast, crowded, popular

Motorbike: dangerous, fast

Helicopter: fast, expensive

Ferry: slow, cheap, safe, popular

Tram: popular, cheap, slow

Van: cheap, fast, safe

2 Read ▶▶ 29

A. Aims: ▶ to present vocabulary, structures and functions in context

▶ to give Ss practice in reading for gist

- Ask Ss to look at the four pictures and tell you what they show (*different means of transport*) and if they can identify them.
- Elicit answers.
- Ask Ss to look at the title of the text and the pictures accompanying it.
- Ask Ss to look at the layout of the text and tell you what they think it is (*a story/personal account*), where it can be found (*in a magazine*) and who it was written by (*Adam Storm*).
- Ask Ss to tell you what the pictures on p. 24 show (*some means of transport in Malaysia*), who they think the man in the picture is (*Adam Storm*) and what they think the text is about (*something that happened during his trip to Malaysia*).
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

- Point out to Ss that we use **by** (*by bus/underground/ferry*) in front of all means of transport while we say **on foot** and **take the bus**.
- Ask Ss some comprehension questions:

What did Adam want to try when he was in Malaysia? Malaysian food.

Who told Adam about a popular restaurant? The hotel receptionist.

Why did Adam decide to go to the restaurant on foot? Because he wanted to explore the city.

Why did Adam take the bus? Because he got tired.

Why did Adam get off the bus? Because there was a lot of traffic.

Which means of transport did he decide to use? A taxi.

Did he see the restaurant when the taxi stopped? No, he didn't.

What did the man tell Adam? That he was on the wrong side of the river and the restaurant was on the other side.

What did Adam do? He took the ferry.

Was the restaurant open? No, it wasn't.

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

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

KEY

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

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

Post-reading

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

- Ask Ss some questions:

Has anything similar happened to you or to a friend while visiting a foreign country? *Yes, it has happened to me once.*
What happened? *I was with my family and we were looking for a museum. We got lost because we didn't see the sign.*
What did you/they do? *We asked a police officer for directions and we took the underground.*
What other local means of transport are there in your city? *There are a lot of taxis.*

- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present and give Ss practice in differentiating between the verbs *can* and *could* and using adverbs of manner

The verb *could*

- Ask Ss to read through the two sentences and draw their attention to the words in bold.
- Ask Ss to tell you the difference between *can/can't* and *could/couldn't* (***can/can't*** refer to ability/lack of ability in the present while ***could/couldn't*** refer to ability/lack of ability in the past).
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. couldn't 3. can't
2. Can, can, couldn't 4. could, can't

Adverbs of manner

- Ask Ss to look at the two columns in the table. Explain to them that the words in the left column are *adjectives*. Remind Ss that adjectives usually come before nouns and they give extra information about them, e.g. *a nice house, a good book*.
- Explain to Ss that the words in the second column are *adverbs of manner* (=they describe how something happens) and derive from the respective adjectives in the first column.
- Draw Ss' attention to the first four adverbs (*nicely, carefully, happily, terribly*) and ask them what they notice about their formation (we form most adverbs of manner by adding *-ly* to the adjective e.g. *nice - nicely, careful - carefully*. However, adjectives ending in a consonant + *-y*, drop the *-y* and take *-ily* e.g. *happy - happily* and adjectives ending in *-le*, drop the *-e* and take only *-ly* e.g. *terrible - terribly*).
- Draw Ss' attention to the rest of the table.

- Explain to Ss that the adjective *good* forms its adverb irregularly (*well*), while the adjectives *fast, early, late* and *hard* form their respective adverbs by keeping the same form.
- Refer Ss to the Grammar Reference (p. 67).
- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss what the adjective *careful* in the first example describes (*the driver*) and what the adverb *carefully* describes (*how he drives*).
- Provide Ss with examples of the adjectives and adverbs included in the table (e.g. *He's a good painter - He paints well. He's a fast runner - He runs fast. The bus was five minutes early - They arrived early. He's late for work again. - He arrived late again. I sleep on a hard mattress. - I work hard.*).
- Point out to Ss that we can use adjectives without nouns after the verbs *be, look, feel*, etc. (e.g. *He's nice, He's late/early*, etc.).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. terribly 2. politely 3. well 4. lazily

4 Speak & Write

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

- Ask Ss to read through the two questions and check their understanding.
- Ask Ss to read through the dialogue in the speech bubble and check their understanding.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

B. Aim: to give Ss practice in writing about the means of transport they use/like/don't like

- Ask Ss to read the prompt sentence and elicit examples of what they have to write about.
- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

Suggested answer

I usually take the bus because it is a cheap and safe means of transport. I like using the underground, too, because it's fast. I don't like the tram because it's slow and it's usually crowded.

Exploring the past

FUNCTIONS

Talking about present and past events

STRUCTURES

Present Simple vs Past Simple

VOCABULARY

any more at the age of caravan carry connect
 donkey for this reason goods in the past
 item leave line long (adv) merchant
 network operate route silk spread (v)
 stop (n) trade tradition train system

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- If necessary, remind Ss of the meaning of the verb *explore* (e.g. *explore a cave*) and ask them why we should explore the past, what we can learn from the past, etc.
- Elicit answers.

1 Read ▶▶30

A. Aim: to present vocabulary, structures and functions in the context of a text about modes of transport in the past

- Ask Ss to read through the title of the texts and look at the pictures accompanying it.
- Ask Ss to tell you what they can see in the pictures and guess what the texts are about.
- Elicit answers.
- Draw Ss' attention to the pictures again and ask them if they know anything about the modes of transport in the past.
- If they don't, tell them that they are going to listen and find out the information.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Check the answers with the class.
- Ask Ss some comprehension questions:

What was the Orient Express? A train route that went all around Europe.

Where did it start from and where did it go to? It started from Paris and went to Istanbul.

For how many years did it operate? For over a hundred years.

When did it stop running? In December 2009.

What is the Silk Road? A system of roads that connect Asia with the Mediterranean.

How old is the Silk Road? About 3,000 years old.

How long is it? Over 11,000 km long.

Why did Arabs also use the Silk Road? To spread Islam and their culture to China.

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

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

KEY

1. 10th October, 1882
2. comfortable
3. trade their goods (from Asia to Africa and Europe)
4. Chinese silk
5. camels, horses and even donkeys

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

Post-reading

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

- Ask Ss some questions:

*Have you ever travelled by train?
Would you ever travel in a caravan?*

- Elicit answers and initiate a short discussion.

2 Vocabulary

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

- Ask Ss to read through the words/phrases in the box.
- Ask Ss to read through the sentences 1-4 and draw their attention to the phrases in bold.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|--------------------|----------------|
| 1. for this reason | 3. long |
| 2. at the age of | 4. In the past |

3 Grammar

Aim: to present and give Ss the opportunity to practise using the *Present Simple* and the *Past Simple* to refer to present and past events

- Ask Ss to read through the example sentences and draw their attention to the phrases in bold.
- Explain to Ss that this is the *Present Simple* and the *Past Simple*.
- Ask Ss to tell you when they are used (*we use the Present Simple to refer to habits or actions that happen regularly and the Past Simple to refer to past actions or habitual/repeated actions in the past*).
- Ask Ss to underline any other examples of the two tenses in the text (*Present Simple: doesn't operate, is, connect, are – Past Simple: was, went, started, left, got, operated, stopped, used, travelled*).
- Ask Ss to tell you what they did when they were younger but don't do any more or the opposite.
- Elicit answers.
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|-------------------------------|------------------------|
| 1. never went, goes | 4. played, meet |
| 2. Did you visit, live, visit | 5. Did you see, bought |
| 3. came, doesn't have | |

4 Listen ▶▶ 31

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the sentences 1-5. Make sure that they haven't got any unknown words and ask them to guess what kind of word is missing (verb/noun/adjective/number/date, etc.).
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

- | | |
|--------------------|-------------------|
| 1. 100/one hundred | 4. 1963 |
| 2. read books | 5. took the train |
| 3. 1956 | |

LISTENING TRANSCRIPT

- Reporter** So, Mr Smithers. You are one hundred years old today! That's quite special.
- Mr Smithers** Thank you, young man. Is this interview for a television programme?
- Reporter** That's right.
- Mr Smithers** We didn't have TVs when I was a child.
- Reporter** Of course. What did you do for entertainment?
- Mr Smithers** I read books, and later I listened to the radio. I really loved the radio.
- Reporter** When did you get a TV?
- Mr Smithers** My brother bought one in 1948 and we always went to his house to watch TV. As for me, I bought one in 1956. It was very small and black and white, but still, it was very exciting.
- Reporter** And when did you get your first car?
- Mr Smithers** Oh, that was a bit later. They were quite expensive, you see. And I didn't have a lot of money.
- Reporter** So was it in the 60s?
- Mr Smithers** Yes, in 1963.
- Reporter** How did you get around before that?
- Mr Smithers** Well, I took the train to work every day but I also walked a lot.
- Reporter** I suppose all that exercise made you healthy and strong, and you lived to a hundred.
- Mr Smithers** He, he. Yes maybe...

5 Speak

Aim: to give Ss practice in talking about their past habits

- Ask Ss to read through the ideas in the box. Make sure they haven't got any unknown words.
- Ask Ss to read through the speech bubble.
- Draw Ss' attention to the question *What about you?* (=used to ask information about someone).
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Land ahoy!

FUNCTIONS

Talking about famous explorers
Talking about sea voyages

STRUCTURES

Personal Pronouns

VOCABULARY

Points of the compass

east north south west

Other words

actually around (=about) be born captain coast
excited explorer famous feel happen
immediately incredible land (n) name (after) next
pleased promise reach sailor shout sunny
voyage

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Help Ss deduce the meaning of the phrase *Land ahoy!* (=said when you are on a ship/boat to indicate that there is/you can see land in the distance) by using body language (e.g. pretend you are on a ship and you are looking through your binoculars. At some point shout 'Land ahoy!' pointing at sth in the distance).
- Ask Ss to tell you if there is an equivalent expression in their L1.
- Ask Ss to guess what the lesson is about.
- Elicit answers.

Pre-reading

Aim: to help Ss make predictions about the content of the reading activity based on visual prompts and their background knowledge

- Draw Ss' attention to the picture of the man as well as the signature and ask them if they can identify him (*Captain James Cook*).
- Ask Ss to look at the rest of the pictures on the page and tell you what they show (*a map, a ship, a sextant and the four main points of the compass*).
- Ask Ss what they can say about the man in relation to the pictures on the page.
- Elicit answers.

1 Read ▶▶ 32

- A. Aims:**
- ▶ to give Ss practice in reading for gist
 - ▶ to present vocabulary, functions and structures in the context of two texts about a famous sea explorer and one of his sailors
- Draw Ss' attention to the first text.
 - Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
 - Ask Ss the question in the rubric.
 - Check the answer with the class.

KEY

Zachary Hicks was one of Captain Cook's sailors.

- Ask Ss some comprehension questions:

*Who was Captain James Cook? A famous explorer.
Where was he born? In England.
What happened on 19th April 1770? He reached and explored the east coast of Australia.
Who did Cook name the place Point Hicks after? One of his sailors, Zachary Hicks.*

- Draw Ss' attention to the title of the second text.
- Ask them if they know what a *journal* is (*an account of one's daily activities, similar to a diary*).
- Tell Ss that this is what Zachary Hicks wrote in his journal on 19th April, 1770.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

*Did they have a long voyage? Yes, they did.
Who saw land first? Zachary Hicks.
Where were they? They were on deck.
What did Hicks shout when he saw land? 'Land ahoy!'
What did he do? He ran to the captain to tell him.
How did the captain feel? He was very pleased.
What did he promise Hicks? To name the place after him.
Who did Hicks want to tell the news to? His mother.*

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

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

KEY

1. In 1728.
2. In 1768.
3. At around 6 o'clock in the morning.
4. It was a beautiful sunny morning.
5. Because he wanted to be sure.
6. They felt really excited.

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

Post-reading

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

- Ask Ss some questions:

*Do you know of any other famous sea explorers?
Christopher Columbus, Ferdinand Magellan, Vasco da Gama.
Would you like to take part in an exploration voyage?
Yes, I think it would be an amazing experience.*

- Elicit answers and initiate a short discussion.

2 Vocabulary

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

- Ask Ss to read through the words in the box.
- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|--------------|---------------------|
| 1. explorers | 4. captain, sailors |
| 2. voyage | 5. north |
| 3. land | 6. coast |

3 Grammar

Aim: to present and give Ss practice in using personal pronouns

- Ask Ss to read through the short dialogue in the grammar box.
- Draw Ss' attention to the words in bold.
- Ask Ss what **He** and **him** refer to and what they notice about them (*they both refer to Captain Cook. He goes before the verb be and is used as the subject while him goes after the preposition about*).
- Refer Ss to the two tables and explain to them that the column on the left contains personal pronouns which are used as subjects (e.g. *I'm busy*) while the right column contains personal pronouns which are used as objects (e.g. *Can you do me a favour?*) or after prepositions (e.g. *Look at me!*). Demonstrate the relationship between them, e.g. *I - me, You - you, He - him*, etc. with more examples.
- Ask Ss to find examples of object pronouns in the text (*...I saw it ..., The next time I saw it..., I ran to the captain to tell him, ...and promised to name the place after me*).
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. me, it, it, him 2. us, it 3. them, they 4. He, you

4 Listen 33,34

- A. Aims:**
- ▶ to give Ss practice in making predictions about the content of the listening text based on their background knowledge
 - ▶ to give Ss practice in listening for gist
- Ask Ss to read through the questions 1-4 and the corresponding options and check their understanding.

Background note

The Americas are the lands of the Western hemisphere or the New World, consisting of the continents of North America and South America with their associated islands and regions.

- Allow Ss some time to answer the questions based on what they know about Christopher Columbus.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss listen and check their predictions.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

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

LISTENING TRANSCRIPT

- Host** And now it's time for 'History Corner'! Who are we looking at this week, Tim?
- Tim** He's an Italian explorer and he was born in 1451.
- Host** I'm not sure.
- Tim** He's quite famous.
- Host** Is it Marco Polo?
- Tim** No. This explorer went on four voyages to...?
- Host** To where?
- Tim** The Americas.
- Host** I know, it's Christopher Columbus.
- Tim** That's right.

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

- Ask Ss to read through the sentences 1-5. Make sure they haven't got any unknown words.
- Play the CD twice.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

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

LISTENING TRANSCRIPT

- Tim** OK, let's learn a bit more about this famous explorer. He left on his first voyage on 3rd August in 1492.
- Host** Did he have only one ship?
- Tim** No, there were three.
- Host** How many months was the voyage?
- Tim** Well, they saw land on 12th October, so it took them about two months.
- Host** What was it like on the ships? I mean, I saw a documentary once and the weather was terrible. Near the end of the voyage, the sailors died because they didn't have food or water to drink.
- Tim** Well, actually, that's not true. Life was difficult on the ships because they were quite small, but they had lots of food and water to drink. On the first voyage the weather was fine and nobody died.
- Host** I see. So, where did Columbus go first?
- Tim** To an island in the Bahamas, and he named the people 'Indians'.
- Host** Yes, why is that?
- Tim** Because he thought he was on an island near India, but he wasn't.
- Host** So, he didn't know he was in the Americas?
- Tim** No, he didn't.
- Host** And, when did he find out? On his second voyage?
- Tim** Nope.
- Host** His third? Fourth?
- Tim** He never knew. He lived his whole life thinking he went around the world to Asia.
- Host** Now that's interesting...

5 Write

Aim: to give Ss practice in writing a short paragraph about a famous person based on given information

- Refer Ss to the questions in activity 4A.
- Ask Ss to read the prompt sentence and elicit examples of what they have to write about.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

Suggested answer

Christopher Columbus was an explorer from Italy. He was born in 1451. He went on four voyages and all of them were to the Americas.

A family trip

FUNCTIONS

Talking about a school trip
Expressing opinion

STRUCTURES

Linking words

VOCABULARY

Adjectives expressing opinion

amazing awful brilliant cool exciting fantastic
frightening horrible interesting weird wonderful

Other words and phrases

3D documentary arrive because of dinosaur
experiment hope How are things? How long?
It takes... invention journey leave mind (v) visit (n)

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson is about.
- Elicit answers.
- Ask Ss if they like going on family trips, how often they go on family trips, etc.
- Elicit answers.

1 Vocabulary ▶▶ 35

Aim: to present adjectives with positive and negative meaning

- Ask Ss to read through the adjectives in the box.
- Ask Ss the question in the rubric.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.

KEY

Positive: interesting, amazing, cool, fantastic, exciting, brilliant, wonderful

Negative: awful, weird, frightening, horrible

- Play the CD again and pause so that Ss can repeat what they hear.
- Explain any unknown words and ask Ss if they can think of more adjectives to add to each category (e.g. **positive:** *fine, great, super, etc.*, **negative:** *bad, strange, etc.*).

2 Listen ▶▶ 36,37

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

- Ask Ss to read through the two questions and check their understanding.
- Play the CD and have Ss answer the questions.
- Check the answers with the class.

KEY

1. No, he didn't. 2. Yes, he did.

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

▶ to give Ss practice in transferring from verbal to visual information

- Ask Ss to read through the questions 1-4 and look at the corresponding sets of pictures.
- Play the CD and have Ss choose the correct picture for each question.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

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

LISTENING TRANSCRIPT

Adam Hello?

Tim Hi, Adam.

Adam Hi, Tim. How are you?

Tim I'm a bit tired.

Adam Why's that?

Tim I went on a trip to Lumsden Cave with my family today.

Adam Really?

Tim Yeah, I got up at six o'clock this morning. We left at half past six from my house.

Adam Why so early?

Tim Well, it was a long trip by car. It was quite exciting in the beginning but soon we all got bored.

Adam What was the cave like?

Tim It was quite interesting and the guide showed us some amazing things.

Adam I went to a cave with my parents once, but I didn't really enjoy it. We walked around and it was quite slippery.

Tim Oh, we didn't walk. We went around in boats.

Adam So, there was water in the cave? That's exciting! Did you swim? It was a very hot day.

Tim It was hot outside the cave. But it was cold in the cave. And the water was freezing! Anyway, they told us that it was dangerous to swim there.

Adam Too bad. Not very exciting.

Tim Actually, something exciting did happen. My dad fell in the water.

Adam No!

Tim Yeah, he tried to stand up in the boat and... splash!

Adam What else did you do?

