

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

# Full Blast 4

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**KSA - Edition**

## Contents of Teacher's Manual

### Introduction

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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 4 Second Intermediate School - Second Semester*, the fourth 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 a 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 the 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, 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.

|                        |                              |
|------------------------|------------------------------|
| <b>WW</b> : wrong word | <b>A</b> : article           |
| <b>S</b> : spelling    | <b>WO</b> : word order       |
| <b>P</b> : punctuation | <b>^</b> : something missing |
| <b>T</b> : 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 |



# Today and tomorrow

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 computer in a green field and a blue sky in the background, a rainbow coming out of the computer and spreading across the sky*).
- Ask Ss:

*Do you like this photograph? Why / Why not? Yes, I like it because it is a very colourful picture.  
What is unusual about it? It is not very common to see a laptop in the middle of a green field and a rainbow coming out of it.*

- 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 use computers? What for?*  
Yes, I do. I use computers to surf the Net, download information, send e-mails, do my homework.
- *How important is it to protect the environment?*  
It is very important because we live on this planet and if we don't do anything to protect it, we will destroy it and put our lives in danger at the same time.
- *What do you think your life will be like in the future?*  
I think I will have a lot of money, I will have a large family and a big house in the country. I will be very happy.

- 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. 13  
picture B: p. 10  
picture C: p. 8  
picture D: p. 6  
picture E: p. 14

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

## FUNCTIONS

Talking about computers  
Making future plans

## STRUCTURES

Future *going to*  
Present Progressive with future meaning

## VOCABULARY

## Computer words

cursor keyboard laptop monitor mouse  
mouse pad printer screen speakers  
USB flash drive

## Other words and phrases

bargain (n) definitely Do you fancy...? entrance  
exit expert fair (n) fee Hold on. in a while  
It's out of this world. latest Nice one. real  
Sounds good. technology wireless

## 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:

*Have you got a computer? Yes, I have.  
Do you use a computer? Yes, I do.  
What do you use it for? I use it to surf the Net, send e-mails and download information.*

- Elicit answers and initiate a short discussion.

## 1 Vocabulary ▶▶ 2

## Language Plus

The **USB flash drive** is used for storing computer information. It has replaced the floppy disk.

**Aim:** to introduce vocabulary related to computers

- Ask Ss to look at the pictures and read through the list of words.
- Allow Ss some time to do the matching.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.

## KEY

printer 9  
screen 1  
keyboard 3  
monitor 2  
mouse pad 5  
laptop 8  
speakers 10  
cursor 6  
USB flash drive 7  
mouse 4

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

## 2 Read ▶▶▶ 3

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

- ▶ to give Ss practice in reading a poster advertising an event
- ▶ to give Ss practice in reading for gist
- Draw Ss' attention to the two pictures accompanying the dialogues and ask them to tell you what they show (*an advertisement for a computer fair, people at a computer fair*).
- Make sure that Ss understand what a *computer fair* is and ask them if they have ever been to one.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss the question in the rubric.
- Check the answers with the class.

## KEY

Yes, they do.

- Ask Ss some comprehension questions:

*What can you see at the computer fair? The latest in computer technology.  
What can you find at the computer fair? Some great bargains.  
What time does it start? At 9 in the morning.  
How much do you have to pay to get in? €5.  
When does it take place? On Thursday.  
What does Greg need? A wireless mouse.  
When do the boys decide to go to the computer fair? In the afternoon.  
Was Alan's laptop expensive? No, it wasn't.  
Where is Greg going? To check out the printers.  
Where is Alan going? To get something to drink.*



**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. You can listen to top computer experts speaking.
2. At 21:00./At 9 in the evening.
3. At McHill School, Main Hall.
4. He is playing football.
5. By bus.
6. A mouse, a laptop and (probably) a printer.
7. At the exit.

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

### Post-reading

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

- Ask Ss some questions:

*Are computer fairs held in the town where you live? Yes, they are.*

*Have you ever attended one? No, I haven't but I would love to. It sounds very interesting.*

*What would attract you at a computer fair? Why? A new laptop. They are quite expensive and at the computer fair I may get a great bargain.*

- Elicit answers and initiate a short discussion.

### 3 Grammar

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

- Ask Ss to read through the tables with the formation of the Future *going to*.
- Check Ss' previous knowledge of the Future *going to* by saying: *I'm going to stay at home tonight*. Then ask Ss: *What are you going to do?*
- Elicit answers and ask Ss to find examples of the Future *going to* in the dialogues (*I'm going to get a new laptop, How are you going to get there?, Are you going to buy anything else?, I'm going to check out those printers over there, OK, I'm going to get something to drink*).
- Point out to Ss that questions beginning with question words (e.g. *How are you going to get there?*) ask for specific information, while questions beginning with *Am/ Are/Is...?* (e.g. *Are you going to buy anything else?*) are usually followed by short answers (Yes/No).
- Ask Ss to read through the box containing the time expressions used with the Future *going to*. Make sure that they haven't got any unknown words.
- Ask Ss to come up with their own examples using the Future *going to* and the time expressions in the box.
- Draw Ss' attention to the NOTE about the Present Progressive with future meaning and explain it.
- Ask Ss to find examples of the Present Progressive with future meaning in the dialogues (*... are you going to the computer fair..., I'm playing football on Saturday morning, So, are you coming?*).
- Draw Ss' attention to the subtle difference between the Future *going to* and the Present Progressive with future meaning: the former is used to describe actions we intend to do in the future, while the latter is used to describe actions we have arranged to do in the near future. Point out to them, however, that in a

number of cases they can be used interchangeably depending on the speaker's intentions: e.g. *I'm going to visit my grandparents next week* and *I'm visiting my grandparents next week* communicate, more or less, the same message.

- Refer Ss to the Grammar Reference (p. 63).
- Have Ss do the activity.
- Check the answers with the class.

**KEY**

1. is/'s going to get, Is ... going to have
2. are going to watch, am/'m going to stay
3. is not/Isn't going to come, is/'s going to help

### 4 Pronunciation ▶▶4,5

**A. Aim:** to have Ss differentiate between /e/ and /i:/ sounds

- Play the CD and tell Ss to repeat and listen for the difference in pronunciation between *check* and *cheap*.
- Elicit the answer: *check* has an /e/ sound while *cheap* has an /i:/ sound.
- If necessary, play the CD again.

**B. Aim:** to give Ss practice in differentiating between /e/ and /i:/ sounds

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

**KEY**

/e/: exit, technology, entrance  
/i:/: screen, keyboard, fee, speaker

### 5 Speak & Write

**A. Aim:** to give Ss practice in talking about their plans for the weekend

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

**Suggested answer**

- A:** What are you going to do on Thursday morning?  
**B:** I'm going to go shopping.  
**A:** Sounds great. What about in the afternoon?  
**B:** I'm going to stay at home and relax. What about you?  
**A:** Well, I'm going to visit my friend Alex.

- 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 their plans for the weekend

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

**Suggested answer**

On Thursday morning I'm going to go shopping and in the afternoon I'm going to stay at home and relax. In the evening I think I'm going to surf the Net or play computer games with my brother. On Friday morning I'm going to visit my grandparents and in the afternoon I'm going to go to the park with my friends.

# What the future holds

## FUNCTIONS

Making predictions, on-the-spot decisions, promises, offers and requests

## STRUCTURES

Future *will*

## VOCABULARY

argue argument continue countryside eating habits energy exercise (v) fluently full future get good/bad marks get married health however ill in need job keep (doing sth) let member others poor relationship rich ruin so that successful whole

### 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.
- Help Ss deduce the meaning of the phrase *What the future holds* (=what will happen in the future) by giving them examples, e.g. *Will I ever get married? Maybe yes, maybe no. You see, nobody knows what the future holds for us.*

### 1 Vocabulary ▶▶ 6

**Aim:** to introduce vocabulary related to predictions

- Ask Ss to look at the pictures 1-5.
- Ask Ss to read through the sentences a-e.
- Draw Ss' attention to the TIP and explain it.
- Explain the time reference of the sentences and make sure that Ss understand that they are predictions and that they refer to the *future*.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

#### KEY

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

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

### 2 Read ▶▶ 7

**A. Aims:** ▶ to present vocabulary, structures and functions in the context of two teenagers' predictions about their future

▶ to give Ss practice in reading for gist

- Draw Ss' attention to the two texts and the accompanying pictures.
- Ask Ss where they can find texts like these (*in teenage magazines*).
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss to read through the list of topics in the box and check their understanding.
- Ask Ss the question in the rubric.
- Have Ss do the activity.
- Check the answers with the class.