Tim Nothing much. We had our lunch and went home. Three hours in the car again! Awful!

Adam What time did you get home?

Tim About an hour ago.

Adam What? So late? It's nine o'clock. Now, I see why you're so tired.

3 Speak & Write ▶▶ 38

A. Aims: ▶ to provide Ss with a sample for writing an e-mail about a family trip

▶ to give Ss practice in identifying specific information in an e-mail about a family trip

- Ask Ss to look at the layout of the text and tell you what it is (*an e-mail*).
- Ask Ss to look at the pictures and read through the e-mail.

Background note

The term **3D** (three dimensional) is used to describe any visual presentation system that attempts to maintain or recreate moving images of the third dimension, the illusion of depth as seen by the viewer.

- Ask Ss to read through the questions 1-8 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Sami is writing to Hamza.
2. Last Friday.
3. They went to the Science Museum.
4. By bus.
5. Two hours.
6. At about 10:30.
7. They saw old and new inventions, fossils of dinosaurs, they watched a 3D documentary and did their own experiments.
8. Yes, he did.

- Ask Ss some comprehension questions:

Why is Sami writing to Hamza? To tell him about a family trip that he went on.

Where is the Science Museum? It's in the city.

Why did it take them two hours to get to the museum? Because of the traffic.

Did they enjoy the journey there? Yes, they did.

Did they go anywhere else? No, they didn't.

What was Sami's favourite place in the museum? The experiment room.

What does he think of the family trip? That it was the best family trip ever.

- Explain any unknown words.

B. Aims: ▶ to give Ss practice in talking about a family trip

▶ to prepare Ss for the writing task

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

Suggested answer:

A: When did you go on the trip?

B: We went last week.

A: Where did you go?

B: We went to the art gallery.

A: How did you get there?

B: We took the bus.

A: What time did you arrive?

B: At 5 o'clock.

A: How long did you stay there?

B: We stayed for two hours.

A: What did you do there?

B: We saw a lot of beautiful paintings.

A: What time did you leave / get home?

B: At about 8 o'clock.

A: Did you have a good time?

B: Yes, we had a great time.

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

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

- Ask Ss to read through the box. Point out that we use *and* to link similar ideas; *but* to link opposite ideas; *so* to express result or consequence; and *because* to express reason or cause. Make sure they understand the difference in the use of the linking words presented.

Language Plus

Explain to Ss that **because** expresses reason or cause and point out the following patterns.

because + subject + verb

I was late because I missed the bus.

because of + noun

We didn't go to the park because of the rain.

- Refer Ss to Sami's e-mail and ask them to underline all the examples of the linking words.
- Ask Ss to come up with similar sentences about the family trip they talked about in activity 3B.
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

D. Aim: to give Ss practice in writing an e-mail about a family trip

- Draw Ss' attention to the TIP and explain it.
- Point out to Ss that they can use the e-mail in activity 3A as guide. They can also use the answers to the questions in activity 3B.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.

Suggested answer

Dear Tom,

How are things? I hope you are well. I went on a family trip last week and I had a great time. We went to the art gallery in the city centre. We went by bus. We arrived at the art gallery at 5 o'clock and we stayed there for two hours. I saw a lot of beautiful paintings. It was amazing! At about 8 o'clock we got back home. It was a really cool family trip!

Bye for now,

Steve

2

Round-up

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

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

Vocabulary

A.

KEY

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

B.

KEY

1. on
2. experiment, cool
3. excited
4. trip
5. traditions
6. connected
7. mind
8. immediately

Grammar

C.

KEY

1. visited, went, learnt/learned
2. did ... do, had, Did ... like, was, were, couldn't
3. didn't manage, took

D.

KEY

1. walked, goes
2. didn't travel
3. visited
4. was

E.

KEY

1. carefully
2. late
3. slowly, easily
4. well

F.

KEY

1. He, him
2. her
3. We, them

Communication ▶▶39

G.

KEY

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

Speak

- Demonstrate miming an activity e.g. painting, writing, and have Ss guess what you're doing.
- Ask Ss to think of actions that can be easily recognised when mimed.
- Draw Ss' attention to the speech bubble and choose a student to act out the dialogue.
- Have Ss come to the front of the class and mime an activity while the other Ss try to guess what they could/couldn't do when they were five years old.

Write

- Allow Ss some time to think about what they could/couldn't do when they were five years old.
- Have Ss write a short paragraph.
- Choose some Ss to read out their paragraphs.

Suggested answer

When I was five years old, I could run fast but I couldn't swim. I could also paint but I couldn't write. When I was five, I couldn't use a computer but I could use a mobile phone.

Now I can...

Aims: ▶ to give Ss the opportunity to check their progress

▶ to encourage learner autonomy

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

Rhyming Corner ▶▶40

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

KEY

1. trip
2. boring
3. fun
4. hiking
5. horse
6. experience
7. kids

- Ask different Ss to recite the rhyme.



Culture page

Means of transport around the world ▶▶ 41

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

- Draw Ss' attention to the title of the text and ask them to tell you some means of transport in their country or other places that they are familiar with.
- Elicit answers.
- Ask which means of transport are popular in their country and why.
- Elicit answers.

A.

- Ask Ss to look at the pictures 1-3.
- Point out to Ss that these pictures are related to different means of transport around the world.
- Ask Ss to tell you what these pictures show and elicit answers.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Explain that they should match the paragraphs with the pictures.
- Have Ss do the activity.
- Check the answers with the class.

KEY

Double Decker – London **1**
Gondola – Venice **3**
Coco taxi – Cuba **2**

- Ask Ss some comprehension questions:

What is the open top of a double decker useful for? It's useful for seeing the sights.
When did the first double decker start taking people around London? Over 50 years ago.
What are gondolas? Long black boats.
Are they a new means of transport? No, they aren't.
When were they very common? In the 18th century.
What is a fun way to get around Havana? Using coco taxis.
What do they look like? Like a coconut.
Why are they a good way to get around? Because they are cheap and fast.

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

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

KEY

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

- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss which of these means of transport they would like to use and why and generate a short discussion.

Adventure

3

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

- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (*two young men doing an extreme sport*).
- Ask Ss:

*Where are they? In the mountains.
How old are they? They're 25-30 years old.
What are they wearing? They're wearing tracksuits, trainers and helmets.
What can you tell from the expression on their face?
They really enjoy what they are doing but it's very difficult.
Have you ever tried anything similar? If not, would you like to? No, I haven't, but I would love to. It looks very exciting.*

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

Suggested answers

- *Are you an adventurous person?*
Yes, I am. I like doing extreme sports because I think it's a very exciting experience.
- *What's the most exciting thing you have ever done?*
I've jumped off a cliff into the water. It was really amazing but very dangerous.

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

KEY

picture A: p. 38
picture B: p. 37
picture C: p. 43
picture D: p. 44
picture E: p. 40

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

FUNCTIONS

Narrating past events/accidents

STRUCTURES

Past Progressive

VOCABULARY

Parts of the body

ankle arm back finger knee wrist

Verbs related to accidents

bleed break crash into fall down hit hurt slip sprain

Other words and phrases

ambulance banana skin call for exactly explain
in the middle of jump (off) just lie (lay-lain)
Never mind. pavement strange suddenly

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Act as if you have a pain in your arm, back, etc. and say *Ouch!* using the appropriate intonation.
- Elicit that we say *Ouch!* to express sudden physical pain.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss:

Do you often have accidents? Yes, I do. I'm not very careful.

What kind of accidents do you usually have? Accidents when I'm riding my bike or at home.

Are they serious or funny? Most of them are funny.

- Elicit answers.

1 Vocabulary ▶▶ 2

Aim: to present vocabulary related to parts of the body and accidents

- Point to parts of your body (*arm, ear, face, foot, hand, head, leg, etc.*) and ask Ss to name them.
- Ask Ss to look at the pictures and read through the sentences underneath them.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Ask Ss to read through the words in the box.
- Have Ss do the activity.
- Play the CD and have Ss follow in their books and check their answers.
- Check the answers with the class.

KEY

1. wall, arm
2. bike
3. tree, broke
4. banana

- Make sure Ss understand the difference between the following pairs of words: *fall-slip, sprain-break, hit-hurt* and the meaning of *jump* and *crash*.
- Explain any unknown words.

2 Read ▶▶ 3

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

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to look at the pictures of the cat and the people that were involved in a car accident and guess what happened.
- Elicit answers but do not correct Ss at this stage.

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

▶ to give Ss practice in reading for gist

- Help Ss deduce the meaning of the word *eye witness* (=sb who saw an accident or crime happen).
- Play the CD and have Ss follow in their books and check their predictions about what happened. Tell them to underline any unknown words at the same time.

Suggested answer

The young man was driving fast. He tried to avoid hitting a cat, and crashed into a tree. The boy fell off his skateboard and hurt his back and knee.

- Ask Ss some comprehension questions:

Is Mr Andrews sure about what happened? No, he isn't.

Does he live nearby? Yes, he does.

Why did he call for an ambulance? Because he saw the boy lying on the pavement and his knee was bleeding.

How is the boy? He is OK.

What was the boy doing when the accident happened?

He was skateboarding on the pavement.

Where was Jake when he saw the accident? He was walking on the other side of the street.

Did the car hit the boy? No, it didn't.

What did the car crash into? A tree.

Where was the cat? In the middle of the street.

Did Mr Peters see everything that happened? No, he didn't.

What didn't the driver see? The boy.

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

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

- Ask Ss to read through the paragraph to get an idea of what it is about without paying attention to the gaps.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. pavement
2. driving
3. cat
4. street
5. crashed
6. hit
7. skateboard
8. knee

Post-reading

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

- Ask Ss:

In your opinion, who is to blame for the accident? I think that the cat is to blame. It shouldn't be in the middle of the street. Because of the cat the driver swerved his car. Have you ever been in an accident or seen one happen? Yes, I have been in a car accident. How did it happen? I was with my family and we were going to school. Suddenly, my dad swerved the car because he saw an old man in the middle of the street and he didn't want to hit him.

- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present the Past Progressive and give Ss practice in using it in context

- Ask Ss to read through the three tables.
- Explain to Ss that this is the Past Progressive of the verb *sleep*.
- Ask Ss what they notice about the formation of the Past Progressive (*we form it with the past tense of the verb be and the main verb with the ending -ing*).
- Draw Ss' attention to the first example and ask them why the Past Progressive is used (to describe a past action: *I was studying, I wasn't watching* that was in progress at a specific point of time: *at ten o'clock last night*).
- Draw Ss' attention to the second example and ask them why the Past Progressive is used (*to describe the background scene of an event/narrative/story*).
- Refer Ss to the reading activity and ask them to underline all the examples of the Past Progressive (*...was lying..., ...was bleeding..., ...was skateboarding..., ...was walking...*).
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. were cooking, was bleeding
2. was watching
3. were ... doing, Were ... playing, wasn't playing, was surfing
4. was running

Optional activity

- Ask Ss a few questions to practise the Past Progressive. e.g. **A:** *Where were you at 8 o'clock yesterday evening?*
B: *I was at home.*
A: *What were you doing?*
B: *I was watching TV.*
- Alternatively, you can divide Ss into pairs and have them act out a similar dialogue. Ask one of the students in each pair to report the answers to the class. e.g. *At 8 o'clock yesterday evening, Paul was watching TV and I was surfing the Net.*

4 Speak & Write

A. Aim: to give Ss practice in using the structures, functions and vocabulary presented in this lesson through role play

- Explain the activity to Ss.
- Ask Ss to read through the questions in the box and check their understanding.
- Choose three Ss and act out the dialogue.

Suggested answer

- A:** What time did the accident happen yesterday?
B: At around 6 o'clock.
A: Where were you?
C: We were at the skatepark.
A: What were you doing?
D: Ali and I were skateboarding and Hasan was talking on his mobile.
A: What exactly did you see?
B: I saw a boy running down the street. A man was riding his bike but the boy didn't see him. The man tried not to hit the boy and he crashed into a car.
A: Did you call for an ambulance?
B: Yes, we did because the man's head was bleeding.

- Get Ss to do the activity in groups of four and go round the class helping them when necessary.
- Tell Ss that when it is their turn to be the police officer they should keep notes because later they will be asked to write about the accident.
- Choose some groups to act out the dialogue.

B. Aim: to give Ss practice in writing a narrative text (a car accident)

- Explain to Ss that they should write about the car accident they discussed in the previous activity.
- Allow Ss some time to write their paragraphs.
- Choose some Ss to read out their paragraphs.

Suggested answer

Yesterday, my friends and I were at the skatepark. Ali and I were skateboarding and Hasan was talking on his mobile. Suddenly, we saw a boy running down the street. A man was riding his bike. He tried not to hit the boy and he crashed into a car. The man hit his head and he was bleeding. We called for an ambulance.

FUNCTIONS

Narrating amazing/strange experiences
Understanding time sequence

STRUCTURES

Past Simple - Past Progressive
Time clauses (when, while)

VOCABULARY

answer (n) appear Believe it or not... bush calm
campsite chase cliff close (adj) continue dark
disappear footprint frightened hear hole huge
I (don't) think so. nearby noise organise probably
run away scream shadow village voice wild

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and ask them if they can tell you when the phrase *Believe it or not!* can be used (*when telling someone about something that is true, although it seems unlikely*).
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Vocabulary ▶▶ 4

Aim: to present vocabulary related to strange experiences

- Ask Ss to look at the pictures 1-7 and read through the list of words.
- Have Ss do the activity.
- Play the CD and have Ss follow in their books and check their answers.
- Check the answers with the class.

KEY

hole 5	cliff 1
scream 2	dark 6
shadow 7	chase 3
footprints 4	

- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Draw Ss' attention to the TIP and explain it.
- Play the CD again and pause so that Ss can repeat what they hear.

2 Read ▶▶ 5

- A. Aims:**
- ▶ to help Ss make predictions about the content of the texts based on visual prompts and their background knowledge
 - ▶ to present vocabulary, structures and functions in the context of two texts about real-life stories
 - ▶ to give Ss practice in reading for gist
- Draw Ss' attention to the main title (*Real-life stories*).
 - Ask Ss to read through the titles of the two texts and look at the accompanying pictures.
 - Draw Ss' attention to the phrase *Down the hole* and *Dangerous desert* and ask them to guess what the stories are about.
 - Elicit answers but do not correct Ss at this stage.
 - Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
 - Check the answers with the class.

Suggested answer

The first story is about two children who discovered a hole while they were exploring a cave.
The second story is about two boys' frightening experience while they were on a camping trip in the desert.

- Ask Ss some comprehension questions:

*Where was Waleed on holiday last year? In New Zealand.
Who was he with? His family.
What were Waleed and his brother doing when they found a huge cave? They were climbing a cliff.
What happened while they were exploring the cave? Omar disappeared.
How did Waleed feel? He was scared.
What did Waleed see when he looked down the hole? Omar was swimming in the sea.
What happened in the end? They spent the whole afternoon jumping down the hole into the sea.
What did Abdoh's school organise last year? A camping trip in the desert.
When did Abdoh and Ali go for a walk? On the first evening.
What were they doing when they heard the strange noise? They were walking.
What was behind the bush? A huge camel.*

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

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

KEY

1. A 2. W 3. B 4. W 5. A

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

Post-reading

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

- Ask Ss:

Have you or someone you know ever had a similar experience? Yes, I've had a strange experience once. How did you/they feel? I was really scared in the beginning but then I had great fun.

- Elicit answers and initiate a short discussion.

3 Grammar

- Aims:**
- ▶ to have Ss differentiate between the Past Simple and the Past Progressive
 - ▶ to give Ss practice in using the Past Simple and the Past Progressive in context
 - ▶ to introduce time clauses
- Write on the board: e.g. *I watched TV last night. I was watching TV from 8:00 to 9:30. While I was watching TV, John called me. I was watching TV when John called me.*
 - Explain the use of the Past Simple and the Past Progressive in the same sentence using **while** (=to introduce an action of longer duration which was interrupted by another action of shorter duration, e.g. *While I was watching TV, John called me.*) or **when** (=to introduce an action of shorter duration that interrupts the action of longer duration, e.g. *I was watching TV when John called me.*).
 - Go round the class asking Ss questions: e.g. *What were you doing at 8 o'clock yesterday? Did anything happen while you were...?* and eliciting answers.
 - Write on the board: e.g. *I was watching TV at 8 o'clock last night. My brother was reading a book at 8 o'clock last night. While I was watching TV, my brother was reading a book.*
 - Help Ss deduce the meaning of **while** (=to link two clauses describing actions which were happening at the same time in the past) in the sentence.
 - Ask Ss to read through the examples in the grammar box and draw their attention to the verbs in bold.
 - For further practice, refer Ss to the texts and ask them to underline any examples of the Past Progressive and Past Simple in the same sentence.
 - Elicit answers (text a: *One afternoon, I was climbing a cliff with my brother, Omar, when we found a huge cave.* text b: *While we were walking, we heard a strange noise.*).
 - Refer Ss to the Grammar Reference (p. 67).
 - Have Ss do the activity.
 - Check the answers with the class.

KEY

- | | |
|-----------------------------|-----------------------------|
| 1. was lying, saw | 4. was reading, came |
| 2. was talking, was writing | 5. fell, broke, was running |
| 3. were playing, called | |

4 Listen 6

Aim: to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-7 and check their understanding.
- Play the CD and have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

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

LISTENING TRANSCRIPT

- Boy** Hi, Steve.
Steve Hey, did you hear what happened to me and John yesterday?
Boy No, what?
Steve Well, we were riding our bikes in Bluebell forest. I was following John when suddenly he stopped. He wanted to show me some strange footprints.
Boy Why do you say strange?
Steve Well, it looked like some kind of animal had made them.
Boy What did you do?
Steve What else? We followed them. They went through some bushes and deep into the forest. It was still morning, but there were lots of trees, so it was quite dark. Then, we heard a strange noise.
Boy Were you scared?
Steve I was a bit, but John wasn't.
Boy So, what was it? A wild animal, or something?
Steve Well, yes, but it wasn't very dangerous.
Boy What do you mean?
Steve It was a baby bear. But its leg was bleeding and it couldn't walk.
Boy Poor thing. What did you do with it?
Steve Nothing.
Boy But it needed some help, didn't it?
Steve Yes, but maybe its mother was nearby.
Boy I see, I didn't think of that. You don't want to meet an angry mother bear.
Steve Exactly, so John stayed with the bear and I went to get help. Actually, I went home because my house was close. My dad called the zoo and some people came to collect it.
Boy So, where is it now?
Steve It's at the zoo. Let's go there and see it.
Boy What, today?
Steve Sure, why not? We can go after lunch.
Boy OK.

5 Speak

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

- Ask Ss to go to page 63, look at the pictures and read through the speech bubble.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogues.

Suggested answers

- A:** What were you doing when the car crashed?
B: I was talking on the phone.

- A:** What were you doing when you saw the bear?
B: I was walking in the forest.

- A:** What were you doing when you fell in the water?
B: I was walking by the river.

- A:** What were you doing when the ball hit you?
B: I was playing football.

- A:** What were you doing when it started raining?
B: I was walking back home from school.

At the funfair

FUNCTIONS

Discussing food and rides at a funfair
 Making offers
 Accepting and refusing offers

STRUCTURES

some - any - no

VOCABULARY

Words/Phrases related to funfairs

bumper car candy floss corn on the cob crisps
 doughnut ferris wheel milkshake popcorn prize
 rides roller coaster stand (n) water slide

Other words and phrases

be left blood each get on Hang on a minute!
 hill ketchup luckily queue wet
 What do you mean?

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss if they have ever been to a funfair, if they had a good time, if funfairs are popular in their country, if there is a funfair in their neighbourhood/area, etc.
- Elicit answers.

1 Vocabulary ▶▶ 7

Aim: to introduce vocabulary related to funfairs

- Ask Ss to look at the first picture and tell you what it shows (*different kinds of food that are popular at funfairs*).
- Ask Ss if they can name any of the food shown in L1.
- Elicit answers.
- Ask Ss to look at the second picture and tell you what it shows (*rides, games and slides that are common at funfairs*).
- Ask Ss if they can name any of them in L1.
- Elicit answers.
- Play the CD and pause so that Ss can repeat what they hear.
- Help Ss deduce the meaning of any unknown words by relating them to the objects they refer to.
- Ask Ss what they usually eat and what their favourite rides are at funfairs.
- Elicit answers.

2 Read ▶▶ 8

- A. Aims:**
- ▶ to help Ss make predictions about the content of the dialogue based on visual prompts and their background knowledge
 - ▶ to present vocabulary, structures and functions in the context of a dialogue
 - ▶ to give Ss practice in reading for gist
- Ask Ss to look at the pictures, identify the characters and tell you where they are (*Ali, Tom and Bill are at a funfair; Bill is on a log flume ride.*).

Background note

A **log flume** is a special way of transporting lumber and logs with the use of water that was popular in the USA. People built huge flumes to be able to move wood from dangerous mountain slopes to sawmills, where the wood was cut into boards.

Today, a **log flume ride** is one of the most popular attractions at a funfair. It consists of a water flume and a hollow log in which passengers sit and slide along the flume.

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

Suggested answer

He got ketchup all over his T-shirt.

- Ask Ss some comprehension questions:

*What do Ali and Tom want to get? Some popcorn.
 What can you find in Adventureland? Some great rides.
 Why is Bill wet? Because he went on the log flume.
 What is the log flume like? It's like a big water slide.
 Where are you when you are on the log flume? In a boat.
 What did Bill buy to eat? A sandwich.
 Did he eat his sandwich before he got on the log flume?
 No, he didn't.
 How did Bill get ketchup all over his T-shirt? The boat went down a hill.
 What happened then? He splashed into some water.
 Did he have fun? Yes, he did.*

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

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

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

KEY

1. Dreamland
2. roller coasters
3. ketchup
4. was eating (a sandwich)
5. Ali and Tom

Post-reading

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

- Ask Ss some questions:

*Do you like funfairs? Yes, I do.
What are your favourite rides? The ferris wheel.
What else do you like doing there? I like eating crisps and corn on the cob.*

- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present *some/any/no* and give Ss practice in using them in context

- Ask Ss to read through the sets of examples with *some*, *any* and *no*.
- Check Ss' previous knowledge of **some** (used with uncountable and plural countable nouns in affirmative sentences and in questions when we offer something) and **any** (used with uncountable and plural countable nouns in negative sentences and in questions).
- Ask Ss to tell you when **no** is used (we use it with uncountable and plural countable nouns in affirmative sentences to give a negative meaning).
- Ask Ss to tell you what they notice about *no* and *any* (they can be both used in sentences with a negative meaning). Elicit that *no* (=not any) may be used instead of *not any* (e.g. *There isn't any milk in the fridge. - There is no milk in the fridge*).
- Refer Ss to the dialogue and ask them to find examples with *some/any/no* (...let's get some popcorn... There are no roller coasters but there are some great rides, ...you've got some blood on your T-shirt, ...I splashed into some water...).
- Refer Ss to the Grammar Reference (p. 67).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. any 2. no, some 3. no 4. some 5. any, some

4 Pronunciation ▶▶ 9,10

A. Aim: to have Ss differentiate between the /ɪ/, /i:/ and /aɪ/ sounds

- Play the CD and tell Ss to repeat and listen for the difference in pronunciation between *crisp*, *wheel* and *ride*.
- Elicit the answer that *crisp* has a short /ɪ/ sound, *wheel* has a long /i:/ sound and *ride* has an /aɪ/ sound.

B. Aim: to give Ss practice in differentiating between the /ɪ/, /i:/ and /aɪ/ sounds

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

- Check the answers with the class.

KEY

- /ɪ/: hill, milkshake
/i:/: cream
/aɪ/: slide, prize, why

5 Listen ▶▶ 11

Aim: to give Ss practice in listening for specific information

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the questions 1-3 and the corresponding options and check their understanding.
- Play the CD twice.
- Alternatively, play the CD and pause after each dialogue for Ss to choose their answers.
- Check the answers with the class.

KEY

1. a 2. c 3. b

LISTENING TRANSCRIPT

1.

Steve Do you want a sandwich or something?

Bob No thanks, just a milkshake, please.

Steve OK, I'm having some corn on the cob.

Bob There's no corn on the cob at this stand.

Steve Really?

Bob Have some popcorn.

Steve OK, then.

2.

Keith So, how was the roller coaster?

Jack I don't know because I didn't manage to get on it.

Keith Why not? Don't tell me you were scared!

Jack Don't be silly, Keith! There were lots of people. And you know how I hate waiting in queues.

Keith It must be a good ride then. I think I'm going to try it.

3.

Ted Oh, that was a great game.

Mike Yeah, you played really well, Ted. I didn't get any of the balls in the hole.

Ted Well, I'm good at basketball so it was easy for me. There's only one problem. What am I going to do with this goldfish?

Mike What do you mean? You won it. It's your prize!

Ted I know but my mum hates them!

6 Speak

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

- Ask Ss to go to page 63.
- Ask Ss to look at the pictures and read through the speech bubble.
- Choose a student and act out the dialogue.

Suggested answer

A: Do you want some popcorn?

B: No, I want something else. Are there any doughnuts at the stand?

A: No, there aren't, but there is some corn on the cob.

B: No, thanks. I don't like it. Is there any ice cream?

A: Yes, there is some ice cream.

B: Great. I want some ice cream and a lemonade, please.

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

FUNCTIONS

Expressing emotions
Narrating events
Talking about books

VOCABULARY

Adjectives describing emotions

alone angry embarrassed lonely shocked
surprised worried

Other words and phrases

a few another attack bite brave crazy different
far half human in the beginning lose neck
return save scare (away) shark take place wolf

Warm-up

Aim: to introduce the topic of the lesson

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

1 Vocabulary ▶▶ 12

Aim: to present adjectives describing feelings

- Ask Ss to look at the pictures and read through the words underneath them.
- Explain to Ss that these are adjectives which describe how the people in the pictures feel.
- Help Ss deduce the meaning of any unknown adjectives by relating them to the content of the corresponding pictures.
- Play the CD and pause so that Ss can repeat what they hear.
- If necessary, provide any further explanations and play the CD again.
- Draw Ss' attention to the TIP and explain it.

Optional activity

Present Ss with several situations and ask them to use the words in activity 1 and say how they feel in each of them.

e.g. **A:** *Your sister/brother borrowed your mobile phone and lost it.*

B: *I am angry.*

A: *It is summer and all your friends are away on holiday. You haven't got anybody to talk to.*

B: *I am lonely.*

2 Read ▶▶ 13

- A. Aims:**
- ▶ to help Ss make predictions about the content of a literary text based on visual prompts
 - ▶ to present vocabulary, structures and functions in the context of a literary text
 - ▶ to give Ss practice in reading for gist
- Draw Ss' attention to the cover of the book and the accompanying picture.
 - Ask Ss if they have read the book.
 - Elicit answers.
 - Ask Ss to guess what the book is about.
 - Explain the word *fang* to Ss (= a long sharp tooth).
 - Ask Ss to read through the questions and check their understanding.
 - Have Ss do the activity.
 - Elicit answers but do not correct Ss at this stage.
 - Draw Ss' attention to the TIP and explain it.
 - Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.

Background note

Jack London (1876 - 1916) was an American author who wrote *The Call of the Wild*, *White Fang*, and *The Sea Wolf* along with many other popular books. A pioneer in commercial magazine fiction, he was one of the first Americans to make a lucrative career exclusively from writing.

- Check the answers with the class.

KEY

1. In the far north of America.
2. Henry, Bill and some wolves.
3. The dogs are friendly and the wolves are unfriendly.
4. The wolves will kill Bill.

- Ask Ss some comprehension questions:

What was Henry and Bill's journey like? It was long and difficult.

What happened every night? They lost a dog to the wolves.

Why were they travelling slowly? Because they only had three dogs.

What does Bill call the wolves? 'Land sharks.'

Why does he say that? Because the wolves were following them just like sharks follow ships.

Why was he angry? Because he couldn't scare the wolves away.

What happened next? A brave she-wolf appeared.

Were the dogs friendly to the she-wolf? Yes, they were.

Why were Bill and Henry shocked? Because the wolves attacked the dog and started biting it.

Why did Bill start chasing the wolves? Because he wanted to stop them.

What did Henry hear after Bill started chasing the wolves? He heard cries, three gun shots and then nothing.

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

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

KEY

1. It was cold and icy.
2. Six.
3. Because she wasn't scared of the humans.
4. About twelve wolves jumped out of the bushes, attacked the dog and started biting its neck and legs.
5. Because he only had three bullets.
6. He didn't return so the wolves probably killed him.
7. He was afraid.

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

Post-reading

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

- Ask Ss some questions:

*Do you know any other stories with animals?
What are they about?*

- Elicit answers and initiate a short discussion.

3 Vocabulary

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

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

KEY

1. attack, scare
2. lonely
3. shocked
4. brave
5. different
6. worried
7. angry

4 Listen ▶▶ 14, 15

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

- Ask Ss to look at the pictures a-d and tell you what they show.
- Explain to Ss that the people in the pictures are *Native Americans*; in the past, when the book *White Fang* was written, people called them *Indians*.

Background note

Indians is the term that was used in the past to refer to the people who lived in North and South America before the Europeans arrived. Today, **Native Americans** has come to replace the term *Indians*.

- Make sure Ss realise that the she-wolf in picture c is the same one mentioned in the text.
- Play the CD and have Ss do the activity.
- Check the answers with the class.

KEY

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

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

- Ask Ss to read through the sentences 1-5 and check their understanding.
- Play the CD.
- Have Ss do the activity.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

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

LISTENING TRANSCRIPT

- Teacher** OK class, let's remember what happened in the last chapter of *White Fang*. What happened to Henry? Did the wolves eat him, too? Toby?
- Toby** No, some men came along and saved him.
- Teacher** That's right. Now the story follows the wolves. Did you all read chapter 3?... Good. Who can tell me what happens to the she-wolf? Liam?
- Liam** She has baby wolves.
- Teacher** That's right. But all the baby wolves die, except for one. And what's his name? Jamie?
- Jamie** White Fang.
- Teacher** Yes, now how does White Fang get his name? Anyone? Jamie?
- Jamie** One day, while White Fang is exploring the forest, he sees five men, five Indians. One of the men called Grey Beaver gets too close to White Fang and the young wolf bites his hand. The man sees the wolf's big teeth, so, he calls him White Fang.
- Teacher** Very good. And what happens next? Toby?
- Toby** White Fang's mother appears.
- Teacher** That's right. Does she attack the men? Liam?
- Liam** No, Grey Beaver remembers her, and she remembers him, too.
- Teacher** Remembers what?
- Liam** She used to live with the men about a year ago, so she's friendly towards them.
- Teacher** Good. And then White Fang and the she-wolf go and live with the Indians in their camp. So, let's continue reading now from page...

5 Speak

Aim: to give Ss the opportunity to expand on the topic of the reading and listening activity

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

Suggested answer

- *Did you like the extract from White Fang?*
Yes, it was very interesting.
- *How do you think the story continues?*
The she-wolf tries to defend herself and nearly loses her life in the battle.
- *Would you like to read the book White Fang?*
Yes, it seems very interesting and I really want to see what happens in the end.

A bad day

FUNCTIONS

Narrating a story
Talking about misfortunes

VOCABULARY

Phrases related to misfortunes

be/get lost be/get stuck in a lift get a flat tyre
get locked out lose one's keys miss the bus

Other words and phrases

adventure after a while be away behind finally
fix fortunately ladder mention neighbour
next door put up a tent quickly situation
unfortunately windy

Warm-up

Aim: to present the topic of the lesson

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

1 Vocabulary ▶▶ 16

Aim: to present some misfortunes

- Ask Ss to read through the phrases a-f and look at the pictures 1-6.
- Allow Ss some time to do the matching.
- Play the CD and have Ss follow in their books and check their answers.
- Check the answers with the class.

KEY

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

- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Play the CD again and pause so that Ss can repeat what they hear.
- Ask Ss if any of these things have ever happened to them.
- Elicit answers and initiate a short discussion.

2 Speak & Write ▶▶ 17

A. Aims: ▶ to provide Ss with a sample for writing a story about a misfortune
▶ to give Ss practice in reading for specific information

- Ask Ss to look at the layout of the text and tell you what it is (a story).
- Ask Ss to read through the story.
- Ask Ss some comprehension questions:

What happened when the writer got home? He got locked out.

Why couldn't anybody help him? He had no phone or money and his parents were away.

What did he decide to do? He decided to climb up to his open bedroom window.

What did the police officer tell Charlie to do? To come down immediately.

Did the police officer believe his explanation? No, he didn't want to listen.

What happened in the end? A neighbour came out and told the police officer that Charlie was a good kid and that the house was his.

- Ask Ss to read through the questions 1-6 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Yes: ...Monday afternoon..., When I got home...

2. No, he uses the Past Simple and the Past Progressive: *I had no keys..., My parents were away..., ...nobody could help me, ...while I was climbing, a police officer saw me, I tried to explain... but he didn't want to listen, etc.*

3. Yes: A neighbour told the police officer that the writer was a good kid.

B. Aim: to present adjectives, adverbs and some linking words and give Ss practice in using them when writing a story

- Read out and explain the use of linking words, adjectives and adverbs presented here.
- Ask Ss to read through the words in the box.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Suddenly
2. When
3. Luckily
4. Unfortunately
5. While

C. Aim: to give Ss practice in narrating a story

- Ask Ss to read through the first and the last paragraph of the story.
- Then ask them to look at the pictures and read through the prompts.
- Have Ss work in pairs and take turns to narrate the main part of the story, each student narrating the part of the story corresponding to two of the pictures.
- Go round the class helping Ss when necessary.
- Choose some pairs to narrate the story to the class.

D. Aim: to give Ss practice in writing a story based on visual and written prompts

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write the main part of the story.
- Choose some Ss to read out their stories.

Suggested answer

Main part

1st picture: When they arrived, they put up their tent near a/the river. Then, they decided to explore the area.

2nd picture: They were walking in the forest when suddenly they heard a strange noise. They thought it was a bear! They were frightened so they started running.

3rd picture: After a while, they got tired and stopped. They wanted to go back to their tent but they couldn't. They were lost!

4th picture: Ken and Carl were walking/walked for an hour and finally they found a road. Luckily, there was a car with a flat tyre. The driver was trying to fix it.

3

Round-up

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

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

Vocabulary

A.

KEY

- cross out:* locked *add:* surprised, frightened, etc.
- cross out:* bush *add:* back, knee, etc.
- cross out:* blood *add:* milkshake, candy floss, etc.
- cross out:* windy *add:* unfortunately, luckily, etc.

B.

KEY

- Fortunately, called
- ladder, Luckily
- dark, frightened
- lost, flat
- queue
- shocked

Grammar

C.

KEY

- was waiting, was buying
- were talking
- was ... showing
- weren't sleeping

D.

KEY

- slipped, fell down, was walking
- were swimming, saw
- was listening, got, didn't hear

E.

KEY

- any, some
- some, no

F.

KEY

- no, some
- some
- any
- no
- any
- no

Communication ▶▶18

G.

KEY

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

Speak

- Draw Ss' attention to the pictures and the words in the box.
- Explain to Ss that they have to choose one of the pictures and talk with their partner about something really amazing that happened.
- Choose a student and act out the dialogue with him/her.

Suggested answer:

A: Last week I was in the forest.

B: What was it like?

A: There were a lot of trees and it was quite dark.

B: What were you doing there?

A: I was walking.

B: Were you alone?

A: No, I was with my friend, Hatim.

B: What happened?

A: We heard a strange noise. Suddenly, something strange appeared in front of us and then it disappeared behind the bushes.

B: What did you do?

A: We went closer to have a better look and see what it was.

B: How did you feel?

A: I was really frightened but Hatim wasn't.

- Have Ss do the activity.
- Choose some Ss to act out their dialogue.

Write

- Have Ss write a short story using the ideas from the speaking activity.
- Allow Ss some time to write the story.
- Choose some Ss to read out their story.

Suggested answer

Last week I went for a walk in the forest with my friend, Hatim. There were a lot of trees and it was quite dark. Suddenly, while we were walking, we heard a strange noise. A strange creature appeared in front of us and then it disappeared behind the bushes. We went closer to have a better look and see what it was. I was really frightened, but Hatim wasn't.

Now I can...

Aims: ► to give Ss the opportunity to check their progress

► to encourage learner autonomy

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

Rhyming Corner ▶▶19

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

KEY

1. school
2. bus
3. duck
4. hurt
5. bike
6. riding

- Ask different Ss to recite the rhyme.
- Ask Ss if they have ever had a day like this and what happened and initiate a short discussion.