#### KEY

The following topics are mentioned:  
money, work, health, relationships, sport

- Ask Ss some comprehension questions:

*What will Hassan do with his money? He will give lots of money to the members of his family, but he will also help people in need.*

*How many houses will Hassan have? Two. A big one in the countryside and a small one in the city.*

*Does Hassan argue with his friends? Yes, he does.*

*Why does he want to change his eating habits? Because he wants to try to be healthy in the future.*

*Will Ahmed have a family in the future? Yes, he will.*

*Will he live in the countryside? No, he won't. He likes life in the city.*

*What does he want to become? Why? He wants to become a doctor because he likes helping others.*

*Does Ahmed want to exercise more in the future? Yes, he does.*

*Why doesn't he exercise a lot now? Because he doesn't have much free time.*

**B. Aim:** to give Ss practice in identifying specific information in the two texts

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

#### KEY

1. B 2. B 3. H 4. A 5. A 6. B

- 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 reading text

- Ask Ss some questions:

*What will your life be like in the future? I think I will have my own house, I will get married and have a lot of children, I will be very successful and I will help poor people.*

- Elicit answers and initiate a short discussion.

### 3 Grammar

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

- Ask Ss to read through the tables with the formation of the Future *will*.
- Ask Ss about its formation (**will - will not/won't + the base form of the verb**). Point out to them that *will* remains the same in all persons.
- Remind Ss that we usually use the full forms when we write and the short forms when we speak or when we want to be informal.
- Refer Ss to the texts and ask them to find any examples of the Future *will* (e.g. *I will get a brilliant job...*, ... *I will definitely give lots of money...*, etc.).
- Ask Ss to look at the examples and tell you when the Future *will* is used (*for predictions*).
- Read out and explain the rule.
- For further practice, write the following sentences on the board and ask Ss to tell you how *will* is used in each one.
  - e.g. *I'll be there at six, rain or shine.* - promise
  - Don't worry, Mum, I'll do the washing-up.* - offer
  - Will you lend me the car, Dad?* - request
  - The phone's ringing. I'll get it.* - on-the-spot decision
  - I don't think he'll pass his driving test.* - prediction

- Ask some Ss to come up with their own sentences.
- Refer Ss to the Grammar Reference (p. 63).
- Have Ss do the activity.
- Check the answers with the class.

**KEY**

1. will/'ll drive
2. will not/won't get
3. Will ... help
4. will win
5. will/'ll bring
6. will not/won't watch

**4 Listen** 

**Aim:** to give Ss practice in listening for specific information

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

**KEY**

1. b 2. c 3. a

**LISTENING TRANSCRIPT**

1.

**Lisa** Hey, Tom, look at this poster.

**Tom** Summer classes. Yeah, I saw it yesterday.

**Lisa** I'd like to try an Art class.

**Tom** Really? I think I'll learn a language.

**Lisa** What about Spanish? So you can talk to your friends in Spain.

**Tom** No, they can all speak English fluently. I'm going to France in the autumn with Dad, so maybe I'll learn a bit of French before I go. Yeah, that's what I'll do!

**Lisa** Good idea! Mum and Dad will be happy.

2.

**Kevin** Hey, Tim, I was looking for you. Are you going to the shops later?

**Tim** Yeah, and I'm also going to the post office to post Dad's letters.

**Kevin** Will you get something for me?

**Tim** Sure. Do you need stamps again?

**Kevin** No, nothing like that. Will you stop at the chemist's and get...

**Tim** What's up, Kevin? Another one of those headaches? Why don't you do what Dr Marlow said? Change your habits. For example, don't watch TV for hours!

**Kevin** Look, let's not argue about it now. Just get me something after you post those letters, OK?

**Tim** No problem.

3.

**Peter** Hey, Harry. What do you think your life will be like in 15 years' time? Will you be rich?

**Harry** Of course, I will. I think I'll be a rich football player. I will get married and I'll have seven or eight children.



**Peter** Wow! Will you live in a huge house in the countryside?

**Harry** I don't think so. But I'll have flats in London, New York and Dubai.

**Peter** Not bad. Will you still be friends with me?

**Harry** Sorry, what's your name again? Ha, ha, ha.

**5 Speak & Write**

**A. Aims:**  to prepare Ss for the writing activity  
 to give Ss practice in talking about their lives in fifteen years' time

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

**Suggested answer**

**A:** What job will you do?

**B:** I think I will be a Maths teacher.

**A:** Will you be rich and successful?

**B:** Yes, I will be successful but not very rich.

**A:** Where will you live?

**B:** I will live in the city because I love life in the city.

**A:** Will you get married and have a family?

**B:** Yes, I will get married and I will have four or five children.

**A:** What will you do in your free time?

**B:** I will go for long walks with my children and take them to the funfair and I will exercise a lot.

**A:** How many languages will you speak?

**B:** I think I will speak three languages, English, French and Spanish.

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

**B. Aim:** to give Ss practice in writing about their lives in fifteen years' time

- Allow Ss some time to write about their lives in fifteen years' time.
- Point out to Ss that they can use the ideas they discussed in the previous activity.
- Choose some Ss to read out their predictions.

**Suggested answer**

In fifteen years' time I think I will be a Maths teacher. I will be very successful but not very rich. I will have a house in the city and live there because I love life in the city. I also think that I will get married and have a lot of children, four or five.

In my free time I will go for long walks with my children and I will take them to the funfair, too. I will also exercise a lot. I love exercising.

# Make a difference

## FUNCTIONS

Expressing obligation and absence of obligation  
Expressing prohibition

## STRUCTURES

must - have to

## VOCABULARY

### Recyclable materials

battery glass metal paper plastic

### Other words and phrases

bottle can (n) clean (adj) cut down cycle dirty during environment It doesn't matter. leaflet miss out plant (v) protect public transport recycle recycling bin reuse soap special tap throw turn off

## Warm-up

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the topic of the lesson and to the pictures on the page.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.
- Help Ss deduce the meaning of the phrase *make a difference (=improve a situation)* by giving them examples, e.g. *If you want to make a difference to the way you look, start going to the gym and lose some weight.*

## 1 Vocabulary ▶▶ 9,10

**A. Aim:** to introduce vocabulary related to the protection of the environment

- Draw Ss' attention to the leaflet/poster and ask them what it shows/presents (*it shows/presents seven good ideas to help protect the environment*).
- If necessary, help Ss deduce the meaning of the phrase *protect the environment* by relating it to the content of the pictures of the poster.
- Ask Ss to read through the list of words in the box. Make sure that they haven't got any unknown words.
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

### KEY

1. street
3. trees, Don't
4. lights
5. Save
7. bags

- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Ask Ss which of these things they do and if they know of any other ways of protecting the environment.
- Elicit answers and initiate a short discussion.

**B. Aim:** to introduce vocabulary related to recycling

- Ask Ss to look at the two rows of pictures.
- Explain to Ss that they are recycling bins for different materials. Make sure that they haven't got any unknown words.
- Ask Ss if there are similar recycling bins in their area/ neighbourhood, what materials they recycle, etc.
- Elicit answers and initiate a short discussion.

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

### KEY

1. glass
2. paper
3. plastic
4. batteries
5. metal cans

## 2 Read ▶▶ 11

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

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

▶ to give Ss practice in reading for gist

- Ask Ss to look at the picture accompanying the dialogue.
- Ask Ss to identify the characters and tell you where they are and what they are doing (*Bill and Tom are talking next to a recycling bin*).
- 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.

### KEY

*Suggested answer*

They are talking about recycling / how to recycle different things.