Al-Shallal Theme Park ▶▶20

A. Aim: to inform students about a famous theme park,
Al-Shallal Theme Park

- Ask Ss to look at the title of the text and the pictures and tell you what the text is about (*a theme park called Al-Shallal*).
- Ask Ss if they know anything about this theme park and if they have ever visited it.
- Elicit answers.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions.

*Where is Al-Shallal Theme Park? It's in Jeddah.
How many people ride the roller coaster every hour?
More than 700.
How big is the Amazon ride? It covers an area of
1800m².
Where can visitors see a waterfall? At the Amazon ride.*

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

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

KEY

1. 34 metres high.
2. At a two-floor entertainment building.
3. Life-size models of animals and light and sound effects. A lake with a waterfall, too.
4. There is also a European village theme area and a Far East village.
5. Seven.

- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss if they know any other theme park in their country and initiate a short discussion.

Places

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

- Draw Ss' attention to the title of the module and the main picture on the page.
- Ask Ss what they can see and elicit an answer (*a signpost in a park with arrows with names of countries on them pointing in different directions*).
- Ask Ss:

*Where do you think this is? In a park.
What is written on the arrows? Names of various countries.
Do you think they are pointing in the right directions?
I don't know.*

- Elicit answers. Use Ss' L1 when necessary.
- Ask Ss to guess what the module will be about.
- Ask Ss the questions in the *Discuss* section and elicit answers.

Suggested answers

- *Do you live in a small town or a big city?*
I live in a big city.
- *What's it like where you live?*
There is a lot of traffic and it's very noisy, but there are a lot of things to do here.
- *Would you like to change anything about where you live?*
I would like to live in a quieter neighbourhood.

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

KEY

- picture A: p. 58
- picture B: p. 54
- picture C: p. 52
- picture D: p. 56
- picture E: p. 50

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

Around town

FUNCTIONS

Talking about places in a city/town/neighbourhood
 Making, accepting and refusing offers
 Asking for, giving and refusing permission
 Making polite requests
 Asking for a favour
 Expressing possibility in the present or future

STRUCTURES

Can / Could / May / Might

VOCABULARY

Places in a town/city

chemist's florist's hairdresser's library market
 newsagent's post office travel agent's

Other words and phrases

book (v) bring Can I help you? card euro
 flight get a haircut Here you are. I'm afraid not.
 Let me check. medicine post (v) shelf stamp
 ticket Would you like anything else? You're welcome.

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss to tell you what visitors can see if they walk around their city/town.
- Elicit answers.

1 Vocabulary ▶▶ 21

Aim: to introduce some places in a city/town

- Ask to read through the sentences 1-8 and check their understanding.
- Ask Ss to read through the places in the box.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

KEY

- | | |
|------------------|-------------------|
| 1. newsagent's | 5. travel agent's |
| 2. post office | 6. chemist's |
| 3. library | 7. market |
| 4. hairdresser's | 8. florist's |

Language Plus

Draw Ss' attention to the following words: *hairdresser's*, *newsagent's*, *florist's*, *travel agent's* and *chemist's* and explain to them that they take 's' because they refer to the place and not to the occupation (e.g. *She's a hairdresser*. BUT: *You can get a haircut at the hairdresser's*).

- Help Ss deduce the meaning of any unknown words from the context of the corresponding sentences.
- Ask Ss which of these places they can find in their city/town.
- Elicit answers.

2 Read ▶▶ 22

- A. Aims:** ▶ to present vocabulary, structures and functions in the context of three dialogues taking place in different places
 ▶ to give Ss practice in reading for gist

- Explain to Ss that they are going to listen to three dialogues and they must decide where each dialogue is taking place by choosing from the places in activity 1.
- Draw Ss' attention to the TIP and explain it.
- Play the CD and have Ss read and listen to the first dialogue. Tell them to underline any unknown words at the same time.
- Ask Ss where they think this dialogue is taking place.
- Elicit the answer that it is taking place in a newsagent's.
- Ask Ss to tell you which words helped them decide (*Daily News, magazine*).
- Follow the same procedure with the other two dialogues.
- Check the answers with the class.

KEY

1. newsagent's (*Daily News, magazine*)
2. travel agent's (*Ponce, Puerto Rico, flights, tickets*)
3. library (*card, borrow, book*)

- Ask Ss some comprehension questions:

*Has the assistant got the 'Daily News'? Yes, he has.
 Does Mr Adams also want to buy a magazine? Yes, he does.
 Where does the assistant say the magazine might be?
 On the shelf.
 Where does Mr Jameson want to go? To Ponce.
 Where is Ponce? In Puerto Rico.
 How much are the tickets to Ponce? Around 1100 euros.
 Why does Mr Jameson want to go to Ponce? He wants to go to a conference.
 Where did the boy leave his card? At home.
 Can the boy borrow the book without his card? No, he can't.
 What does the man tell the boy to do? To ask one of his friends to borrow the book for him.
 Does the boy like his idea? Yes, he does.*

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

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

KEY

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

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

Post-reading

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

- Ask Ss:

*What do you usually buy at the newsagent's? I usually buy magazines.
 What about your parents and other members of your family? My parents usually buy newspapers and my brother buys sports magazines.
 Is there a lending library in your neighbourhood? If yes, do you borrow books from it? What kind of books? Yes, there is a lending library in my neighbourhood. I borrow one or two books a month. I like reading history books or novels.
 What kind of services can a travel agent provide? A travel agent can find special offers for trips you might want to go on, he/she can book tickets and hotel rooms or hire a car for you. He/She can also suggest an ideal holiday destination for you.*

- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present *Can/Could/May/Might* and give Ss practice in using them in context

- Draw Ss' attention to the first two rules and the accompanying examples.
- Ask Ss to come up with their own examples of situations in which one might offer to do something and ask for permission.
- Ask Ss to read the third rule and the examples. Make sure that they can differentiate between making a polite request and asking for a favour. Point out to Ss that we use *could* when we want to sound more polite. Explain that we do not say *May you...?* when making requests or asking for a favour.
- Have Ss come up with their own examples of situations in which sb would make a request and ask for a favour.
- Draw Ss' attention to the fourth rule and the example. Point out to Ss that *might* is used to express slighter possibility than *may* or *could*.
- Explain to Ss that *could* is not used in the negative form to express sth that is not a possibility e.g. *We may/might not go to the park.*
- Ask Ss to come up with their own examples of situations expressing possibility in the present/future.
- Tell Ss to underline any examples of *Can/Could/May/Might* in the dialogues and discuss which functions they express (*Good afternoon, can I help you?* – to offer help. *Hmm, there may be one on that shelf over there.* – possibility in the present. *Good morning, how can I help you?* – to offer help. *But I might find some cheap tickets for June.* – possibility in the present. *Hello, could I ask you something?* – to make a polite request. *Can I still borrow this book?* – to make a polite request/ask for permission).
- Refer Ss to the Grammar Reference (p. 68).
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

4 Pronunciation ▶▶ 23, 24

A. Aim: to have Ss differentiate between the /k/ and /s/ sounds of the letter 'c'

- Play the CD and tell Ss to repeat and listen for the difference in pronunciation between *café* and *cereal* (*in the word café the letter 'c' has got a /k/ sound while in the word cereal the letter 'c' has got a /s/ sound*).
- If necessary, play the CD again.

B. Aim: to give Ss practice in differentiating between the /k/ and /s/ sounds of the letter 'c'

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

KEY

/k/: welcome, card, haircut, perfect
/s/: medicine, centre, facilities, voice

5 Speak

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

- Ask Ss to look at the first picture and guess what the situation is.
- Draw Ss' attention to the speech bubble.
- Make sure that Ss understand that we use *Yes, of course* to respond to someone's request in a positive way while we use *Sorry, you can't* to respond to someone's request in a negative way.
- Ask Ss to give you a few more responses (*I'm afraid not. I'm afraid you can't. etc.*)
- Choose a student to act out the dialogue.
- Ask Ss to look at the pictures and read through the speech bubbles.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogues.

Suggested answers

1. Can / Could / May I go to the library, Dad?
2. Can / Could / May I borrow your car tonight?
3. Can / Could I have an espresso, please?
4. Can / Could you help me tidy my room?
5. Can / Could / May I see your ticket, please?
6. Can / Could you post this letter for me?

How do I get there?

FUNCTIONS

Asking for and giving directions
Referring to the location of places in a city/town
Reading a map

STRUCTURES

Prepositions of place
Prepositions of movement

VOCABULARY

Directions

Go straight on. How do I get to...?
It's on your right/left. Turn right/left at the...
Turn right/left into... Street/Road.

Other words and phrases

all the time bank bus stop catch footbridge map
Need some help? Now what? pedestrian crossing
petrol station police station robber stop sign
traffic lights tunnel

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss how they get to school/work, etc.
- Elicit answers (*on foot/by bus/by car, etc.*).

1 Vocabulary ▶▶ 25

Aim: to introduce topic related vocabulary

- Ask Ss to look at the pictures and read through the captions.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Ask Ss to tell you what they know about the colours of the *traffic lights* (*when the red light is on, drivers must stop until the traffic light turns green, while when they see the amber light, they must slow down so as to stop*).
- Ask Ss if there is a pedestrian crossing in their neighbourhood and make sure that they understand what it is (*=a path across a road marked with stripes where traffic must stop to allow people to walk across*).
- Ask Ss if they have ever used a *footbridge* and elicit answers.
- Ask Ss what drivers must do when they drive through a *tunnel* (*they must turn on their car lights*).
- Ask Ss what drivers must do when they see a *stop sign* (*they must stop and check that the road is free of other vehicles before they continue*).
- Draw Ss' attention to the sign in the upper right-hand corner of the page. Make sure that Ss understand the meaning of the directions by relating them to the direction of the arrows.
- Play the CD and pause so that Ss can repeat what they hear.

2 Read ▶▶ 26

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

- ▶ to give Ss practice in reading for gist
- Ask Ss to look at the picture and tell you what is going on (*Bill and Tom are playing a computer game*).
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.

Language Plus

The question **Need some help?** is used in colloquial, everyday language instead of the standard question *Do you need some help?*

- Ask Ss the question in the rubric.
- Check the answer with the class.

KEY

He probably does reach level eight
(*Level eight here I come!*).

- Ask Ss some comprehension questions:

*Who's got the same game as the one Tom is playing?
Bill's brother.*

What level is Tom on? Seven.

What car is Tom driving? A police car.

*What does he have to do in order to win? To catch the
bank robbers.*

Are the bank robbers going fast? Yes, they are.

Does Tom drive into a park? No, he doesn't.

*Where are the bank robbers at the end of the game? In
a house behind the supermarket.*

*How does Bill know where the bank robbers are? He
plays the game all the time.*

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

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

- Ask Ss to look at the pictures a-e.
- Have Ss do the activity.
- Check the answers with the class.

KEY

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

Post-reading

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

- Ask Ss:

*Do you play computer games? Yes, I do. I love playing
computer games.*

*What kind of computer games do you like playing? I like
playing puzzle games or action games.*

*Are you good at giving and understanding directions?
Yes, I'm very good at it.*

- Elicit answers and initiate a short discussion.

3 Grammar

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

- Draw Ss' attention to the position of the balls in relation to the boxes and ask them to read the prepositions of place.
- Give an example using an object in the classroom and a preposition of place, e.g. *The chair is behind the desk*, or *The book is next to the pencil*. Elicit a few more examples from Ss.
- Draw Ss' attention to the motion of the ball in the pictures and ask them to read the prepositions of movement.
- Explain to Ss that prepositions of movement are used in combination with verbs denoting motion, such as *walk, go, run, get*, etc. Give Ss an example, e.g. *He walked into the classroom*. Elicit a few more examples from Ss.
- Refer Ss to the Grammar Reference (p. 68).
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. next to, at, past, up
2. from, down, into, between

4 Listen & Speak ▶▶ 27

- A. Aims:**
- ▶ to give Ss practice in listening for specific information
 - ▶ to give Ss practice in understanding directions and transferring from verbal to visual information by drawing a route on a map
- Draw Ss' attention to the map and point out where the people are.
 - Play the CD twice and have Ss draw the route.

Background note

- A **GPS** (Global Positioning System) is a system by which signals are sent from satellites to a special device, used to show the position of a person or thing on the surface of the earth very accurately.
- A **GPS installed in a car** provides useful information about the car's position and the best travel routes to a given destination by linking itself to a built-in digital map. A monitor in the car shows the relevant portion of the map. The driver can enter the target location and the computer will calculate the optimal route and display it instantly. It can respond to user preferences and map a route that avoids either highways or local roads. If the map is detailed enough, it will also provide the locations of the nearest petrol station, supermarket, hotel, restaurant, and ATM machine. Nowadays, most GPS units can issue auditory directions (i.e. 'Turn left') to guide drivers as they travel.

- Check the answer with the class.

KEY



LISTENING TRANSCRIPT

- GPS** Turn left and go through the tunnel.
- Boy** What tunnel?
- Man** This GPS is useless. Get the map out.
- Boy** OK, where are we?
- Man** We are on Green Street.
- Boy** OK, turn right here, into George Street.
- Man** I can't. I went past it now, but I can try and turn around...
- Boy** Wait, it's OK. Go straight on, past the bus stop and at the traffic lights, turn right.
- Man** OK, but I can't see a street name.
- Boy** Over there. We're going down King Road.
- Man** There's a pedestrian crossing up ahead.
- Boy** OK, after the crossing, turn left into Sunset Road.
- Man** OK.
- Boy** Is there a footbridge on this road?
- Man** Yes, there is.
- Boy** Good, go straight on and after the footbridge, turn right into Elm Street.
- Man** Great.
- Boy** The bookshop is on the left.
- Man** Yes, I can see it. Well done. Much better than a GPS, eh?
- Boy** And a much nicer voice, don't you think?

B. Aim: to give Ss practice in asking for and giving directions

- Ask Ss to read through the phrases in the box.
- Draw Ss' attention to the speech bubble and check their understanding.
- Choose a student to act out the dialogue.

Suggested answer

- A:** So, how do I get from the station to your house?
- B:** Go straight on and then turn right into King Road at the traffic lights. Go straight on. Go past the bus stop and turn left into Mint Road. Go straight on and my house is on your right, next to the newsagent's and opposite the shoe shop.
- A:** Thanks.

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

FUNCTIONS

Making comparisons
Comparing life in a city with life in the country
Expressing preference

STRUCTURES

Comparative forms

VOCABULARY

Types of houses

block of flats bungalow caravan cottage farm
houseboat tree house

Other words and phrases

annoying barbecue busy comfortable country
do gardening each other excitement general
go for a walk healthy home-cooked ideal kill
lifestyle mouse - mice nature neighbourhood
noisy offer (v) peace and quiet peaceful pollution
prefer relaxed useful Which...? without

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Point out to Ss that *vs* is an abbreviation for *versus* and explain that it means as *opposed to* or *against*.
- Ask Ss to guess what the lesson will be about and elicit answers (*how life in the city differs from life in the country*).

1 Vocabulary ▶▶ 28

Aim: to introduce some types of residence

- Ask Ss to look at the pictures 1-7 and tell you what they show (*different types of residence*).
- Ask Ss to read through the list of words.
- Have Ss do the activity.
- Play the CD and have Ss follow in their books and check their answers.
- Check the answers with the class.

KEY

houseboat 3
cottage 1
bungalow 6
tree house 2
farm 4
caravan 5
block of flats 7

- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Point out that a *bungalow* is a house with just one level and no stairs.
- Ask Ss if they have ever lived in a caravan or a bungalow, if they would live in a tree house or a houseboat, etc.
- Elicit answers.
- Play the CD again and pause so that Ss can repeat what they hear.

2 Read

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

- Ask Ss to look at the layout of the text, decide what it is (*a quiz*) and where it may be found (*in a magazine*).
- Ask Ss if they do quizzes and if so, what they are usually about, if they believe in the results they get, etc.
- Elicit answers.
- Draw Ss' attention to the title of the quiz.
- Ask Ss what the quiz is about and elicit answers (*if you like living in the city or in the country*).
- Tell Ss to read through each question carefully and then choose the answer which best describes their attitudes and feelings. Encourage Ss to guess the meaning of any unknown words they may have.
- Point out to Ss that there are no correct or incorrect answers. The point of the quiz is for Ss to form a clearer picture of which lifestyle they find more appealing.
- Have Ss do the quiz. Go round the class helping them when necessary.
- Alternatively, Ss can do the quiz in pairs and take turns to ask and answer the questions.
- Have Ss add up their scores.
- Ask Ss to read through what their scores say about them.
- Ask Ss if they agree or disagree and initiate a short discussion.
- Explain any unknown words.

Post-reading

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

- Ask Ss:

Where do you live? I live in a big city. What are the advantages and disadvantages of living there? First of all, there is a lot to do. There is a big shopping centre near my house. I go shopping there and I hang out with my friends. There are museums and art galleries we can visit, and a huge park. My friends and I usually go there after school and skateboard. On the other hand, my neighbourhood is really noisy and there is a lot of pollution in the city centre. I don't like it. Would you prefer to live somewhere else? Why / Why not? I like living in the city, but I would like to live in the country better. There is more peace and quiet there and you are close to nature.

- Elicit answers and initiate a short discussion.

3 Grammar

Aim: to present the comparative form of adjectives and give Ss practice in using them in context

- Draw Ss' attention to the table. Explain that these are the positive and comparative forms of adjectives.
- Ask Ss to read through the example and draw their attention to the words in bold.
- Ask Ss to tell you what they notice about how the comparative form of an adjective is formed by looking at the first five adjectives in the table as well as the example.
- Elicit the answer that we form the comparative by adding **-er** to the end of one-syllable adjectives and most two syllable adjectives. We use **more** with adjectives with three or more syllables and some two syllable adjectives.
- Point out to Ss that we also use **than** after the comparative form of the adjectives.
- Give an example using Ss in the classroom and write

it on the board, e.g. *Peter is taller than Ben*. Elicit a few more examples from Ss.

- Explain that some adjectives have irregular forms and point them out in the table.
- Refer Ss to the Grammar Reference (p. 68).
- Have Ss do the activity.
- Check the answers with the class.