- Ask Ss some comprehension questions:

*Why is Tom recycling? Because he is trying to save the planet.*

*What does Tom want to recycle? An orange juice bottle and a pizza box.*

*Can Tom recycle the pizza box? No, he can't.*

*Why? Because it isn't clean.*

*Can we recycle things with food in them? No, we can't.*

*What has the leaflet got? It has got information about recycling.*

*What happened at school? Someone came and talked to them about recycling.*

*When did this happen? During the Science lesson.*

*Why didn't Tom hear the talk? Because he left school early.*

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

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

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

**KEY**

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

### Post-reading

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

- Ask Ss some questions:

*Do you rinse the boxes/bottles with water before you recycle them? Yes, I do.*

*Do your teachers talk to you about recycling? Yes, they do.*

*When did you learn about recycling? Last year.*

*Who talked to you about recycling? Some people came to our school and talked to us about recycling.*

- Elicit answers and initiate a short discussion.

### 3 Grammar

**Aims:** ▶ to present the modal verbs *must* and *have to* and give Ss practice in using them in context

▶ to give Ss practice in differentiating between *mustn't/can't* and *don't have to*

- Ask Ss to read through the examples and draw their attention to the words in bold.
- Explain to Ss that both *must* and *have to* express *obligation in the present/future*. However, ***mustn't*** expresses *prohibition in the present/future* (***can't*** is slightly milder than ***mustn't***), while ***don't have to*** expresses *absence of obligation in the present/future*.
- If necessary, provide Ss with further examples, e.g. You ***must/have to*** learn how to use a computer.  
You ***mustn't*** eat in the museum.  
***I don't have to*** wake up early on Fridays.
- Refer Ss to the dialogue and ask them to underline any examples of *must/mustn't/can't* and *have to/don't have to* (You ***must*** put it in the special bin for plastic, You ***have to*** wash it first, ...you ***don't have to*** wash it with soap..., ...you ***can't*** recycle everything, You ***mustn't*** recycle anything with food in it).
- Read out and explain the NOTE.
- Refer Ss to the Grammar Reference (p. 63).
- Have Ss do the activity.
- Check the answers with the class.

**KEY**

1. must
2. mustn't
3. have
4. don't have to
5. have to
6. had to
7. don't have to

### 4 Speak

**Aim:** to give Ss practice in talking about what they *must/have to, mustn't/can't* and *don't have to* do at home through pair work

- Ask Ss to read through the list of ideas in the box. Make sure that they haven't got any unknown words.
- Ask Ss to read through the speech bubble and check their understanding.
- Choose a student and act out the dialogue.

**Suggested answer**

**A:** Do you have to help your parents with housework?

**B:** Yeah, I often have to take out the rubbish, but I don't have to cook. What about you?

**A:** Well, I have to take out the rubbish, too, and I also have to wash my clothes. What ***mustn't*** you do at home?

**B:** I ***mustn't*** eat in my room or talk on the phone for hours. What about you?

**A:** I ***mustn't*** throw rubbish on the floor or watch TV after 11pm.

**B:** Do you have to recycle rubbish?

**A:** Yes, I have to recycle rubbish. What about you?

**B:** I don't have to recycle rubbish because my mum does it.

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

### 5 Write

**Aim:** to give Ss practice in writing about what they *must/have to, mustn't/can't* and *don't have to* do at school

- Ask Ss to read through the list of ideas in the box and make sure that they haven't got any unknown words.
- Draw Ss' attention to the prompt 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**

We have to be in class at 8:30. We ***mustn't*** eat or drink in class. We ***mustn't*** write on the desks or use mobile phones. We must keep our class clean and we ***mustn't*** make noise during the lesson. Also, we have to stay at school after 3pm, but we ***don't have to*** go to school at weekends.

# Protect the animals

## FUNCTIONS

Talking about endangered animals and pollution  
Talking about conditions and their results

## STRUCTURES

Conditional Sentences Type 1

## VOCABULARY

### Habitats

cave desert forest jungle ocean polar region

### Animals

bat camel deer dolphin killer whale polar bear tiger

### Other words and phrases

adult air breathe creature die disappear  
endangered species extinct feed grow harm (v)  
in danger kill net organisation pick up pollute  
pollution rare round (adj) touch weigh

## 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 animals need protection? Sharks, bears, tigers, gorillas, etc.*

*Why must we protect them? Because they are in danger of becoming extinct.*

*How can we protect them? Hunters should stop killing endangered species. Also, if we protect their natural habitat, we protect them, too.*

- Elicit answers and initiate a short discussion.

## 1 Vocabulary ▶▶ 12

**A. Aim:** to introduce vocabulary related to animals and their habitats

- Ask Ss to look at the pictures of the animals 1-6 and read through the words underneath them.
- Help Ss deduce the meaning of any unknown words from the content of the corresponding pictures.
- Point out to Ss that the plural number of *deer* is *deer*.
- Draw Ss' attention to the six habitats.
- Have Ss do the activity.
- Play the CD and have Ss follow in their books and check their answers.

### Background note

**Polar bears** are found in Arctic regions mainly throughout the Arctic Ocean and surrounding seas.

- Check the answers with the class.

### KEY

ocean 6  
cave 2  
desert 4  
polar region 5  
jungle 3  
forest 1

## 2 Read ▶▶ 13

- A. Aims:**
- ▶ to present vocabulary, functions and structures in the context of a website
  - ▶ to give Ss practice in reading for gist by identifying the main ideas of each paragraph of the website through a matching activity
- Draw Ss' attention to the layout and the title of the text as well as the accompanying pictures.
  - Ask Ss what the text is (*a website*), where it can be found (*on the Internet*) and what it is about (*Hector's dolphins*).
  - Ask Ss if they have ever heard of Hector's dolphins.
  - Elicit answers.

### Background note

**Hector's dolphins** were named after Sir James Hector (1834-1907), a Scottish geologist, naturalist and surgeon. When he was the curator of the Colonial Museum in Wellington, known today as the Museum of New Zealand, he examined the first specimen found of the dolphin.

- Ask Ss what we must do about Hector's dolphins and elicit the answer (*we must help save them*).
- Draw Ss' attention to the TIP and explain it.
- Ask Ss to read through the website. Tell them to underline any unknown words at the same time.
- Ask Ss to read through the questions a-d in the box and check their understanding.
- Allow Ss some time to do the activity.
- Play the CD and have Ss follow in their books and check their answers.

### KEY

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

- Ask Ss some comprehension questions:

*Where do Hector's dolphins live? Around the coast of New Zealand.*

*Why should we help them? Because they are one of the world's rarest and most endangered species.*

*What colour are they? They are grey with areas of black and white.*

*How long are they? Between 1.2-1.4m long.*

*How much do they weigh? Up to 50kg.*

*How many Hector's dolphins used to live in the waters of New Zealand forty years ago? 26,000-30,000.*

*What can make Hector's dolphins ill? Water pollution.*

*How can we help keep the environment clean? We must pick up any rubbish we see.*

*What will happen if we continue to pollute? Problems will get worse.*

*What must we do if we see a dolphin in danger? We must call for help.*

**B. Aim:** to give Ss practice in identifying specific information on the website

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

### KEY

1. They are rounder than other dolphins and have a round, black fin. They are also the smallest dolphins in the world.
2. About 7,500.
3. Because they can't breathe.
4. Because they may eat them and die.
5. We mustn't try to touch or feed it.

- 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:

*Do you know of any other endangered species? Yes, I know that the white shark, as well as gorillas and pandas are in danger of extinction.  
Have you ever visited any similar websites? Yes, I have.  
Would you like to join an organisation that helps endangered species? Yes, I think it's the best way to help the environment and the animals that are in danger.*

- Elicit answers and initiate a short discussion.