KEY

- | | |
|------------------|---------------------|
| 1. more tired | 4. cleaner |
| 2. cheaper | 5. better |
| 3. more annoying | 6. more difficult |
| | 7. more comfortable |

4 Listen ▶▶ 29,30

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

- Ask Ss to look at the four pictures and read through the names of the people and explain to them that these are their new homes.
- Play the CD and have Ss do the activity.
- Alternatively, play the CD and pause after each monologue for Ss to choose their answers.
- Check the answers with the class.

KEY

Lionel 1 Paul 2 Eric 4 Stan 3

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

- Ask Ss to read through the statements and check their understanding.
- Play the CD and have Ss do the activity.
- Alternatively, play the CD and pause after each monologue for Ss to choose their answers.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

Lionel I liked my old neighbourhood better than my new one.
Paul I think life in the country is healthier than life in the city.
Eric My new home is nice but noisier than my old home.
Stan I like living in the country and in the city.

Post-listening

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

- Ask Ss:

*Have you ever moved house? Yes, I have.
 Why did you move house? Because my father changed jobs and we had to move to another area.
 Do you like your new home more than your old one?
 Yes, I like my new neighbourhood more because it's quieter and the house is bigger than my old one.*

- Elicit answers and initiate a short discussion.

LISTENING TRANSCRIPT**Lionel**

I didn't want to come and live in the country. You see, I like to have lots of shops near my house. OK, it gets a bit noisy in the city, but I didn't mind. I like action. I really liked our old flat and from my room I had a great view of the city. Our new house is not that bad and there's also a swimming pool, which is great. But it's so quiet around here. I'm going to miss the city.

Paul

Well, there are lots of reasons why I prefer it more here. It's much more peaceful than my old neighbourhood, for one thing. And I think the people are friendlier, too. Everybody knows each other and they like to help out. We don't live in a big house any more, but I don't mind. I like it here because we're close to nature and there's no pollution. I don't get many headaches, like I did in the city. Cities these days are horrible.

Eric

My new home is cool and the area is beautiful. There are great parks around here to ride my bike in so I'm really happy. There is one problem, though. We live on the second floor of a block of flats so we are close to the street. I can close the window for some peace and quiet but I like to have it open. In the country, we always had the windows open and there was no noise at all.

Stan

My family and I spent many years in the country and I enjoyed it very much. I used to go for long walks and even go sailing on the lake near our house. We had to leave though because of my dad's job. We didn't want to live in a flat and luckily we found a lovely little house. I don't miss the country because I'm used to my new home now and I love it. There are so many different things to see and do. I do a lot more shopping and it's never boring here.

5 Speak & Write

A. Aim: to give Ss practice in comparing two pictures and discussing life in the city and in the country through a group work activity

- Ask Ss to look at the two pictures and read through the adjectives in the box. Make sure that they haven't got any unknown words.
- Ask Ss to read through the speech bubble.
- Choose a student and demonstrate a way to begin the discussion by acting out the exchange in the speech bubble.
- Get Ss to discuss life in the city and in the country in small groups and go round the class helping them when necessary.
- Choose some groups to act out their discussion.

B. Aim: to give Ss practice in writing about whether they prefer to live in a city or in the country

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

Suggested answer

I prefer life in the country because it is safer than life in a city. Also, life in the country is more peaceful and quieter. Of course, life in the city is more exciting than life in the country but it isn't healthier and the city is uglier than the country.

FUNCTIONS

Making comparisons
Talking about our solar system

STRUCTURES

Superlative forms

VOCABULARY

Words related to space

Earth galaxy moon outer space planet
solar system star sun universe

Other words

along with any more billion centre fit (v)
freeze heat heavy inside km/h light million
minus move over scientist second (n) sunlight
temperature thousand

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the topic of the lesson and the pictures on the page.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Vocabulary ▶▶ 31

Aim: to introduce vocabulary related to space

- Ask Ss to look at the pictures and read through the words.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Play the CD and have Ss listen and do the activity.
- Check the answers with the class.

KEY

moon 4
solar system 2
planet 3
galaxy 6
star 1
Earth 5

- If necessary, play the CD again and pause so that Ss can repeat what they hear.

2 Read ▶▶ 32

A. Aims: ▶ to introduce the topic of the reading activity by activating Ss' background knowledge
▶ to present vocabulary, structures and functions in the context of a text about our solar system

- Ask Ss to read the title, look at the pictures accompanying the text and guess what it is about.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.

Background note

km/h is a written abbreviation for *kilometres per hour*.
(-)...°C is a written abbreviation for *(minus)...degrees Celsius*.

- Ask Ss some comprehension questions:

*How many galaxies are there in the universe? Billions.
How many solar systems has each galaxy got? Billions.
How many stars has the Milky Way got? Up to 400 billion.*

Is the sun a planet or a star? It's a star.

Why is the sun important to life on Earth? Because it gives us light and heat.

How many planets has our solar system got? Eight.

Can you name them? Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.

Why do scientists consider Pluto a dwarf planet?

Because it's very small.

Which is the smallest planet in our solar system?

Mercury.

Which is the biggest planet in our solar system? Jupiter.

Which is the closest planet to the sun? Mercury.

What is the temperature on Venus? About 460°C.

Which is the farthest planet from the sun? Neptune.

Which are the coldest planets of our solar system?

Neptune, Saturn and Uranus.

What are the temperatures like on Neptune? They can reach -220°C.

How long does it take for a human to freeze on Uranus? One second.

How heavy is Jupiter? It's as heavy as 317 Earths.

How fast does sunlight travel? Over 1 billion km/h.

How long does sunlight take to reach Earth? About 8 minutes.

How long does sunlight take to reach Neptune? About 4 hours.

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

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

KEY

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

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

3 Vocabulary 33

Aim: to present numbers over a thousand

- Draw Ss' attention to the numbers in the box.
- Help Ss differentiate between *hundred, thousand, million* and *billion* and explain to them how numbers over a thousand are said in English.
- Point out to Ss that in English we say *two hundred stars (not two hundreds), three thousand people (not three thousands), four million cars (not four millions), five billion computers (not five billions)*.
- Point out to Ss that when we write the numbers, the thousands, millions and billions are marked by commas. For the numbers 1-9 thousand, the comma is optional.
- Write some numbers on the board and ask Ss to say them in English.
- Ask Ss to look at the numbers a-e.
- Have them read the numbers aloud and write them on the board.
- Play the CD and have Ss listen and check their answers.
- Play the CD again and pause so that Ss can repeat the numbers they hear.

KEY

- three hundred and seventy-two
- three billion, four hundred million
- fifty-nine thousand, two hundred and thirteen
- four million, two hundred thousand
- seven thousand six hundred and ninety

4 Grammar

Aim: to present the superlative form of adjectives and give Ss practice in differentiating between the comparative and the superlative form of adjectives in context

- Draw Ss' attention to the table. Explain to them that it shows the positive, the comparative and the superlative forms of adjectives.
- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss what they notice about the formation of the superlative form by looking at the table and the examples (*we form the superlative by adding -est to all one-syllable and most two-syllable adjectives. We use **most + the positive form** of the adjective with some two-syllable adjectives and with adjectives with three or more syllables*).
- Point out that we use the superlative form to compare three or more people or things and that the adjective is preceded by **the** and it is usually followed by **in** or **of**.
- Give an example using Ss in the class and write it on the board, e.g. *Beth is the tallest girl in the class*.
- Explain to Ss that some adjectives have irregular forms and point out *good, bad, far, many/much*.
- Refer Ss to the Grammar Reference (p. 68).
- Have Ss do the activity.
- Check the answers with the class.

KEY

- taller, tallest
- cheapest
- more popular
- coldest
- newer, more modern
- most famous

5 Speak

Aim: to give Ss practice in using the comparative and the superlative forms of adjectives to talk about the planets of our solar system through a guessing game

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to look at the information in the table and check their understanding.
- Ask Ss to read through the speech bubble and make sure that they haven't got any unknown words.
- Choose a student and act out the dialogue.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out the dialogue.

Suggested answer

A: It's bigger than Mars but it isn't the biggest planet in our solar system.

B: Is it Neptune?

A: No. It's the hottest planet.

B: I know. It's Venus.

A: Correct! Next one. It's farther from the sun than Mercury but it isn't the coldest planet in our solar system.

B: Is it Uranus?

A: No. It's the biggest planet.

B: I know. It's Jupiter.

A: Correct!

FUNCTIONS

Understanding signs
Talking about one's town/city

VOCABULARY

Places in a city

airport aquarium art gallery bridge car park
castle mosque port stadium tower train station

Other words and phrases

building capital exhibition fascinating
For example,... go cycling sight top tourist view

Warm-up

Aim: to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Ask Ss to tell you where they live, what are some places people can visit in their town/city, etc.
- Elicit answers.

1 Vocabulary ▶▶ 34

Aim: to present vocabulary related to places in a city/town

- Ask Ss to look at the pictures 1-8.
- Tell Ss to cover all the signs on the right except the first one. Tell Ss to look at the sign and try to guess what it refers to without looking at the word underneath it.
- Elicit answers.
- Ask Ss to read through the word underneath the sign and help them deduce the meaning of the word by relating it to the sign.
- Have Ss uncover the next sign and follow the same procedure. Do the same with the rest of the signs.
- Allow Ss some time to do the matching activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.
- Play the CD again and pause so that Ss can repeat what they hear.

KEY

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

2 Listen ▶▶ 35, 36

A. Aim: to prepare Ss for the listening activity by activating their background knowledge

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

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

- Play the CD and have Ss listen to the radio advertisement carefully and do the activity.
- Check the answers with the class.

KEY

Sheikh Zayed Mosque, the Corniche, Khalifa Park

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

- Ask Ss to read through the sentences 1-7 and check their understanding.

- Play the CD.
- Check the answers with the class. If necessary, play the CD again in order to clarify any questions Ss may have.

KEY

1. west
2. About one million
3. 40,000
4. sea
5. museum
6. souqs
7. helicopter

LISTENING TRANSCRIPT

Abu Dhabi: An exciting place to visit

Abu Dhabi is the largest of the emirates that make up the United Arab Emirates. It is the capital city and it is on the west coast of the country. It is popular with visitors and tourists from all over the world, and about 1 million people visit it every year.

What to see...

Probably the most famous sight is the Sheikh Zayed Mosque, the largest Mosque in the United Arab Emirates and the eighth largest mosque in the world. The mosque is over 100m tall and 40,000 people can fit inside it. There are also lots of interesting buildings all over the city and lovely places to enjoy the sunny weather.

What to do...

Abu Dhabi is full of excellent parks and many other interesting places, like the Corniche, a perfect place for an evening walk by the sea. And don't miss Khalifa park, with its beautiful gardens and play parks. You can also visit the museum or the aquarium. Also, there are always interesting things happening at the Abu Dhabi Cultural Centre.

Where to shop...

Abu Dhabi is the perfect place for shoppers as there are many shopping centres. The shopping centres are huge and have all the shops you need. However, the city also has many small shops and souqs. They are more interesting places for shopping and usually cheaper, too.

How to get around...

A good way to get around Abu Dhabi is by taxi. Abu Dhabi has excellent taxi drivers, who are always friendly and helpful. Buses are also a good way to get around, but walking is difficult because places are far away from each other. However, for the best view of Abu Dhabi, the way to travel is by helicopter. From up in the air you can see all the sights of this wonderful city.

3 Speak & Write ▶▶ 37

A. Aims: ▶ to provide Ss with a sample for writing a description of a city

▶ to give Ss practice in identifying specific information in the description of a city

- Ask Ss to look at the picture accompanying the text and tell you if they know where it is from (*It's a picture of Salam park in Riyadh*).
- Ask Ss to read through the description. Alternatively, choose Ss to read out the text in parts.
- Ask Ss to read through the questions 1-6 and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. Riyadh, the capital of Saudi Arabia.
2. It's in the centre of the Arabian Peninsula.
3. Two (The Al Mamlaka Tower and the National Museum).
4. That it is a great city.
5. They enjoy going cycling in the park and playing football.
6. *fascinating, interesting, amazing, popular, great, best*

- Ask Ss some comprehension questions:

*Do tourists get bored visiting Riyadh? No, they don't.
How tall is the Al Mamlaka Tower? It is 302m tall.
What is the view from the top of the Al Mamlaka Tower like? It's amazing.
Which is the biggest and the most popular museum in Riyadh? The National Museum.
What can you see there? The bones of prehistoric animals, ancient texts and interesting exhibitions.
Are there many parks in Riyadh? Yes, there are.*

- Explain any unknown words.

- B. Aims:**
- ▶ to help Ss identify what aspects to focus on when describing a place
 - ▶ to give Ss practice in talking about their city/town
- Ask Ss to read through the questions in the speech bubble and check their understanding.
 - Allow Ss some time to make their notes in the space provided.
 - Choose a student and act out the dialogue.

Suggested answer

- A:** What's the name of your town/city?
B: Jeddah.
A: Where is it?
B: It's on the coast of the Red Sea.
A: What are some important features of this place (size, population, mountains, etc.)?
B: Jeddah is the second largest city of Saudi Arabia after Riyadh. It's got a population of about 3.2 million people.
A: What are some of the most interesting sights?
B: There are a lot of fascinating buildings near the beach. The city has very nice beaches and a corniche. Jeddah has the highest fountain in the world, named King Fahd's Fountain.
A: What can people do there?
B: They can go for a walk by the sea at the Corniche. People like to spend time there and relax.
A: What do you think of the city?
B: It's a really amazing city and it's not boring for its visitors.
A: What do you enjoy doing there with your friends?
B: I love going shopping with my friends and going for long walks by the sea.

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

C. Aim: to present and give Ss practice in avoiding repetition when writing

- Draw Ss' attention to the box and explain it.
- Make sure that Ss understand the examples in the box. If necessary, provide them with further examples.
- Refer Ss to the text, draw their attention to the first highlighted word in it and ask them to tell you what it refers to.
- Elicit answers and tell Ss to do the same with the rest of the words.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

1. *it:* Riyadh
2. *them:* the buildings
3. *it:* the Al Mamlaka Tower
4. *Here:* the National Museum
5. *them:* the parks
6. *We:* my friends and I

D. Aim: to give Ss practice in writing a description about their city/town

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the plan for a description of a city/town.
- Tell Ss that the questions indicate what the content of each paragraph should be.
- Allow Ss some time to write their descriptions.
- Choose some Ss to read out their descriptions.

Suggested answer

I live in Jeddah, the second largest city of Saudi Arabia after Riyadh. Jeddah has got a population of about 3.2 million people. There are a lot of fascinating buildings near the beach and a corniche. People love going there and walking by the sea. Jeddah has the highest fountain in the world. It's called King Fahd's Fountain. Jeddah is an amazing city and I like it very much. There are a lot of things people can do here, that's why it's never boring for its tourists. My friends and I love going shopping and for long walks by the sea.

4

Round-up

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

Aim: to help Ss revise the structures, functions and vocabulary presented in Module 4 through various activities

Vocabulary

A.

KEY

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

B.

KEY

1. caravan
2. ideal
3. block
4. planet
5. post
6. comfortable
7. stamps
8. neighbourhood

Grammar

C.

KEY

1. between
2. from
3. down
4. into
5. up
6. past
7. at
8. on
9. next

D.

KEY

1. Could
2. might
3. may
4. May I
5. might

E.

KEY

1. nicer
2. smaller
3. better
4. more expensive
5. cheaper
6. most expensive
7. hotter
8. sunnier
9. most popular
10. more crowded
11. more crowded
12. noisier
13. nicest

Communication ▶▶38

F.

KEY

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

Speak

- Have Ss go through the words/phrases in the box and make sure they haven't got any unknown words.
- Ask them to think of a place they visited in the past and can describe using the words in the box.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose some pairs to act out their dialogue.

Suggested answer

A: A few years ago I visited Abu Dhabi.

B: How was it?

A: It was a fascinating city. There are a lot of interesting sights to visit in Abu Dhabi.

B: Is it a quiet place?

A: No, it isn't a very quiet city but there are a lot of parks and the Corniche. People go there and relax taking a nice walk by the sea.

B: Are there any museums in Abu Dhabi?

A: Yes, I visited the museum and the aquarium, too.

B: Did you like it?

A: Yes, I really liked the city. I'd like to go there again.

Write

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

Suggested answer

A few years ago I visited Abu Dhabi. It is a fascinating city with a lot of interesting sights to visit. It isn't a very quiet city but it has got many parks and the Corniche. People usually go there for a walk by the sea. I also visited the museum and the aquarium in Abu Dhabi and it was really interesting.

I really liked Abu Dhabi and I'd love to go there again.

Now I can...

Aims: ► to give Ss the opportunity to check their progress

► to encourage learner autonomy

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

Rhyming Corner ▶▶39

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

KEY

1. sun
2. billion
3. closer
4. Venus
5. near
6. cold
7. coat
8. moon
9. boring
10. home

- Ask different Ss to recite the rhyme.
- Ask Ss if they would like to travel into space and initiate a short discussion.



Culture page

Petra, Jordan:

A must-visit sight... 40

A. Aim: to inform Ss about the ancient city of Petra in Jordan

- Ask Ss to look at the pictures and the title of the text and tell you what the text is about (*Petra in Jordan*).
- Ask Ss if they have ever been to Petra, if they would like to, etc.
- Elicit answers.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

When did Johann Ludwig Burckhardt find Petra? In 1812.

How did people describe it? As 'a rose-red city half as old as time'.

What does Petra mean in Greek? 'Stone'.

How many years ago was Petra the capital city of the Nabataeans? About 2400 years ago.

Which is one of the most fascinating buildings in Petra? Al Khazneh or the Treasury.

How many people visit Petra every year? Around 600,000 tourists.

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

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

KEY

1. He found an ancient city unknown to the Western World.
2. The Nabataeans carved the rose-red stone hills to create it.
3. Because by that time their kingdom was very rich. / Nobody knows why they built it.
4. 39m tall.
5. People chose Petra in an Internet poll as one of the New Wonders of the World.

- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss if they would like to visit Petra and why and generate a short discussion. You can also talk about some interesting features of their own country.

WORKBOOK KEY

Hello

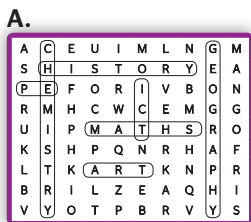
- A.**
 1. Cuban, Jordanian
 2. Mexico
 3. Egyptian, Bahraini
 4. The United Arab Emirates

- B.**
 1. chocolate
 2. dates
 3. sandwich
 4. chips
 5. salad
 6. pear
 7. water

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

- D.**
 1. How much
 2. How many
 3. How much
 4. How many
 5. How many
 Open exercise

1a



- A.**
 1. Art
 2. Chemistry
 3. ICT
 4. Geography
 5. History
 6. Maths
 7. PE

- B.**
 1. modern
 2. secondary
 3. gym
 4. lab
 5. start, finish
 6. facilities
 7. learn

- C.**
 1. get
 2. do
 3. play
 4. talk
 5. reads
 6. watches
 7. doesn't like

- D.**
 1. Do, don't
 2. Does, does
 3. Does, doesn't
 4. Do, don't

- E.**
 1. On 2. at 3. On
 4. after 5. till 6. After
 7. in 8. On 9. at
 10. at 11. In 12. on

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

1b

- A.**
 1. toothbrush g
 2. iron f
 3. washing machine a
 4. cooker b
 5. fridge e
 6. Hoover c
 7. dishwasher d

- B.**
 1. do
 2. brush
 3. talk
 4. iron
 5. tidy
 6. take out
 7. wash
 8. do

- C.**
 1. Frank never watches TV after work.
 2. I don't often get up at 7 o'clock.
 3. Do you always have milk for breakfast?
 4. Maria sometimes cooks dinner on Wednesdays.
 5. Naeem isn't usually tired after school.

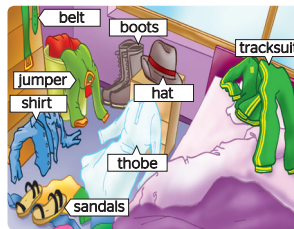
- D.**
 2. How often do Ali and Rami play basketball? / Every
 3. How often does Mark study? / Six days
 4. How often does Jane clean the windows? / Once

- E.**
 Open exercise

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

1c

- A.**
 1. sandals
 2. thobe
 3. belt
 4. boots
 5. shirt
 6. jumper
 7. hat
 8. tracksuit



- B.**
 1. ugly
 2. draw
 3. earrings
 4. fashion
 5. pockets
 6. wait
 7. cut

- C.**
 1. Are... tidying, 'm not tidying, 'm watching
 2. 's... going, 's going
 3. is... wearing
 4. Are... doing, 're riding

- D.**
 1. doesn't often help, is washing
 2. are staying, visit
 3. do you do, talk
 4. is Omar looking, plays

- E.**
 1. 'm visiting
 2. come
 3. usually play
 4. 'm sitting
 5. 'm sending
 6. wash
 7. don't like
 8. 's riding
 9. 's making
 10. love
 11. want
 12. don't know

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

1d

- A.**
 1. playing
 2. to chat
 3. to download
 4. doing
 5. to surf
 6. reading, reading
 7. to go
 8. hanging out
 9. to join

- B.**
 Tony and Bob love going shopping. They like table tennis. They can't stand playing computer games. They hate arts and crafts.

- Richard hates going shopping. He can't stand table tennis. He enjoys playing computer games. He likes arts and crafts.

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

1e

- A.**
 1. shy
 2. lazy
 3. dark
 4. chubby
 5. straight
 6. long
- B.**
 1. Larry is tall. He has got short straight hair and blue eyes.
 2. Gordon is chubby.
 He's got short fair hair.
 3. Bill is short. He's got short dark hair.
 4. Stephen has got curly hair and blue eyes.

- C.**
 1. William plays table tennis every day.
 2. Mr Smith is an active man.
 3. Mark has got wavy hair.
 4. That skirt is ugly.
 5. Ryan washes his car on Thursdays.
 6. Frank's got a modern house.

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

1 Round-Up

- A.**
Suggested answers
 1. History, Physics, Geography
 2. jumper, shirt, skirt
 3. iron, Hoover, cooker
 4. lazy, outgoing, shy
 5. chubby, good-looking, slim

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

- C.**
 1. do... go, go
 2. are... doing, 'm drawing
 3. is... cooking, isn't cooking, 's downloading
 4. Does... get, comes
 5. are painting, Do... paint, don't need
 6. play, don't like, love

- D.**
 1. c 2. a 3. a 4. c
 5. a 6. c 7. b 8. b
 9. b

- E.**
 1. to buy
 2. doing
 3. watching
 4. to go, going
 5. spending
 6. reading

- F.**
 1. b 2. b 3. a 4. b
 5. a 6. a

- G.**
 1. No, she can't.
 2. She gets together with her friend, Charlotte, and they make their own accessories.
 3. They buy hats.
 4. She's fun, active, outgoing and clever.
 5. No, she isn't.
 6. Charlotte is good at Maths.

- 2a**
- A.**
- go
 - go
 - buy
 - travel
 - explore
 - go
- B.**
- sightseeing
 - scared
 - fell
 - experience
 - forget
 - Show
 - desert
- C.**
- won, didn't know
 - sat, read, surfed, downloaded
 - visited, didn't take, bought
 - were, didn't see, went
- D.**
- Andrew didn't do his homework yesterday afternoon. He did arts and crafts.
 - The boys didn't hang out with their uncle last night. They hung out with their friends.
 - James and Mike weren't at school in the morning. They were at home.
 - Tom didn't travel to Spain last month. He travelled to Italy.
 - Robert and I didn't play tennis yesterday evening. We played volleyball.
- E.**
- What time did you get up yesterday morning?
 - Where did you go on holiday last year?
 - When did you learn to ride a bike?
 - Where were you yesterday evening?
- Open exercise
- F.**
- d
 - a
 - f
 - c
 - b
 - e
- 2b**
- A.**
- taxi
 - underground
 - plane
 - van
 - bus
 - helicopter
 - motorbike
 - ferry
 - tram
- The word is TRANSPORT
- B.**
- crowded
 - bus
 - popular
 - safe, foot
 - late
 - slow
- C.**
- nicely
 - happily
 - fast
 - terribly
 - carefully
 - easily
 - slowly
 - hard
 - well
 - beautifully
- D.**
- happily
 - slow
 - terribly
 - terrible
 - easily
 - well
 - nice
- E.**
- Jim couldn't read five years ago, but now he can.
 - Tom couldn't swim when he was young, but now he can.
 - Bob couldn't ride a bike five years ago, but now he can.
- F.**
- Open exercise
- 2c**
- A.**
- route
 - any more
 - spread
 - In the past, carry
 - at the age of
 - tradition
 - long
- B.**
- Did... eat
 - was, thinks
 - didn't go
 - Did... live, live
 - played
 - didn't watch, watches
- C.**
- Did Liam play baseball at school last year? No he didn't. He played tennis.
 - Does Stan play computer games in the evenings? No, he doesn't. He watches TV.
 - Did Tony and Brian do arts and crafts in the past? Yes, they did.
 - Did Charlie have a rabbit when he was young? No, he didn't. He had a cat.
- D.**
- food, jewellery, clothes
 - 4000
 - (the mummy of) Tutankhamun
 - 600
 - Lima (the capital of Peru)
- 2d**
- A.**
- captain
 - incredible
 - named
 - immediately
 - promised
 - coast
- B.**
- north
 - west
 - east
 - south
- C.**
- them
 - her
 - us
 - him
 - it
 - them
- D.**
- I
 - It
 - We
 - it
 - me
 - He
 - him
 - them
 - us
 - it
- 2e**
- A.**
- horrible
 - invention
 - amazing
 - weird
 - journey
- 6. experiments**
- B.**
- We arrived late because the coach was very slow.
 - I don't like basketball, so I never play.
 - Wesley gets up early in the morning and he walks in the park near his house.
 - Jack and Robert love playing computer games so/and they play together.
 - Jim is a very slim boy and he's got curly hair.
 - Pablo didn't have a good time in Boston because the weather was bad.
 - Jeff can drive a motorbike but he can't drive a car.
- C.**
- Open exercise
- 2 Round-up**
- A.**
- a
 - a
 - b
 - a
 - b
 - b
- B.**
- Did... buy
 - didn't leave
 - found, decided
 - Did... cook
 - didn't take
 - went, explored
- C.**
- well
 - carefully
 - terribly
 - good
 - terrible
 - careful
- D.**
- them
 - him
 - They
 - us
 - He
 - me
- E.**
- can
 - couldn't
 - couldn't, couldn't, can
 - Could
 - couldn't
- 6. Can, can't**
- F.**
- played
 - spends
 - didn't drink
 - drives
 - worked
- G.**
- b
 - a
 - d
 - e
 - c
- H.**
- In 1930.
 - He was only six years old.
 - By train.
 - It was sunny.
 - He played in the water with his clothes on and he had fish and chips.
 - In the evening.
- 3a**
- A.**
- He cut his finger.
 - He sprained his ankle.
 - He hurt his back.
 - He hit his knee.
- B.**
- middle
 - slipped
 - jumped
 - ambulance
 - bleeding
 - accident, crashed
 - explain
- C.**
- Tom and Alex were playing computer games.
 - Steve was eating a sandwich.
 - Gary was talking on his mobile phone.
 - Ian was reading a magazine.
 - Tim was rollerblading.
- D.**
- Were Taleen and Nuha cooking yesterday evening? Yes, they were.
 - Were Alex and Mike sending e-mails yesterday morning? No, they weren't. They were talking on the phone.

4. Was Tom wearing a jumper three hours ago? No, he wasn't. He was wearing a shirt.

5. Was Bob doing his homework last night? Yes, he was.

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

3b

A.
1. shadow
2. village
3. frightened
4. disappeared
5. voices
6. bush
7. dark

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

C.
1. were driving
2. were talking
3. called
4. was talking
5. jumped
6. stopped
7. got
8. ran
9. went
10. drove

D.
1. John was running when he slipped and fell.
2. While the boys were walking in the forest, it started raining.
3. Harry and Tom were walking in the mountains when they saw a wild animal.
4. While Paul was sleeping, his brother was studying.

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

3c

A.
1. funfair
2. roller coaster
3. ferris wheel
4. water slide
5. bumper cars

6. queue
7. candy floss
8. doughnut
9. milkshake

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

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

D.
1. C 2. A, C 3. A, B
4. A 5. B 6. A

3d

A.
1. alone
2. attack
3. scared
4. saved
5. shocked
6. brave
7. beginning
8. neck
9. laughing
10. embarrassed

B.
1. shocked
2. attacked, scare
3. brave
4. different
5. angry

3e

A.
1. ladder
2. lift
3. missed
4. neighbour
5. locked
6. tyre

B.
1. while
2. In the beginning
3. unfortunately
4. Suddenly
5. when
6. Luckily
7. in the end

C.
Suggested answers
1. Mute'b was talking on the phone when the accident happened.

2. We heard a noise while we were walking in the forest.
3. Ameenah was doing her homework while Taleen was surfing the Net.
4. When I saw the huge wolf, I ran for help.
5. Bob was on the bus when his brother called him.
6. Reema was making a salad while her sister was making sandwiches.

3 Round-up

A.
1. campsite
2. strange
3. embarrassed
4. lonely
5. funfair
6. queue
7. ankle
8. adventure
9. neighbour

B.
1. in 2. out 3. in
4. into 5. for
6. on 7. In

C.
1. was downloading
2. wasn't studying, was playing
3. were... doing, were watching
4. were talking
5. wasn't sitting, was lying

D.
1. was talking, heard
2. was looking, saw
3. were playing, broke
4. got, was driving
5. jumped, hurt
6. was explaining, was cleaning

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

F.
Open exercise

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

4a

A.
1. hairdresser's
2. chemist's
3. newsagent's
4. travel agent's
5. post office
6. library
7. florist's
8. market

B.
1. post, stamps
2. get
3. book
4. medicine
5. flight
6. card
7. bring

C.
1. Can/Could you help my friend?
2. Can/Could/May I borrow this book?
3. Can/Could/May I use the bathroom?
4. Can/Could/May I see your ticket?
5. Can/Could you drive me to the beach?

D.
1. may/might/could be at the bookshop.
2. may/might/could be at the pet shop.
3. may/might/could be at the clothes shop.
4. may/might/could be at the travel agent's.

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

4b

A.
1. opposite
2. next to
3. between
4. next to
5. in front of

B.
1. help
2. How
3. right
4. straight
5. left
6. past
7. on

C.
Ali's house

D.

1. from, to
2. through, towards
3. into, out of
4. up, down
5. around

4c

A.
1. caravan
2. pollution
3. comfortable
4. flats
5. gardening
6. barbecue
7. neighbourhood
8. farm

B.

1. more peaceful
2. better
3. more modern
4. closer
5. more
6. more crowded
7. noisier
8. more difficult
9. further / farther

C.

Suggested answers
1. is busier than Ameen.
2. was more popular than this year's art exhibition.
3. is older than Oliver.
4. is further/farther from London than Paris.

D.

1. A 2. B 3. T 4. A
5. A

4d

A.
1. Earth
2. system
3. galaxy
4. star
5. planet
6. temperature

B.

1. hotter
2. best
3. heavier
4. worst
5. most popular
6. more outgoing
7. most careful
8. taller

C.

1. the, in

2. more
3. most, in
4. of
5. the
6. than

D.

1. The white car is the fastest car in the garage. The red car is slower than the blue car.
2. House B is the most modern house in the city. House C is more modern than house A.
3. Liam is the youngest boy in the class. Keith is older than Mark.
4. Neptune is the coldest planet in our solar system. Uranus is colder than Jupiter.

4e

A.

1. mosque
2. train station
3. stadium
4. bridge
5. airport
6. art gallery
7. port
8. castle

B.

1. They
2. It
3. her
4. We
5. here

C.

1. It / This
2. here
3. it
4. that
5. there
6. He
7. him
8. them
9. that
10. They

4 Round-up

A.

1. odd word: stop sign
suggested word: florist's
2. odd word: stamp
suggested word: houseboat
3. odd word: letter
suggested word: solar system

B.

1. port
2. crossing
3. tickets
4. view
5. capital
6. comfortable
7. castle
8. peaceful

C.

1. Can/Could
2. Can/Could/May
3. may/might/could
4. Can/Could/May
5. Can/Could/May
6. may/might/could

D.

1. next to
2. from
3. through
4. at
5. between

E.

1. busiest
2. more exciting
3. safest, most dangerous
4. good, better, best
5. more expensive
6. closer, farther/further
7. darkest
8. more modern

F.

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

G.

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

**Consolidation:
Modules 1-4**

A.

SCHOOL SUBJECTS:
PE, Physics, Art,
(Geography)

APPLIANCES: cooker,
iron, fridge, (hoover)

CLOTHES: jumper,
shirt, tracksuit, (skirt)

MEANS OF

TRANSPORT: ferry,
tram, van, (helicopter)

PARTS OF THE BODY:

ankle, back, finger,
(arm)

WORDS RELATED TO

SPACE: galaxy, moon,
star, (planet)

PLACES IN A CITY:

stadium, port, car park,
(airport)

POINTS OF THE

COMPASS: south, east,
west, (north)

B.

1. facilities
2. lab
3. surf
4. friendly
5. gallery
6. interesting
7. queue
8. travel agent's
9. village
10. quiet

C.

1. in
2. brush
3. exploring
4. sprained
5. suddenly
6. ferris
7. market
8. lights

D.

1. How often do you go skateboarding?
2. My dad usually drives his car to work.
3. My brother plays tennis at the weekend.
4. I hate missing the bus in the morning.
5. Do you get a haircut every month?
6. When does the train arrive at the station?

E.

1. are travelling
2. are learning
3. is watching
4. Is... decorating
5. is washing, is doing
6. Are... taking

F.

1. Do... think, don't know
2. are going, Do... want, 'm visiting
3. isn't watching, is surfing, loves

G.

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

H.

1. bought
2. went

3. Did... explain
4. crashed, couldn't
5. didn't want
6. lost

I.

1. Steve was reading a book while Joe was listening to the radio.
2. Mr Ingles was driving home when his/the phone rang.
3. What were you doing while Bayan was buying souvenirs?
4. I was surfing the Net when my sister came home from school.

J.

1. early
2. beautiful
3. well
4. happy
5. terribly
6. hard

K.

1. noisier
2. best
3. more comfortable
4. bigger
5. chubbier
6. most expensive

L.

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

M.

1. on
2. between
3. up
4. into
5. At
6. through

N.

1. me, them, they
2. you, it
3. I, us, He
4. it

O.

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

P.

Open exercise

GRAMMAR BOOK KEY

Module 1 (1a,1b)

Presentation

1. c 2. a 3. b

A.

1. doesn't watch
2. Does... ride
3. have
4. doesn't... work
5. don't tidy
6. hang out
7. does
8. makes

B.

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

C.

2. What does Peter do on Thursday morning? He washes the car.
3. How often do you study English? I study English three times a week.
4. What does Peter do on Mondays? He has an art class.
5. What do your cousins do every Friday? They clean the windows.
6. Where do your parents go every day? My parents go to work.

D.

1. Mark always has a shower in the morning.
2. I don't usually do the washing-up.
3. The children are sometimes tired after school.
4. Does your mother often iron the clothes in the evening?
5. My sister never tidies her room on weekdays.

E.

1. does Neil go (at)
2. don't play (on)
3. Do you often hang out (in)
4. does Stuart have (on)

5. usually watch (at) go
6. sometimes hoovers (on)
7. is never bored (in)
8. usually have (at) (in)
9. always brush (before/after)

F.

Open exercise

Module 1 (1c)

Presentation

1. J 2. C 3. J, C

4. J, C, T

A.

1. is riding his/a bike
2. are running
3. is talking on his/a mobile phone
4. are playing volleyball
5. is painting
6. is wearing his/a cap

B.

1. are... doing
2. 'm/am decorating
3. are... asking
4. are going
5. are working
6. 'm/am staying
7. Are... going
8. is working

C.

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

D.

2. usually watches TV, but today he is reading a book.
3. usually does his homework, but today he is painting.
4. usually have a Chemistry lesson, but today they are riding their bikes.
5. usually does his homework, but today he is playing computer games.
6. usually play board games, but today they are watching TV.

E.

1. Tom is studying at the moment.
2. Julie doesn't know Mrs Giles.

3. We are working at my dad's shop these days.

4. Philip usually goes to the park at the weekend.
5. Liam wants to go out tonight.
6. Faiz and Imad aren't wearing their tracksuits tomorrow.
7. Mark rides his bike every day.
8. James doesn't like working on Wednesdays.

F.

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

Module 1 (1d)

Presentation

1. Mike and Jack.
2. Because he wants to study for his Maths test.
3. Yes, he is.

A.