### 3 Grammar

**Aim:** to present and give Ss practice in using Conditional Sentences Type 1 through a matching activity

- Draw Ss' attention to the rule about the formation of Conditional Sentences Type 1 in the box.
- Ask Ss to read through the examples and draw their attention to the words in bold.
- Explain to Ss that these are Conditional Sentences Type 1 and they consist of the *if-clause* and the *main clause*.
- Ask Ss to tell you how each conditional sentence is formed (*we use the Present Simple in the if-clauses while we use the Future will/the modal verb can/the Imperative in the main clauses respectively*).
- Ask Ss to tell you when Conditional Sentences Type 1 are used (*for something that is probable in the present/future*).
- Point out to Ss that we use a comma to separate the if-clause from the main clause.
- Refer Ss to the website and ask them to underline all the examples of Conditional Sentences Type 1 in it (*If things don't change, this kind of dolphin will soon become extinct, If the dolphin can't get out, it will die..., If boat users aren't careful around these waters, they can harm or kill a dolphin, If you see any rubbish, pick it up, If we continue to pollute, problems will get worse, If you see a dolphin in danger, call for help*).
- Refer Ss to the Grammar Reference (p. 64).
- Have Ss do the activity.
- Check the answers with the class.

#### KEY

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

### 4 Listen

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

- Ask Ss to read through the question and the options and make sure they haven't got any unknown words.
- Play the CD and have Ss listen to the dialogue and answer the question.
- Check the answer with the class.

#### KEY

b

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

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

#### KEY

1. T 2. BC 3. BC 4. T 5. T

### LISTENING TRANSCRIPT

**Amanda** Would you look at that!

**Frank** Yes, tigers are beautiful.

**Amanda** You know, I watched a documentary about them. Did you know that there are only about 4,000 of these animals in the wild at the moment?

**Frank** Yes, I know. Actually, many tiger species have become extinct in the last one hundred years.

**Amanda** That's horrible. Come on, let's go this way.

**Frank** Oh, there's a camel. The sign says it's a Bactrian camel. There are only 900 left in the wild.

**Amanda** Really? You know, it's quite short, isn't it?

**Frank** That's because it's got shorter legs than other camels. And it's got two humps to store food, not one like other camels.

**Amanda** Well, I read something funny about camels. A thirsty camel can drink up to 135 litres of water in only 13 minutes!

**Frank** That's a lot of water!

**Amanda** Yes. It can even drink salt water.  
*(a tiger's roar)*

**Frank** What was that?

**Amanda** It's probably one of the tigers.

**Frank** That was very loud!

**Amanda** Well, you can hear them from over three kilometres away!

**Frank** That's amazing!

**Amanda** Yes. Do you know how long they live?

**Frank** Erm... for about 50 years?

**Amanda** No, they only live for 20 years at best. I wonder how long camels live.

**Frank** Oh, they live to be 50.

**Amanda** Hey, let's go over there now...

### 5 Speak

**Aim:** to give Ss practice in talking about environmental problems

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

#### Suggested answers

**A:** What will happen if we continue to cut down more trees?

**B:** I think that forests will disappear.

**A:** I believe that animals will become extinct, too.

**A:** What will happen if we don't plant any more trees?

**B:** I think that the air pollution will get worse.

**A:** I believe that forests will disappear.

**A:** What will happen if we don't protect animal life?

**B:** I think that animals will become extinct.

**A:** I agree.

**A:** What will happen if we don't save water?

**B:** I think that we won't have water to drink.

**A:** Yes. And I believe humans and animals will die.

**A:** What will happen if we don't recycle?

**B:** I think that there will be rubbish everywhere.

**A:** I agree.

- Ask Ss to read through the ideas in the box and check their understanding. Point out to them that the first column includes problems related to the environment while the second column includes possible consequences of these problems.
- Get Ss to do the activity in small groups and go round the class helping them when necessary.
- Choose some groups to act out the dialogue.

# I'm looking forward to it!

## FUNCTIONS

Making suggestions  
Inviting  
Accepting and refusing an invitation

## VOCABULARY

activity decorate exam furniture get-together  
hopefully How about...? How could I say no?  
I can't make it. I'm looking forward to... invitation  
invite It was nice of you to... Maybe some other time.  
order (v) prepare rearrange reply (n) snacks  
Thanks for... Why don't we...?

## 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.
- Help Ss deduce the meaning of the phrase *I'm looking forward to it*. Say: *My favourite team is playing on Thursday. I'm really looking forward to it.* Ask Ss to tell you on what occasions they would use the phrase and elicit answers.

## 1 Speak

**Aim:** to give Ss practice in making suggestions about the organisation of a get-together

- Draw Ss' attention to the speech bubble and check their understanding.
- Write the following sentences on the board and explain that we use the phrases *Let's...*, *How about...?*, *Why don't we...?* to make suggestions:  
*Let's go to the park tomorrow.*  
*How about eating out tonight?*  
*Why don't we go to the zoo tomorrow?*
- Point out to Ss that we use *Let's + the base form of the verb*, *How about + -ing form* and *Why don't we + the base form of the verb* to make suggestions.
- Refer Ss to the Grammar Reference (p. 64).
- Ask Ss to make suggestions of their own using these phrases.
- Ask Ss to look at the pictures and captions and check their understanding.
- Choose a student and act out the dialogue.

### Suggested answer

**A:** Let's order some food.  
**B:** Great idea! Everyone loves pizza.  
**A:** How about preparing some snacks, too?  
**B:** Sure.  
**A:** Why don't we rearrange the furniture? There will be a lot of people in here.  
**B:** I don't think so. It's difficult.

- 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.

## 2 Listen ▶▶ 16

**Aim:** to give Ss practice in listening for specific information

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

### KEY

1. b 2. a 3. c

## LISTENING TRANSCRIPT

1.

**Keith** Hello?

**Lee** Hi, Keith, it's Lee.

**Keith** Hi.

**Lee** Would you like to come to my house tonight? I've got a new computer game.

**Keith** I'm sorry, Lee, but I'm going to a basketball game.

**Lee** Oh come on, you can go to a silly basketball game any time. This new game is brilliant.

**Keith** It's just that my brother is playing, you see. And I promised him.

**Lee** OK, don't worry about it.

**Keith** Sorry, Lee, maybe some other time.

2.

**Kelly** So, the big night is tonight, right?

**Rawan** Yeah, and there are still lots of things to do.

**Kelly** Really? Do you need any help?

**Rawan** Yes, please. How about preparing some snacks?

**Kelly** Well, I'm not really a good cook.

**Rawan** It's just some sandwiches and popcorn and stuff.

**Kelly** Who's decorating the house?

**Rawan** Oh, I forgot about that.

**Kelly** There you go, I'd love to help with that.

**Rawan** Thanks, Kelly.

3.

**Jenny** Hi, Sue.

**Sue** Hello, Jenny. I'm really looking forward to next month. Have you got everything ready?

**Jenny** Almost. I just need to make some more invitations.

**Sue** Is your sister going to make them? The last ones she made were brilliant.

**Jenny** I know, but she can't. She's got exams at the moment and she's really busy studying. So, it looks like I'm going to make them.

**Sue** Hey, why don't I come to your house and help you?

**Jenny** That's a good idea. Thanks.

**Sue** No problem.



### 3 Speak & Write 17

- A. Aims:**
- ▶ to provide Ss with a sample for writing a letter of invitation
  - ▶ to familiarise Ss with common expressions for making invitations and accepting and refusing an invitation
  - ▶ to give Ss practice in discussing get-together plans
- Ask Ss to look at the layout of the text and tell you what it is (*an e-mail*).
  - Ask Ss what information they would include in an invitation (*e-mail or letter*) and elicit answers.
  - Ask Ss to read through the e-mail and underline any unknown words at the same time. Alternatively, you can ask Ss to read out the e-mail in parts.
  - Ask Ss to look at the invitation and make sure they understand what kind of information is needed to complete it.
  - Have Ss do the activity.
  - Check the answers with the class.

#### KEY

Gary - Freddie  
watch the Cup Final  
**Date:** Friday 24th May  
**Time:** 3pm  
**Place:** In my back garden  
**Activities:** football match after the Cup Final

- Ask Ss some comprehension questions:

*Why is Gary writing to Freddie? To invite him to his get-together.*

*Why is Gary having the get-together? To watch the Cup Final with his friends.*

*What is Gary going to order? Some pizzas.*

*Who is going to make lemonade? His mum.*

*What else does Gary suggest they do? Have a match after the Cup Final.*

- Explain any unknown words.

- B. Aim:** to give Ss practice in talking about a get-together they are planning
- Ask Ss to read through the questions in the speech bubble and check their understanding.
  - Allow Ss some time to copy and complete the invitation about their get-together.
  - Choose a student and act out the dialogue.

#### Suggested answer

**A:** When's your get-together?  
**B:** On 20th June.  
**A:** Why are you having a get-together?  
**B:** My cousin is visiting us and I want him to meet my friends.  
**A:** Where are you having it?  
**B:** In our garden.  
**A:** What time does it start?  
**B:** At around 6pm.  
**A:** Who are you going to invite?  
**B:** All my friends from school.  
**A:** What activities are you going to have?  
**B:** We are going to play board games, computer games and if the weather is good, we can play football in the garden.

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

- C. Aim:** to present set phrases for making invitations and accepting or refusing an invitation and give Ss practice in using them in context
- Draw Ss' attention to the box containing the set phrases used for inviting and accepting or refusing an invitation and check their understanding.
  - Ask Ss to read through the messages 1-4 and the replies a-d and check their understanding.
  - Have Ss do the activity.
  - Check the answers with the class.

#### KEY

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

#### Optional activity

Have Ss work in pairs. SA thinks of an event and invites his/her partner to it. SB either accepts or refuses the invitation.

- D. Aim:** to give Ss practice in writing an e-mail of invitation
- Draw Ss' attention to the TIP and explain it.
  - Refer Ss to the information in activity B and elicit examples of what they have to write about.
  - Allow Ss some time to write their e-mails.
  - Choose some Ss to read out their e-mails.

#### Suggested answer

Dear Ali,  
I'm writing to invite you to my get-together on 20th June. My cousin is coming and I want him to meet all my friends. It's going to be great.

I'm having the get-together in my garden. You can come at around 6pm. All our friends from school will be there, so I'm thinking we can play computer games. We all love them. I've also got some other ideas. If the weather is good, we can even play football in the garden.

Anyway, I hope you can make it. Waiting for your reply.

Bye for now,  
Hatim

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

B.

**KEY**

1. rare  
2. forward  
3. ruin  
4. reuse  
5. weigh  
6. leaflet  
7. exit

### Grammar

C.

**KEY**

1. must/have to  
2. mustn't  
3. must/have to  
4. don't have to  
5. mustn't

D.

**KEY**

1. Will  
2. 're  
3. 'll break  
4. organising  
5. will  
6. had to

E.

**KEY**

1. aren't  
2. don't brush  
3. calls  
4. run  
5. 'll get

### Communication 18

F.

**KEY**

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

## Speak

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

### Suggested answer

**A:** What will we do if it's warm and sunny tomorrow?

**B:** If it is warm and sunny, we will go out. How about going to the skatepark?

**A:** Why don't we go to the shopping centre?

**B:** No, but let's go to the art gallery if you don't like the idea of the skatepark.

**A:** Sure.

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

## Write

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

### Suggested answer

If it rains tomorrow, I'll stay at home, surf the Net and play computer games with my brother.

If it's warm and sunny tomorrow, I will go to the skatepark with my friends.

If it's cold and windy, I will invite my friend Hasan to my house and we'll watch a documentary about endangered species together.

## Now I can...

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

► to encourage learner autonomy

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

## Rhyming Corner ▶▶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 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. species
2. whales
3. down
4. forest
5. future
6. disappear

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

### Salam Park, Riyadh - Hyde Park, London 20

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

- Ask Ss to look at the pictures and tell you what the texts are about (*two parks, one in Riyadh and one in London*).
- Ask Ss if they have ever been to either of these parks or the cities in which they are found.
- Elicit answers.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.

#### Background note

- **Salam Park** is one of the most popular attractions for families in the Central Province. It was developed by the Arriyadh Development Authority and it was inaugurated by the Governor of Riyadh, Prince Salman. Two of the most impressive sights at the park are a 25-meter high fountain and an artificial lake. The lake covers an area of 33,000 m<sup>2</sup> and has different depth levels. It is also divided into two zones. The first one is used for recreational activities such as boating or fishing, whereas the second one is used as a wildlife conservation area, which attracts local and migratory birds.
- **King Henry VIII** (1491-1547) was king of England from 1509 till his death and was one of the monarchs of the House of Tudor. He was an important figure politically and historically, however, the importance of his reign is at times overshadowed by his six marriages. One of his six wives, Anne Boleyn, who was executed, was the mother of Elizabeth I, the last Tudor monarch.

- Ask Ss some comprehension questions:

*Where is Salam Park? In the heart of Riyadh.  
What can someone find in it? An artificial lake, a wildlife conservation zone and many date palm trees.  
What can you do at Salam Park? You can enjoy nature and do many fun activities.  
How was Hyde Park used in the 16th century? King Henry VIII used it to hunt deer.  
Can you still hunt deer today? No, you can't.  
Can you do sports there? Yes, you can.*

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

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

#### KEY

1. H   2. B   3. H   4. B   5. S   6. B

- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss if they would like to visit these parks and why and generate a short discussion. You could also talk about the parks in their own city/town.

# Team spirit

- 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 (*hands joined together*).
- Ask Ss:

*What do you think the joined hands show?  
The team spirit.*

- Elicit answers. Use Ss' L1 when necessary.
- Point out to Ss that the picture shows hands that are clasped, which symbolizes unity.
- Help Ss deduce the meaning of the phrase *team spirit* (=when people work together, help each other and behave as part of a team).
- 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 prefer to do things on your own or as a team?*  
Sometimes I prefer to do things on my own but most of the times I prefer to work as a team because it is easier to work on something if you have the help of other people.
- *What sort of things do you like doing with other people?*  
I like spending my free time with other people. I like having my meals with my family. I like playing sports with my friends and sometimes I prefer doing my projects for school with my classmates.
- *What teams do you know of?*  
Some very popular football teams that I know of are: Al-Saqour, Barcelona, Real Madrid, etc.

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

## KEY

picture A: p. 22  
picture B: p. 28  
picture C: p. 27  
picture D: p. 25  
picture E: p. 20

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

## FUNCTIONS

Talking about past experiences

## STRUCTURES

Present Perfect Simple

## VOCABULARY

## Magazine quiz

a couple of abroad after all answer (v/n) at last  
 be in trouble change one's mind close (adj)  
 correctly question quiz result

## Phrases

Never mind. Not really. Of course not.

## Warm-up

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson and the picture in activity 1.
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

1 Read  21

- A. Aims:**
- ▶ to help Ss predict 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 reading for gist
- Draw Ss' attention to the picture accompanying the dialogue and ask them to tell you what is happening.
  - Elicit answers but do not correct Ss at this stage.
  - Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
  - Check the answer with the class.

## KEY

*Suggested answer*

Ali is asking Tom some questions he found in a quiz magazine.

- Ask Ss some comprehension questions:

*What is the quiz about? It's got questions to see how well you know your best friend.*

*What are the questions that Tom has to answer about? They are about Bill.*

*Does Tom want to do the quiz? Yes, he does.*

*Does Tom answer the first question correctly? No, he doesn't.*

*Where did Bill and Tom go on their school trip? To Spain.*

*Is Maths Tom's favourite subject? Yes, it is.*

*How many questions did Tom get right? 1.*

- Explain any unknown words and choose Ss to read out the dialogue in groups.

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

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

## KEY

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

## Post-reading

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

- Ask Ss:

*Do you like doing quizzes? Yes, I do.*

*What kind of quizzes do you like? I mainly like knowledge quizzes because I learn things I didn't know.*

- Elicit answers and initiate a short discussion.

## Optional activity

- First divide Ss into pairs.
- Have each student write down 5 questions about a classmate of theirs (SA and SB should choose a different classmate). They should either know the answers to the questions or get that classmate to tell them.
- Have Ss do the quiz in pairs taking turns to ask and answer questions.

## 2 Vocabulary

- Have Ss read through the sentences 1-5 and check understanding.
- Have Ss do the activity and check the answers with the class.