2. She would like to chat on the phone. She wants to chat on the phone.
3. He would like to play table tennis with his friends. He wants to play table tennis with his friends.
4. She would like to visit Rome. She wants to visit Rome.

B.

- Suggested answers**
Adam loves chatting on the phone and going skateboarding. He likes reading magazines, but he can't stand playing tennis. Norman likes playing tennis and loves reading magazines. He hates chatting on the phone, but he enjoys going skateboarding. Tim and Luke can't stand reading magazines and they hate playing tennis. They like going skateboarding and they enjoy chatting

on the phone.

C.

1. to watch, going
2. to go
3. surfing
4. downloading
5. to join
6. doing

D.

Open exercise

Revision: Module 1

A.

1. often wake up, clean
2. finishes
3. does Mike spend, usually goes
4. don't read, enjoy
5. always has
6. do... start

B.

1. isn't having, is going
2. Are... meeting
3. is taking
4. are painting
5. is making
6. is hoovering

C.

1. in 2. at, in 3. on
4. at 5. on, at
6. At 7. in

D.

1. doesn't know, wants
2. goes, is staying, are visiting
3. are... doing, are surfing, need, are coming
4. am downloading
5. always helps, is cleaning

E.

1. to play
2. doing
3. going
4. to travel
5. chatting
6. getting
7. watching
8. to have

Module 2 (2a)

Presentation

1. He was at the Internet café.
2. The Internet at his home didn't work

and he needed information for his Science project.

3. No, he didn't.

A.

1. didn't go, went
2. didn't sleep, slept
3. didn't ride, rode
4. didn't visit, visited
5. didn't read, read

B.

2. Did the boys walk in the forest yesterday morning? No, they didn't. They rode their bikes in the forest.
3. Did Ken and Jim eat at a restaurant last night? Yes, they did.
4. Did James go on a cruise three weeks ago? Yes, he did.
5. Did Andrew and Fin go hiking two days ago? No, they didn't. They explored a cave.
6. Did Mark and Alex watch TV yesterday? No, they didn't. They went to the supermarket.

C.

1. were, was, Was, wasn't, was
2. Were, weren't, were, Was, was, Was, was

D.

1. left, tried, was, took
2. went, came, was, explored, made, slept
3. did...do, visited, Did... go, went

E.

1. was
2. didn't do
3. spent
4. came
5. didn't want
6. stayed
7. watched
8. studied

Module 2 (2b)

Presentation

1. He was in a forest.
2. He started running quickly.

3. He fell off a building.

A.

1. Could, could
2. couldn't
3. couldn't
4. could, couldn't

B.

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

C.

1. can't
2. could, can't
3. can, couldn't
4. couldn't, can't

D.

2. terribly
3. quietly
4. well
5. fast
6. happily
7. easily
8. lazily

E.

1. carefully
2. hard
3. early
4. late
5. terribly
6. well
7. slowly
8. loudly

Module 2 (2c,2d)

Presentation

1. A present.
2. He liked computer games.
3. No, he doesn't.
4. A skateboard.

A.

2. They didn't live in London. They lived in Paris. Now they live in London.
3. Martin and I didn't drive to school. We walked to school. Now we drive to school.
4. The building wasn't a supermarket. It was a hospital. Now it's a supermarket.
5. Neil didn't have grey hair. He had dark hair. Now he has grey hair.

6. Turki and Hasan didn't go hiking in the mountains. They played football. Now they go hiking in the mountains.

B.

3. Hatim didn't go camping, but he does now.
4. Malik went camping, but he doesn't now.
5. Hatim travelled abroad, but he doesn't now.
6. Malik didn't travel abroad, but he does now.

C.

1. him 2. her 3. me
4. it 5. them
6. it 7. us

D.

1. you 2. I 3. you
4. I 5. him 6. We
7. He 8. They
9. they 10. I
11. them 12. us 13. I

E.

1. went
2. him
3. it
4. take
5. them
6. She
7. didn't

F.

Open exercise

Revision: Module 2

A.

1. Did... go, had, travelled, visited
2. did... do, went, explored, didn't buy
3. was, didn't go, tried, couldn't, stayed

B.

1. Do... live, live
2. went, don't hang out
3. didn't take, drove
4. Did... spend, went, stay

C.

1. slowly
2. fast, fast
3. well
4. lucky

5. terribly

6. easy

D.

1. me, it
2. them
3. He
4. us
5. them, They
6. He, him

E.

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

Module 3 (3a,3b)

Presentation

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

A.

1. was doing
2. were watching, was cooking
3. was running
4. was sleeping
5. was reading
6. was crying

B.

1. Were... riding, happened
2. was driving, crashed
3. was climbing, started
4. was brushing, arrived
5. was sitting, saw
6. were... doing, saw
7. was reading, hit
8. did... meet, was going
9. was rollerblading, slipped, fell
10. was studying, were eating

C.

2. They were walking in the forest when it started raining.
3. Jack was sitting in the garden when he found a gold coin.
4. While Ian was cleaning the basement, he found an old map.
5. While Bill was having dinner, someone called.
6. Robert was watching TV when his friends arrived.

D.

1. fell
2. broke

3. did... do

4. happened

5. was going

6. was cooking

7. was riding

8. saw

9. tried

10. fell

E.

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

Speaking

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

Module 3 (3c)

Presentation

1. Joey
2. Norman
3. Joey
4. Norman

A.

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

B.

2. There is some popcorn, but there isn't any candy floss / there is no candy floss.
3. There are some crisps, but there aren't any biscuits / there are no biscuits.
4. There are some cats, but there aren't any rabbits / there are no rabbits.
5. There are some photos, but there aren't any paintings / there are no paintings.
6. There is some lemonade, but there isn't any orange juice / there is no orange juice.

C.

1. any
2. some
3. no
4. no
5. Some
6. any

D.

1. any

2. any

3. some

4. any

5. any

6. Some

7. any

8. any

9. some

10. any

Revision: Module 3

A.

1. was crying, wasn't crying, was screaming
2. was cooking, was studying
3. were... doing, was watching
4. was washing, was cleaning
5. wasn't studying, was sitting, was talking

B.

1. was reading
2. started
3. couldn't
4. took
5. left
6. was running
7. slipped
8. fell
9. hurt
10. was driving
11. saw
12. took
13. told
14. wasn't

C.

1. some
2. no
3. no
4. some
5. any, no
6. some
7. some, any
8. some
9. no

Module 4 (4a)

Presentation

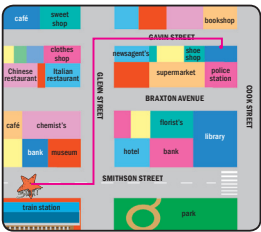
1. b 2. c 3. a 4. d
 5. e
- A.
2. Can/Could I borrow these books?
 3. Can/Could I see your tickets, please?
 4. Could you please post these letters for me?
 5. Can/Could I call Steve?

- B.**
2. may/might/could ask for help.
 3. may/might/could have an accident.
 4. may/might/could buy a T-shirt.
 5. may/might/could visit him tomorrow.
 6. may/might/could become famous.
 7. may/might/could join a team.
 8. may/might/could go to the stadium.

- C.**
1. Can/Could
 2. May/Can/Could
 3. May/Can/Could
 4. may/might/could
 5. May/Can/Could, can't/may not
 6. may/might/could
 7. Can/Could
 8. May/Can/Could
 9. may/might/could
 10. may not/ might not

- D.**
1. a 2. c 3. a 4. a
 5. b

Module 4 (4b) Presentation



- A.**
1. opposite
 2. between
 3. next to
 4. behind
 5. in front of
- B.**
1. out of, into
 2. down, towards
 3. up, through
 4. from, to
 5. around
 6. past
- C.**
1. c 2. b 3. c 4. b
 5. c 6. c 7. c 8. a

- D.**
1. out of
 2. into

3. down
4. up
5. next to
6. opposite

Module 4 (4c, 4d) Presentation

1. The city.
2. Because it's more exciting than living in a village.
3. Because it is noisy and the air isn't clean.
4. Nature.

- A.**
- busy** - busier - busiest
large - larger - **largest**
good - better - best
modern - **more modern** - most modern
important - more important - most important
far - farther/further - **farthest/furthest**
peaceful - **more peaceful** - most peaceful
slim - slimmer - slimmest
friendly - **friendlier** - friendliest
expensive - more expensive - **most expensive**

- B.**
4. Hatim is taller than Saleh.
 5. Saud is shorter than Hatim.
 6. Saud is the shortest of the three.
 7. The Blue Sea Hotel is the oldest of the three.
 8. The Waterside Hotel is the newest of the three.
 9. The Lakeview hotel is newer than the Blue Sea Hotel.
 10. The plane is faster than the motorbike.
 11. The plane is the fastest of the three.
 12. The tram is slower than the plane.

- C.**
2. Liam is older than Brian.
 3. The ferry ticket is

- more expensive than the bus ticket.
4. November is cooler than August.

- D.**
1. b 2. b 3. b 4. b
 5. c 6. a

- E.**
1. best
 2. more peaceful
 3. more expensive
 4. fastest
 5. worst
 6. hotter, hottest
 7. more interesting
 8. easier
 9. more beautiful
 10. most important

- F.**
1. better
 2. the most interesting
 3. highest
 4. the longest
 5. longer
 6. most famous
 7. biggest

Revision: Module 4

- A.**
1. Can/Could
 2. Can/Could/May
 3. Can/Could/May, may/might/could, may/might/could
 4. can/could/may, can/may
 5. Can/Could/May, can't/may not

- B.**
1. from, to
 2. up, down
 3. into
 4. through
 5. past
 6. out of

- C.**
1. between
 2. in front of
 3. behind
 4. opposite
 5. next to

- D.**
1. coldest
 2. more expensive
 3. better
 4. farther/further
 5. largest
 6. more
 7. more interested

8. luckiest
9. healthier
10. more annoying
11. most exciting
12. most difficult

Class CD tracklist

CD 1			CD 2		
Track	Module/Lesson	Listening Activity	Track	Module/Lesson	Listening Activity
1	Titles		1	Titles	
2	Hello	1. Where are you from? / A	2	3a	1. Vocabulary
3	Hello	2. Classroom language	3	3a	2. Read / B
4	1a	1. Vocabulary	4	3b	1. Vocabulary
5	1a	2. Read / A	5	3b	2. Read / A
6	1a	4. Pronunciation / A	6	3b	4. Listen
7	1a	4. Pronunciation / B	7	3c	1. Vocabulary
8	1b	1. Vocabulary	8	3c	2. Read / A
9	1b	2. Read / A	9	3c	4. Pronunciation / A
10	1b	5. Listen	10	3c	4. Pronunciation / B
11	1c	1. Vocabulary	11	3c	5. Listen
12	1c	2. Read / A	12	3d	1. Vocabulary
13	1c	4. Listen	13	3d	2. Read / A
14	1d	1. Vocabulary	14	3d	4. Listen / A
15	1d	2. Read / A	15	3d	4. Listen / B
16	1d	4. Listen	16	3e	1. Vocabulary
17	1e	1. Vocabulary / A	17	3e	2. Speak & Write
18	1e	1. Vocabulary / B	18	3 Round-up	Communication / G
19	1e	3. Speak & Write	19	3 Round-up	Rhyming Corner
20	1 Round-up	Communication / I	20	Culture page 3	Al-Shallal Theme Park
21	1 Round-up	Rhyming Corner	21	4a	1. Vocabulary
22	1 Culture page	King Fahd Inter. Stadium / Khalifa Inter. Stadium	22	4a	2. Read / A
23	2a	1. Vocabulary	23	4a	4. Pronunciation / A
24	2a	2. Read / A	24	4a	4. Pronunciation / B
25	2a	4. Pronunciation / A	25	4b	1. Vocabulary
26	2a	4. Pronunciation / B	26	4b	2. Read / A
27	2b	1. Vocabulary / A	27	4b	4. Listen & Speak / A
28	2b	1. Vocabulary / B	28	4c	1. Vocabulary
29	2b	2. Read / A	29	4c	4. Listen / A
30	2c	1. Read / A	30	4c	4. Listen / B
31	2c	4. Listen	31	4d	1. Vocabulary
32	2d	1. Read / A	32	4d	2. Read / A
33	2d	4. Listen / A	33	4d	3. Vocabulary
34	2d	4. Listen / B	34	4e	1. Vocabulary
35	2e	1. Vocabulary	35	4e	2. Listen / B
36	2e	2. Listen / A	36	4e	2. Listen / C
37	2e	2. Listen / B	37	4e	3. Speak & Write
38	2e	3. Speak & Write	38	4 Round-up	Communication / F
39	2 Round-up	Communication / G	39	4 Round-up	Rhyming Corner
40	2 Round-up	Rhyming Corner	40	Culture page 4	Petra, Jordan: A must-visit sight...
41	Culture page 2	Means of transport around the world			

Suggested Pacing Chart for Full Blast 3

The weekly pacing chart on pages 73-79 has been created for a sixteen-week semester, in which the students have four sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be sixty-two.

So, 16 weeks x 4 sessions per week = 64 sessions **minus** 2 session for holidays = 62 sessions altogether.

Fourteen sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 2 sessions (cover page and lesson a)
- 2 sessions (lesson b)
- 2 sessions (lesson c)
- 2 sessions (lesson d)
- 1 session (lesson e)
- 3 sessions (round-up – SB, WB, GB, project)
- 1 session (culture page)
- 1 session (test)

Furthermore, the following sessions have also been determined:

- At the beginning of the semester:
 - ✓ 1 session for the Hello section
- At the end of the semester:
 - ✓ 2 sessions for the Consolidation: Modules 1-4
 - ✓ 1 session for the Self-assessment section and remedial work before the Final Exam.
 - ✓ 2 sessions for remedial work

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have two sessions rather than four, thus reaching a total of 62 sessions (15 weeks X 4 sessions plus 2 sessions in week 16).

Abbreviations used in pacing charts

Ss = Students
p. = page
pp. = pages

NOTES:

Be sure to familiarise students with their book at the beginning of the first session.

Recommended homework for every session:

It is suggested that the Ss are asked to study the active vocabulary of each session.

Also, they should be given a few sentences from each session to copy and study for dictation.

In class:

Always check homework at the beginning of each session.

Make sure that students understand what activities they have to do for homework, as well as how they should be done.

When doing projects, have a few Ss present their work to the rest of the class. (Be sure to have a different student presenting each time so that all students are given the chance to present a project.)

Week 1

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>Hello</i> pp. 4 and 5 Do activities 1, 2 and 3 in class.	• <i>Hello</i> pp. 74 and 75 Do activities A, B and C in class. Assign activity D for homework.	—
Session 2	• <i>1 That's me!</i> p. 7 Discuss cover page of module 1. • <i>1a My school</i> pp. 8 and 9 Do activities 1, 2 and 3 in class.	• <i>1a My school</i> p. 76 Assign activities A, B and C for homework.	—
Session 3	• <i>1a My school</i> p. 9 Do activities 4 and 5 in class.	• <i>1a My school</i> p. 77 Assign activities D, E and F for homework.	—
Session 4	• <i>1b At home</i> pp. 10 and 11 Do activities 1, 2, 3 and 4 in class.	• <i>1b At home</i> pp. 78 and 79 Assign activities A, B, C and D for homework.	—

Week 2

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>1b At home</i> p. 11 Do activities 5 and 6 in class. 	<ul style="list-style-type: none"> • <i>1b At home</i> p. 79 Assign activities E and F for homework. 	<ul style="list-style-type: none"> • <i>Module 1 (1a, 1b)</i> pp. 128-132 Do presentation and explain grammar boxes in class. Do activities A, B, C and D in class. Assign activities E and F for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	<ul style="list-style-type: none"> • <i>1c My style</i> pp. 12 and 13 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>1c My style</i> pp. 80 and 81 Assign activities A, B, C and D for homework. 	—
Session 3	<ul style="list-style-type: none"> • <i>1c My style</i> p. 13 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>1c My style</i> p. 81 Assign activities E and F for homework. 	<ul style="list-style-type: none"> • <i>Module 1 (1c)</i> pp. 133-137 Do presentation and explain grammar boxes in class. Do activities A, B, C and D in class. Assign activities E, F for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	<ul style="list-style-type: none"> • <i>1d In my free time</i> pp. 14 and 15 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>1d In my free time</i> p. 82 Assign activities A and C for homework. 	—

Week 3

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>1d In my free time</i> p. 15 Do activities 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • <i>1d In my free time</i> p. 82 Assign activity B for homework. 	<ul style="list-style-type: none"> • <i>Module 1 (1d)</i> pp. 138-139 Do presentation and explain grammar boxes in class. Do activities A and C in class. Assign activities B and D for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	<ul style="list-style-type: none"> • <i>1e Meet my friend</i> pp. 16 and 17 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>1e Meet my friend</i> p. 83 Assign activities A, B, C and D for homework. 	—
Session 3	<ul style="list-style-type: none"> • <i>1 Round-up</i> p. 18 Do activities A, B, C, D, E, F and G in class. 	<ul style="list-style-type: none"> • <i>1 Round-up</i> p. 84 Assign activities A, B, C and D for homework. 	—
Session 4	<ul style="list-style-type: none"> • <i>1 Round-up</i> pp. 18 and 19 Do activities H, I and the speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>1 Round-up</i> p. 85 Assign activities E, F and G for homework. 	<ul style="list-style-type: none"> • <i>Revision: Module 1</i> p. 140 Do activities A, B and C in class. Assign activities D and E for homework.