### KEY

1. last
2. close
3. changed
4. trouble
5. couple

## 3 Grammar

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

- Ask Ss to read through the tables.
- Explain to Ss that this is the *Present Perfect Simple* of the verbs *watch* and *see*.
- Ask Ss what they notice about the formation of the *Present Perfect Simple* (it is formed with **have/has** and the **past participle** of the main verb).
- Point out to Ss that the past participle of regular verbs is formed in the same way as the Past Simple (by adding the ending **-ed** to the verb, e.g. *watch* - *watched*). On the other hand, each irregular verb forms the past participle in a different way, e.g. *see* - *seen*. Refer Ss to the list of irregular verbs on page 70.
- Draw Ss' attention to the *Time Expressions*. Explain any unknown words and point out to Ss that we use these expressions with the *Present Perfect Simple*.
- Ask Ss to read through the example and draw their attention to the words in bold.
- Ask Ss to underline all the examples of the Present Perfect Simple in the dialogue (*Has Bill ever had very short hair?*, *Has Bill ever been abroad?*, *Has Bill ever ridden a horse?*, *I've never been there*).
- Ask Ss when the *Present Perfect Simple* is used and refer them to the Grammar Reference (p. 64). If necessary, provide Ss with further explanations and/or examples.
- Ask Ss to come up with their own examples practising the *Present Perfect Simple*.
- Have Ss do the activity.
- Check the answers with the class.

### KEY

1. Have ... met, 've/have heard
2. has travelled, has ... visited
3. Has ... had, has ... wanted
4. haven't done

## 4 Write & Speak

**A. Aim:** to give Ss practice in writing about what their classmates have/haven't done

- Have Ss work in pairs.
- Ask Ss to read through the prompts in the box and check their understanding.
- Ask Ss to read the sentences about Waleed that are given as an example and check their understanding. Explain to Ss that they should write similar sentences about their partner using the prompts.
- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

### Suggested answer

Waleed has never travelled abroad. He's lived here all his life. He has seen a dolphin at the zoo. He hasn't met a famous sportsman, but he would really love to meet one. He hasn't ridden on a roller coaster because he doesn't like going to the funfair. He has never written a poem.

**B. Aim:** to give Ss practice in asking and answering questions about what their classmates have/haven't done

- Draw Ss' attention to the speech bubble.
- Have Ss ask and answer questions.
- Choose some pairs to act out the dialogue.

### Suggested answer

- A:** Have you ever seen a dolphin?  
**B:** Yes, I have seen a dolphin once at the aquarium.  
**A:** Have you ever met a famous sportsman?  
**B:** No, I haven't.  
**A:** Have you ever ridden on a roller coaster?  
**B:** Yes, I have. It was an amazing experience.  
**A:** Have you ever written a poem?  
**B:** No, I haven't. I think it's difficult.

# In their nature

## FUNCTIONS

Talking about animals  
Linking past and present time

## STRUCTURES

Present Perfect Simple vs Past Simple  
Present Perfect Simple with *yet / already*  
have been / have gone

## VOCABULARY

at some point audience communicate crowd  
cute do a trick enjoyable fascinating go wild  
honey performance put on weight safari park  
show (n) sting (v) talented thrilled trainer way

### Animals

baboon bee eagle fox leopard rhino  
sea lion zebra

## 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 zoo, what kind of animals they have seen, etc.
- Elicit answers.

## 1 Vocabulary ▶▶22

**Aim:** to introduce vocabulary related to animals

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

### KEY

|            |           |          |
|------------|-----------|----------|
| bee 8      | fox 4     | zebra 7  |
| rhino 3    | eagle 6   | baboon 1 |
| sea lion 2 | leopard 5 |          |

- 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:

*Have you seen any of these animals? Yes, I have. If no, which ones would you like to see and why? I would like to see the zebra because I think it's a very beautiful animal.*

- Elicit answers and initiate a short discussion.

## 2 Read ▶▶23

**A. Aims:** ▶ to present vocabulary, structures and functions in the context of two personal accounts

▶ to give Ss practice in reading for gist

- Draw Ss' attention to the pictures that accompany the accounts and ask them which animals they can see, if they like them, what they know about them and 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 to read through the four titles and check their understanding.
- Allow Ss some time to choose the title which best describes the people's accounts.
- Check the answers with the class. Ask Ss to provide justification for their answers.

### KEY

- A day to remember.
- Learning can be fun.

- Ask Ss some comprehension questions:

*When did Mike visit the zoo with the sea lion? Last month.  
What did the crowd do when the sea lion came out? The crowd went wild.  
How many sea lions were there? Three.  
Who gave the sea lions to eat after every trick? The trainers.  
What does Mike think is amazing about sea lions? The way they work together.  
What funny incident happened at the end of the performance? One of the sea lions splashed a trainer and got him all wet.  
Has Eddie been to his uncle's farm before? Yes, he has.  
Who did Eddie go with? With his brother.  
Did he like it when he found out that his uncle had bees? Yes, he did. He was thrilled.  
What did Eddie, his brother and his uncle wear to go to the bees? They wore bee suits.  
Did Eddie like the experience with the bees? Yes, he did.  
What happened to Eddie's brother? A bee got into his suit and he started jumping up and down.*

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

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

### KEY

1. M 2. M 3. B 4. M 5. B 6. E

- 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 reading text

- Ask Ss:

*Have you ever visited a zoo or a farm? Yes, I have visited a zoo.  
Did anything funny happen during your visit? A duck bit my brother's toe.*

- Elicit answers and initiate a short discussion.



### 3 Grammar

- Aims:**
- ▶ to have Ss differentiate between the Present Perfect Simple and the Past Simple
  - ▶ to give Ss practice in using the Present Perfect Simple and the Past Simple in context
- Ask Ss to read through the two example sentences.
  - Ask Ss what the difference between the two tenses is.
  - Help Ss deduce that the first sentence (*I've seen this documentary before.*), in which the *Present Perfect Simple* is used, describes an action which happened in the past but we do not know when exactly (*before*), whereas the second sentence (*I saw this documentary last night.*), in which the *Past Simple* is used, describes an action which happened in the past and we know when exactly (*last night*).
  - Make sure that Ss understand the difference between the two tenses. If necessary, provide them with further examples (e.g. *I've visited Spain twice so far.* vs *I visited Spain two years ago.*) and/or clarifications.
  - Draw Ss' attention to the *Time Expressions*. Revise the different time expressions used with each tense. Explain any unknown words.
  - Point out the expressions *yet* and *already*. Write the following sentences on the board: *I haven't had lunch yet. I have already had lunch.* Explain to Ss that *yet* is used at the end of negative sentences and questions, while *already* is usually used between *have + past participle* in affirmative sentences. Ask Ss to find any examples of them in the dialogue (*...I haven't looked into it, yet...*).
  - Draw Ss' attention to the NOTE and explain it. Make sure that they understand that *have/has been (to)* means that someone has visited a place but has returned while *have/has gone (to)* means that someone has gone somewhere and is still there. If necessary, provide them with further examples and/or clarifications.
  - Refer Ss to the Grammar Reference (pp. 64-65).
  - Have Ss do the activity.
  - Check the answers with the class.

#### KEY

1. Did you go, left
2. have gone, haven't been
3. Has Ali booked, booked
4. Has Tom ever eaten, went, liked

### 4 Listen ▶▶ 24

- Aim:** to give Ss practice in listening for specific information
- Ask Ss to look at the picture on the right and ask them: *What animals can you see in the picture? Two parrots. Where do you think they are? In a zoo.*
  - Elicit answers and explain that two friends are talking about a visit to a zoo.
  - Have Ss read through the sentences 1-7 and check their understanding.
  - 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. twice / before
2. train
3. rhino
4. 20 kilos
5. got wet
6. birds
7. a leopard

### LISTENING TRANSCRIPT

- Brian** Hi, Ollie. Where were you today?  
**Ollie** Hello, Brian. I was at the zoo. Have you ever been there?  
**Brian** I really want to go but I haven't been there yet. Was it your first time?  
**Ollie** No. I went there last year on a school trip so today was my second time.  
**Brian** Lucky you. Who did you go with?  
**Ollie** My brother and some of his friends. We got up early, took the train and arrived there at 9am.  
**Brian** You got there early. Did you see all the animals?  
**Ollie** I tried to. I think my favourite was the rhino.  
**Brian** They're huge, aren't they?  
**Ollie** You're right about that. I also saw some baboons. I didn't know they were so big. I thought they are as big as monkeys. Do you know how much the males weigh?  
**Brian** How much?  
**Ollie** More than 20 kilos.  
**Brian** Interesting. Did you see any dolphins?  
**Ollie** We saw the dolphin show and it was a fascinating performance. Some of the crowd got wet, but luckily we were sitting at the back.  
**Brian** I've never seen a dolphin in real life.  
**Ollie** That's a shame. I took lots of pictures. You can look at them if you like. But it's not the same.  
**Brian** What else did you see?  
**Ollie** Lots of birds from South America. I've never seen so many colourful birds before.  
**Brian** So, you had a great time at the zoo.  
**Ollie** Yes, it was very enjoyable, and I got something for you from the souvenir shop.  
**Brian** Really? That was nice of you.  
**Ollie** Here.  
**Brian** Wow, that is a scary-looking lion.  
**Ollie** Actually, it's a leopard. Look at its spots.  
**Brian** Well, thanks anyway.  
**Ollie** You're welcome.

### 5 Speak

- Aim:** to give Ss practice in using the functions, structures and vocabulary presented in this lesson through pair work
- Ask Ss to read through the prompts and check their understanding.
  - Ask Ss to read through the speech bubble and check their understanding.
  - Remind Ss of the use of the Present Perfect Simple (*Have you ever been to a zoo?*), and the Past Simple (*I saw... in...*).
  - Choose a student and act out the dialogue.

#### Suggested answer

- A:** Have you ever been to a zoo?  
**B:** Yes, I have.  
**A:** Who did you go with?  
**B:** I went with my family.  
**A:** When did you go?  
**B:** Last month.  
**A:** What did you see there?  
**B:** I saw wild animals and some very beautiful birds.  
**A:** How did you feel?  
**B:** I was thrilled.

- 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.

# Dream teams

## FUNCTIONS

Talking about sports and one's favourite team  
Asking about and understanding length of time

## STRUCTURES

Present Perfect Simple: *How long?, for, since*

## VOCABULARY

### Words related to sport

against champion championship cup (n)  
handball hockey league national point season  
spectator sports event trophy

### Other words and phrases

achieve be born especially ex- hero hold  
turn into

## 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.
- Refer to the USA basketball team, known as the *Dream Team*.
- Ask Ss to tell you why it is called a *dream team* (because it's got some of the best American basketball players). In the same context, explain to them that we can use the phrase *dream team* to refer to any group of people who have been specially chosen to work together and are considered to be the best at what they do (e.g. a *dream team of lawyers*).
- Ask Ss to tell you if they can think of any other dream teams in other sports and elicit answers.

## 1 Vocabulary ▶▶ 25

**A. Aim:** to introduce vocabulary related to sports

- Ask Ss to read through the words on the left and then read through the definitions on the right and check their understanding.
- Allow Ss some time to do the matching.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class and explain any unknown words.

### KEY

A **match** is an organised game or sports event.  
A **spectator** watches a sports event (e.g. football, handball, hockey).  
A **league** is a group of teams that play matches against each other to win points.  
A **trophy** is a prize, like a cup, for the winning team.  
A **champion** is the best player or team in a sport or competition.  
The **national team** is the team of a particular country.

## 2 Read ▶▶ 26

- A. Aims:**
- ▶ to prepare Ss for the reading text by activating their background knowledge
  - ▶ to present vocabulary, structures and functions in the context of a text about a football team
- Draw Ss' attention to the title of the text and the accompanying pictures and ask them if they can identify the team the text is about.
  - Elicit answers.
  - Ask Ss what they know about *The Green Falcons*.
  - 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

**Pelé** is Edson Arantes do Nascimento's nickname. He is a retired Brazilian football player and is regarded as one of the greatest players of all time. In 1999, he was voted as the *Football Player of the Century* by the IFFHS International Federation of Football History and Statistics. In the same year, the International Olympic Committee named Pelé the *Athlete of the Century*. In his career he scored 760 official goals, 541 in league championships, making him the top scorer of all time. In total Pelé scored 1281 goals in 1363 games.

- Ask Ss some comprehension questions:

*What do many Saudi Arabian National Football team's fans call it? Al-Saqour.  
What does Al-Saqour mean? The Falcons or The Eagles.  
How many times have they won the Gulf Cup of Nations? Three times.  
How many times have they won the Arab Nations Cup? Twice.  
What colours does the Saudi Arabian National team always play in? Green and white.  
When was Majed Abdullah born? In 1959.  
What's Majed Abdullah's nickname? The Arabian Pelé.  
How many goals did he score from 1977 to 1994? He scored 89 goals.  
What did he do at King Fahd International Stadium? He scored the first goal in an official match.  
Since when has King Fahd International Stadium in Riyadh been the home of the Green Falcons? Since 1987.*

## Language Plus

**Team** is singular when it refers to the football club/ association (*But it is most famous for its football team.*) and plural when it refers to the footballers who make up the team (*They have been a top team for years.*)

**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. F 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:

*Do you like football? Why / Why not? Yes, I do. I think it's a very exciting sport.  
What is your favourite team? The Green Falcons.  
Do you go to matches or watch them on TV? I usually watch them on TV because I don't really like going to the stadium.*

- Elicit answers and initiate a short discussion.

**3 Grammar**

**Aim:** to present and give Ss practice in using the Present Perfect Simple with *How long?*, *for* and *since*

- Ask Ss to look at the table and draw their attention to the question *How long has Robbie been in the team?*
- Ask Ss to tell you when we use *How long...?* (*to ask about an action which started in the past and continues up to the present*).
- Ask Ss to read through the two sentences.
- Draw Ss' attention to the rule about **for** and **since** and explain to Ss the difference between *a period of time* and *a point in time* by writing some further examples on the board, e.g. *for two hours/weeks, since 2003/twelve o'clock/yesterday, etc.*
- Ask Ss to come up with their own examples using *for* and *since*.
- Ask Ss to underline all the examples of *for + a period of time* and *since + a point in time* in the text (*They have been a top team for years., ...has been the home of the Green Falcons since 1987*).
- Refer Ss to the Grammar Reference (pp. 64-65).
- Have Ss do the activity.
- Check the answers with the class.

**KEY**

1. have ... been, 've/have been ... since
2. haven't/have not spoken ... for
3. haven't/have not played ... since
4. Have ... seen ... since
5. hasn't/has not won ... for

**4 Listen** 

**Aim:** to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-6 and check their understanding.
- Play the CD twice.
- Check the answers with the class.

**KEY**

- |            |                |
|------------|----------------|
| 1. 1992    | 4. 8           |
| 2. the USA | 5. photographs |
| 3. 12      |                |

**Post-listening**

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

- Ask Ss:

*Have you ever watched the US Dream Team / an NBA game? No, I haven't.  
Has your national basketball team won a lot of games this year? I don't really know about that.*

- Elicit answers and initiate a short discussion.

**LISTENING TRANSCRIPT**

**Bob** And we're back. So, Greg, we've come to the end of your top ten best sports teams ever. What's at number one?

**Greg** Well we have to go back to the Barcelona Olympics of 1992.

**Bob** I thought so.

**Greg** I'm talking about the USA basketball team, which became known as the 'Dream team'.

**Bob** I remember it well.

**Greg** I have been a sports reporter for a long time; 25 years, to be exact, and I have never seen a team like that. And there was a reason for this. It was the first year that the best players from the NBA, America's national league, played together as a team during the Olympics.

**Bob** So, there were lots of famous players.

**Greg** Oh yes. Michael Jordan, Larry Bird, Charles Barkley, the list goes on. There were 12 players and they were the best in the world.

**Bob** Did they lose any games?

**Greg** Nope. They won all eight games they played. And they beat each team by an average of 44 points.

**Bob** Wow! That was hard for the other teams.

**Greg** Well, some teams actually enjoyed the experience.

**Bob** Really?

**Greg** Yes, in their first game against Angola, they won by 68 points.

**Bob** Wow!

**Greg** And after the game, the Angolan players asked the Dream team for photographs with the players.

**Bob** That's amazing.

**Greg** The good thing is, since the Dream team, basketball has become very popular all over the world. Lots more countries have got involved and national teams have improved a lot.