Week 4

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	—	• 1 Project p. 86	—
Session 2	• 1 Culture page p. 20	—	—
Session 3	Test Module 1 (in Test CD/CD-ROM)		
Session 4	• 2 Exploring p. 21 Discuss cover page of module 2. • 2a Holiday fun! pp. 22 and 23 Do activities 1, 2 and 3 in class.	• 2a Holiday fun! pp. 87 and 88 Assign activities A, B, C and D for homework.	—

Week 5

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• 2a Holiday fun! p. 23 Do activities 4 and 5 in class.	• 2a Holiday fun! p. 88 Assign activities E and F for homework.	• Module 2 (2a) pp. 141-144 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activities D and E for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	• 2b City tour pp. 24 and 25 Do activities 1, 2 and 3 in class.	• 2b City tour p. 89 Assign activities A, B, C and D for homework.	—
Session 3	• 2b City tour p. 25 Do activity 4 in class.	• 2b City tour p. 90 Assign activities E and F for homework.	• Module 2 (2b) pp. 145-147 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activities D and E for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	• 2c Exploring the past pp. 26 and 27 Do activities 1, 2 and 3 in class.	• 2c Exploring the past p. 91 Assign activities A and B for homework.	—

Week 6

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>2c Exploring the past</i> p. 27 Do activities 4 and 5 in class.	• <i>2c Exploring the past</i> pp. 91 and 92 Assign activities C and D for homework.	—
Session 2	• <i>2d Land ahoy!</i> pp. 28 and 29 Do activities 1, 2 and 3 in class.	• <i>2d Land ahoy!</i> p. 93 Assign activities A, B, C and D for homework.	—
Session 3	• <i>2d Land ahoy!</i> p. 29 Do activities 4 and 5 in class.	—	• <i>Module 2 (2c, 2d)</i> pp. 148-151 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activities D, E and F for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	• <i>2e A family trip</i> pp. 30 and 31 Do activities 1, 2 and 3 in class. Assign activity D for homework.	• <i>2e A family trip</i> p. 94 Assign activities A and C for homework. Do activity B in class.	—

Week 7

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• <i>2 Round-up</i> p. 32 Do activities A, B, C, D, E and F in class.	• <i>2 Round-up</i> p. 95 Assign activities A, B, C and D for homework.	—
Session 2	• <i>2 Round-up</i> pp. 32 and 33 Do activity G and the speaking, writing and rhyming activities in class.	• <i>2 Round-up</i> p. 96 Assign activities E, F, G and H for homework.	• <i>Revision: Module 2</i> p. 152 Do activities A, B, C, D and E in class.
Session 3	—	• <i>2 Project</i> p. 97	—
Session 4	• <i>2 Culture page</i> p. 34	—	—

Week 8

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<i>Test Module 2</i> (in Test CD/CD-ROM)		
Session 2	• <i>3 Adventure</i> p. 35 Discuss cover page of module 3. • <i>3a Ouch!</i> pp. 36 and 37 Do activities 1, 2 and 3 in class.	• <i>3a Ouch!</i> p. 98 Assign activities A, B and C for homework.	—
Session 3	• <i>3a Ouch!</i> p. 37 Do activity 4 in class.	• <i>3a Ouch!</i> p. 99 Assign activities D and E for homework.	—
Session 4	• <i>3b Believe it or not!</i> pp. 38 and 39 Do activities 1, 2 and 3 in class.	• <i>3b Believe it or not!</i> pp. 100 and 101 Assign activities A, B, C and D for homework.	—

Week 9

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>3b Believe it or not!</i> p. 39 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>3b Believe it or not!</i> p. 101 Assign activity E for homework. 	<ul style="list-style-type: none"> • <i>Module 3 (3a, 3b)</i> pp. 153-156 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activities D and E for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	<ul style="list-style-type: none"> • <i>3c At the funfair</i> pp. 40 and 41 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>3c At the funfair</i> p. 102 Assign activities A and B for homework. 	—
Session 3	<ul style="list-style-type: none"> • <i>3c At the funfair</i> p. 41 Do activities 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • <i>3c At the funfair</i> p. 103 Assign activities C and D for homework. 	—
Session 4	<ul style="list-style-type: none"> • <i>3d Wild world</i> pp. 42 and 43 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>3d Wild world</i> p. 104 Assign activities A, B and C for homework. 	—

Week 10

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>3d Wild world</i> p. 43 Do activities 4 and 5 in class. 	—	<ul style="list-style-type: none"> • <i>Module 3 (3c)</i> pp. 157-160 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activity D for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	<ul style="list-style-type: none"> • <i>3e A bad day</i> pp. 44 and 45 Do activities 1, 2 and 3 in class. Assign activity D for homework. 	<ul style="list-style-type: none"> • <i>3e A bad day</i> p. 105 Assign activities A and B for homework. Do activity C in class. 	—
Session 3	<ul style="list-style-type: none"> • <i>3 Round-up</i> p. 46 Do activities A, B, C, D, E, F and G in class. 	<ul style="list-style-type: none"> • <i>3 Round-up</i> p. 106 Assign activities A, B, C and D for homework. 	—
Session 4	<ul style="list-style-type: none"> • <i>3 Round-up</i> p. 47 Do the speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>3 Round-up</i> p. 107 Assign activities E, F and G for homework. 	<ul style="list-style-type: none"> • <i>Revision: Module 3</i> p. 161 Do activities A, B and C in class.

Week 11

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	—	<ul style="list-style-type: none"> • <i>3 Project</i> p. 108 	—
Session 2	<ul style="list-style-type: none"> • <i>3 Culture page</i> p. 48 	—	—
Session 3	Test Module 3 (in Test CD/CD-ROM)		
Session 4	<ul style="list-style-type: none"> • <i>4 Places</i> p. 49 Discuss cover page of module 4. • <i>4a Around town</i> pp. 50 and 51 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>4a Around town</i> pp. 109 and 110 Assign activities A, B and C for homework. 	—

Week 12

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>4a Around town</i> p. 51 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>4a Around town</i> p. 110 Assign activities D and E for homework. 	<ul style="list-style-type: none"> • <i>Module 4 (4a)</i> pp. 162-165 Do presentation and explain grammar boxes in class. Do activities A and B in class. Assign activities C and D for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 2	<ul style="list-style-type: none"> • <i>4b How do I get there?</i> pp. 52 and 53 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>4b How do I get there?</i> pp. 111 and 112 Assign activities A, B, C and D for homework. 	—
Session 3	<ul style="list-style-type: none"> • <i>4b How do I get there?</i> p. 53 Do activity 4 in class. 	—	<ul style="list-style-type: none"> • <i>Module 4 (4b)</i> pp. 166-169 Do presentation and explain grammar boxes in class. Do activities A and B in class. Assign activities C and D for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	<ul style="list-style-type: none"> • <i>4c City vs Country</i> pp. 54 and 55 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>4c City vs Country</i> p. 113 Assign activities A and B for homework. 	—

Week 13

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	<ul style="list-style-type: none"> • <i>4c City vs Country</i> p. 55 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>4c City vs Country</i> p. 114 Assign activities C and D for homework. 	—
Session 2	<ul style="list-style-type: none"> • <i>4d Outer space</i> pp. 56 and 57 Do activities 1, 2, 3 and 4 in class. 	<ul style="list-style-type: none"> • <i>4d Outer space</i> p. 115 Assign activities A, B, C and D for homework. 	—
Session 3	<ul style="list-style-type: none"> • <i>4d Outer space</i> p. 57 Do activity 5 in class. 	—	<ul style="list-style-type: none"> • <i>Module 4 (4c, 4d)</i> pp. 170-174 Do presentation and explain grammar boxes in class. Do activities A, B and C in class. Assign activities D, E and F for homework. Do the speaking activity in class and assign the writing activity for homework.
Session 4	<ul style="list-style-type: none"> • <i>4e Where I live</i> pp. 58 and 59 Do activities 1, 2 and 3 in class. Assign activity D for homework. 	<ul style="list-style-type: none"> • <i>4e Where I live</i> p. 116 Assign activities A, B and C for homework. 	—

Week 14

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	• 4 Round-up p. 60 Do activities A, B, C, D, E and F in class.	• 4 Round-up p. 117 Assign activities A, B, C and D for homework.	—
Session 2	• 4 Round-up p. 61 Do the speaking, writing and rhyming activities in class.	• 4 Round-up pp. 117 and 118 Assign activities E, F and G for homework.	• Revision: Module 4 p. 175 Do activities A, B, C and D in class.
Session 3	—	• 4 Project p. 119	—
Session 4	• 4 Culture page p. 62	—	—

Week 15

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	Test Module 4 (in Test CD/CD-ROM)		
Session 2	—	• Consolidation: Modules 1-4 pp. 120 and 121 Do activities A-1 in class.	—
Session 3	—	• Consolidation: Modules 1-4 pp. 122 and 123 Do activities J- P in class.	—
Session 4	—	• Self-assessment pp. 124 and 125 Do Self-assessment section and remedial work.	—

Week 16

			OPTIONAL
Sessions	Student's Book	Workbook	Grammar Book
Session 1	Remedial work		
Session 2	Remedial work		

There are two sessions missing from the week above which correspond to the sessions not done due to holidays.

Suggested Pacing Chart for Full Blast 3 (for Holy Qur'an Memorization Schools)

The weekly pacing chart on pages 80-84 has been created for a sixteen-week semester, in which the students have three sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be forty-six.

So, 16 weeks x 3 sessions per week = 48 sessions **minus** 2 sessions for holidays = 46 sessions altogether.

Eleven sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 2 sessions (cover page and lesson a)
- 2 sessions (lesson b)
- 2 sessions (lesson c)
- 2 sessions (lesson d)
- 1 session (lesson e)
- 1 session (round-up - SB, WB)
- 1 session (test)

Furthermore, the following sessions have also been determined:

- At the beginning of the semester:
- ✓ 1 session for the Hello section
- At the end of the semester:
- ✓ 1 session for the Self-assessment section and remedial work before the Final Exam.

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have one session rather than three, thus reaching a total of 46 sessions (15 weeks X 3 sessions plus 1 session in week 16).

Abbreviations used in pacing charts

Ss = Students
p. = page
pp. = pages

NOTES:

Be sure to familiarise students with their book at the beginning of the first session.

Recommended homework for every session:

It is suggested that the Ss are asked to study the active vocabulary of each session. Also, they should be given a few sentences from each session to copy and study for dictation.

In class:

Always check homework at the beginning of each session.

Make sure that students understand what activities they have to do for homework, as well as how they should be done.

Culture / Cross-curricular pages:

These are optional and can be given to Ss as extra reading practice at home or they can be done in class if time permits.

Week 1

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>Hello</i> pp. 4 and 5 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>Hello</i> pp. 74 and 75 Do activities A, B and C in class. Assign activity D for homework.
Session 2	<ul style="list-style-type: none"> • <i>1 That's me!</i> p. 7 Discuss cover page of module 1. • <i>1a My school</i> pp. 8 and 9 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>1a My school</i> p. 76 Assign activities A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • <i>1a My school</i> p. 9 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>1a My school</i> p. 77 Assign activities D, E and F for homework.

Week 2

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>1b At home</i> pp. 10 and 11 Do activities 1, 2, 3 and 4 in class. 	<ul style="list-style-type: none"> • <i>1b At home</i> pp. 78 and 79 Assign activities A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • <i>1b At home</i> p. 11 Do activities 5 and 6 in class. 	<ul style="list-style-type: none"> • <i>1b At home</i> p. 79 Assign activities E and F for homework.
Session 3	<ul style="list-style-type: none"> • <i>1c My style</i> pp. 12 and 13 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>1c My style</i> pp. 80 and 81 Assign activities A, B, C and D for homework.

Week 3

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>1c My style</i> p. 13 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>1c My style</i> p. 81 Assign activities E and F for homework.
Session 2	<ul style="list-style-type: none"> • <i>1d In my free time</i> pp. 14 and 15 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>1d In my free time</i> p. 82 Assign activities A and C for homework.
Session 3	<ul style="list-style-type: none"> • <i>1d In my free time</i> p. 15 Do activities 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • <i>1d In my free time</i> p. 82 Assign activity B for homework.

Week 4

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>1e Meet my friend</i> pp. 16 and 17 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>1e Meet my friend</i> p. 83 Assign activities A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • <i>1 Round-up</i> pp. 18 and 19 Do activities A-I and the speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>1 Round-up</i> pp. 84-85 Assign activities A-G for homework.
Session 3	<i>Test Module 1 (in Test CD/CD-ROM)</i>	

Week 5

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>2 Exploring</i> p. 21 Discuss cover page of module 2. • <i>2a Holiday fun!</i> pp. 22 and 23 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>2a Holiday fun!</i> pp. 87 and 88 Assign activities A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • <i>2a Holiday fun!</i> p. 23 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>2a Holiday fun!</i> p. 88 Assign activities E and F for homework.
Session 3	<ul style="list-style-type: none"> • <i>2b City tour</i> pp. 24 and 25 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • <i>2b City tour</i> p. 89 Assign activities A, B, C and D for homework.

Week 6

Sessions	Student's Book	Workbook
Session 1	• <i>2b City tour</i> p. 25 Do activity 4 in class.	• <i>2b City tour</i> p. 90 Assign activities E and F for homework.
Session 2	• <i>2c Exploring the past</i> pp. 26 and 27 Do activities 1, 2 and 3 in class.	• <i>2c Exploring the past</i> p. 91 Assign activities A and B for homework.
Session 3	• <i>2c Exploring the past</i> p. 27 Do activities 4 and 5 in class.	• <i>2c Exploring the past</i> pp. 91 and 92 Assign activities C and D for homework.

Week 7

Sessions	Student's Book	Workbook
Session 1	• <i>2d Land ahoy!</i> pp. 28 and 29 Do activities 1, 2 and 3 in class.	• <i>2d Land ahoy!</i> p. 93 Assign activities A, B, C and D for homework.
Session 2	• <i>2d Land ahoy!</i> p. 29 Do activities 4 and 5 in class.	_____
Session 3	• <i>2e A family trip</i> pp. 30 and 31 Do activities 1, 2 and 3 in class. Assign activity D for homework.	• <i>2e A family trip</i> p. 94 Assign activities A and C for homework. Do activity B in class.

Week 8

Sessions	Student's Book	Workbook
Session 1	• <i>2 Round-up</i> pp. 32 and 33 Do activities A-G and the speaking, writing and rhyming activities in class.	• <i>2 Round-up</i> pp. 95-96 Assign activities A-H for homework.
Session 2	<i>Test Module 2</i> (in Test CD/CD-ROM)	
Session 3	• <i>3 Adventure</i> p. 35 Discuss cover page of module 3. • <i>3a Ouch!</i> pp. 36 and 37 Do activities 1, 2 and 3 in class.	• <i>3a Ouch!</i> p. 98 Assign activities A, B and C for homework.

Week 9

Sessions	Student's Book	Workbook
Session 1	• <i>3a Ouch!</i> p. 37 Do activity 4 in class.	• <i>3a Ouch!</i> p. 99 Assign activities D and E for homework.
Session 2	• <i>3b Believe it or not!</i> pp. 38 and 39 Do activities 1, 2 and 3 in class.	• <i>3b Believe it or not!</i> pp. 100 and 101 Assign activities A, B, C and D for homework.
Session 3	• <i>3b Believe it or not!</i> p. 39 Do activities 4 and 5 in class.	• <i>3b Believe it or not!</i> p. 101 Assign activity E for homework.

Week 10

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 3c <i>At the funfair</i> pp. 40 and 41 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 3c <i>At the funfair</i> p. 102 Assign activities A and B for homework.
Session 2	<ul style="list-style-type: none"> • 3c <i>At the funfair</i> p. 41 Do activities 4, 5 and 6 in class. 	<ul style="list-style-type: none"> • 3c <i>At the funfair</i> p. 103 Assign activities C and D for homework.
Session 3	<ul style="list-style-type: none"> • 3d <i>Wild world</i> pp. 42 and 43 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 3d <i>Wild world</i> p. 104 Assign activities A, B and C for homework.

Week 11

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 3d <i>Wild world</i> p. 43 Do activities 4 and 5 in class. 	—
Session 2	<ul style="list-style-type: none"> • 3e <i>A bad day</i> pp. 44 and 45 Do activities 1, 2 and 3 in class. Assign activity D for homework. 	<ul style="list-style-type: none"> • 3e <i>A bad day</i> p. 105 Assign activities A and B for homework. Do activity C in class.
Session 3	<ul style="list-style-type: none"> • 3 <i>Round-up</i> pp. 46-47 Do activities A-G and the speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • 3 <i>Round-up</i> pp. 106-107 Assign activities A-G for homework.

Week 12

Sessions	Student's Book	Workbook
Session 1	<i>Test Module 3 (in Test CD/CD-ROM)</i>	
Session 2	<ul style="list-style-type: none"> • 4 <i>Places</i> p. 49 Discuss cover page of module 4. • 4a <i>Around town</i> pp. 50 and 51 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 4a <i>Around town</i> pp. 109 and 110 Assign activities A, B and C for homework.
Session 3	<ul style="list-style-type: none"> • 4a <i>Around town</i> p. 51 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • 4a <i>Around town</i> p. 110 Assign activities D and E for homework.

Week 13

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • 4b <i>How do I get there?</i> pp. 52 and 53 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 4b <i>How do I get there?</i> pp. 111 and 112 Assign activities A, B, C and D for homework.
Session 2	<ul style="list-style-type: none"> • 4b <i>How do I get there?</i> p. 53 Do activity 4 in class. 	—
Session 3	<ul style="list-style-type: none"> • 4c <i>City vs Country</i> pp. 54 and 55 Do activities 1, 2 and 3 in class. 	<ul style="list-style-type: none"> • 4c <i>City vs Country</i> p. 113 Assign activities A and B for homework.

Week 14

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>4c City vs Country</i> p. 55 Do activities 4 and 5 in class. 	<ul style="list-style-type: none"> • <i>4c City vs Country</i> p. 114 Assign activities C and D for homework.
Session 2	<ul style="list-style-type: none"> • <i>4d Outer space</i> pp. 56 and 57 Do activities 1, 2, 3 and 4 in class. 	<ul style="list-style-type: none"> • <i>4d Outer space</i> p. 115 Assign activities A, B, C and D for homework.
Session 3	<ul style="list-style-type: none"> • <i>4d Outer space</i> p. 57 Do activity 5 in class. 	—

Week 15

Sessions	Student's Book	Workbook
Session 1	<ul style="list-style-type: none"> • <i>4e Where I live</i> pp. 58 and 59 Do activities 1, 2 and 3 in class. Assign activity D for homework. 	<ul style="list-style-type: none"> • <i>4e Where I live</i> p. 116 Assign activities A, B and C for homework.
Session 2	<ul style="list-style-type: none"> • <i>4 Round-up</i> pp. 60-61 Do activities A-F and the speaking, writing and rhyming activities in class. 	<ul style="list-style-type: none"> • <i>4 Round-up</i> pp. 117-118 Assign activities A-G for homework.
Session 3	<i>Test Module 4</i> (in Test CD/CD-ROM)	

Week 16

Sessions	Student's Book	Workbook
Session 1	Remedial work	<ul style="list-style-type: none"> • <i>Self-assessment</i> pp. 124 and 125 Do Self-assessment section and remedial work.



There are two sessions missing from the week above which correspond to the sessions not done due to holidays.

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