**Bob** That's true. The USA are good, but they don't win every game any more.

**Greg** Exactly.

**Bob** Well, thanks for that Bob...

**5 Speak & Write**

**A. Aim:** to give Ss practice in talking about their favourite team

- Ask Ss to read through the list of questions and make sure they understand them.
- 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 ask and answer the questions.

**B. Aim:** to give Ss practice in writing about their favourite team

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

## FUNCTIONS

Talking about jobs

## VOCABULARY

## Jobs

architect builder cameraman electrician firefighter  
lifeguard newsreader painter paramedic  
photographer police officer reporter worker

## Other words and phrases

accident at the time be/get injured building  
burn catch fire channel colleague construction  
emergency services expect flame for instance  
fortunately helmet I suppose. In general In my  
opinion,... In other words indoors media outdoors  
put out risk (v/n) suit tiring the news uniform  
work long hours

## 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 *team work* (=the activity of working well together as a team) by telling them, e.g. *Team spirit and team work are two things that make a team successful.*
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

## 1 Vocabulary ▶▶ 28

**Aim:** to present some jobs

- Ask Ss to look at the pictures and read through the words underneath them.
- Point out to Ss that the pictures show people with different jobs.
- Help Ss deduce the meaning of any unknown words by relating them to the content of the corresponding pictures.
- Draw Ss' attention to the TIP and explain it.
- Explain to Ss that these jobs belong to three different categories: *media*, *emergency services* and *construction* and check their understanding.
- Have Ss do the activity.
- Play the CD and have Ss check their answers.

## KEY

**MEDIA:** reporter, newsreader, cameraman, photographer

**EMERGENCY SERVICES:** paramedic, police officer, firefighter, lifeguard

**CONSTRUCTION:** electrician, painter, architect, builder

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

## 2 Read ▶▶ 29

- A. Aims:**
- ▶ to help Ss make predictions about the content of the reading text based on visual prompts
  - ▶ to give Ss practice in reading for gist
  - ▶ to present vocabulary, structures and functions in the context of a website
- Ask Ss to look at the layout of the text and tell you what it is (*a website*) and where it can be found (*on the Internet*).
  - Ask Ss to look at the pictures accompanying the text and tell you what they can see (*firefighters*). Then draw their attention to the title of the text and ask them the question in the rubric.
  - Elicit answers but do not correct Ss at this stage.
  - Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
  - Check the answer with the class.

## KEY

*Suggested answer*

The text is about a building site in London which caught fire.

- Ask Ss some comprehension questions:

*What time did the building site catch fire? At about 6:30. Where is the building site? It's on Greyhound Road in South West London.*

*What time did the firefighters arrive at the scene? At about 6:45.*

*Did they put out the fire? Yes, they did.*

*What does John Richards do? He's a TV cameraman. Why was he near the flames? Because he was filming the fire.*

*Where is he at the moment? He's in hospital.*

*When do doctors believe he will be home? In a few days. Why do Arthur and Jack add their comments? Because they have a special interest in the story and want to give their opinion.*

*What does Arthur do? He is a builder.*

*Where does he work? On the site that caught fire.*

*Where was he before the fire started? On the second floor of the site.*

*Does he know what happened? No, he doesn't.*

*Is this the first accident he has been in? No, it isn't.*

*What does Jack say about reporters and TV cameramen? That they risk their lives everyday for the news.*

*Does he think it's a difficult job? Yes, he does.*

**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. Fortunately, the emergency services were quick. They arrived at the scene 15 minutes later...
2. Luckily, there were no workers inside the building at the time.
3. However, John Richards, ... burnt his arm.
4. ... building sites can be dangerous places.
5. ... the emergency services were excellent. They're doing a great job.
6. I'm a colleague of John Richards ...
7. Our jobs are becoming more and more dangerous. ... reporters and cameramen risk their lives every day ... it's not an easy job.

- 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:

*Have you heard of any similar accidents in your area/city/town? If yes, what happened? Yes, I have. My neighbours' house was on fire once and my dad called the fire brigade.*

- Elicit answers and initiate a short discussion.

### 3 Vocabulary

**Aim:** to present some linking phrases

- Ask Ss to read through sentences 1-5. Get them to try to guess the meaning of the phrases in bold based on the context of the sentences.
- Have Ss look for the first two phrases in the text in activity 2 and get them to tell you what they mean. Accept all answers.
- Draw Ss' attention to the definitions a-e.
- Have Ss do the activity.
- Check the answers with the class.

**KEY**

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

### 4 Pronunciation ▶▶ 30,31

**A. Aim:** to have Ss differentiate between /ɒ/ and /əʊ/ sounds

- Play the CD and tell Ss to repeat and listen for the difference in pronunciation between *hospital* and *home*.
- Elicit the answer: *hospital* has an /ɒ/ sound while *home* has an /əʊ/ sound.
- If necessary, play the CD again.

**B. Aim:** to give Ss practice in differentiating between /ɒ/ and /əʊ/ sounds

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

**KEY**

/ɒ/: doctor, colleague, job, officer  
/əʊ/: road, moment, mobile, phone, suppose

### 5 Speak

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

- Ask Ss to read through the prompts and make sure they haven't got any unknown words.
- Ask Ss to read through the speech bubble and check their understanding.
- Choose a student and act out the dialogue.

**Suggested answer**

**A:** A lifeguard's job is exciting, don't you think?  
**B:** Yes, it is, but lifeguards can get injured.  
**A:** Yes, you are right.

- 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.

## FUNCTIONS

Talking about sports and free-time activities

## VOCABULARY

## Sports equipment

football boots goal goggles knee pads net racket shin pads stick swimwear

## Other words and phrases

be in good shape be interested in be/keep fit coach court exercise (n) follow advice go on a diet lately Let me know. lose weight / kilos nearby pitch practice practise put on weight race recently similar Take care. take part in take up That's all for now. tip tournament water polo

## 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.
- Help Ss deduce the meaning of the word *active* by telling them, e.g. *I'm very active. I go to the gym twice a week and I play tennis every Thursday.* Then choose a student and ask him/her: *How active are you?* and elicit answers. If he/she is not (very) active, tell him/her: *Get active!*

## 1 Vocabulary ▶▶ 32, 33

**A. Aim:** to introduce vocabulary related to sports

- Draw Ss' attention to the sports in the box and check their understanding.
- Ask Ss to look at the table. Explain to them that the second column shows where each sport takes place while the third column includes the necessary equipment for each sport.
- 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

tennis  
water polo  
football  
hockey  
volleyball

- Point out to Ss the difference between a *pitch* (for football/hockey/cricket/rugby, etc.) and a *court* (for tennis/basketball/volleyball/squash, etc.).
- Draw Ss' attention to the pictures on the right and ask them if they can identify them (*goggles, ball, knee pads, football boots*) by looking at the *EQUIPMENT* column of the table.
- Help Ss deduce the meaning of any unknown words in the *EQUIPMENT* column by relating them to their schematic knowledge about each sport.

**B. Aim:** to introduce vocabulary related to fitness

- Play the CD and have Ss follow in their books.
- Draw Ss' attention to the phrases in bold in each sentence and encourage them to guess their meaning from the context.
- Check the answers with the class.

## KEY

Suggested answers

1. **keep fit** = to stay healthy and strong through physical exercise
2. **go on a diet** = to eat less food because you want to become slimmer  
**lose kilos** = to become slimmer
3. **take up** = start an activity  
**be interested in** = like sth very much
4. **in good shape** = to be in a good physical condition  
**take part in** = participate in
5. **put on weight** = become fatter

## 2 Listen ▶▶ 34, 35

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

- Ask Ss to read through the names and the sports.
- Draw Ss' attention to the TIP and explain it.
- Play the CD and have Ss do the matching.
- Alternatively, play the first monologue and pause so that Ss can choose their answer.
- Follow the same procedure with the rest of the monologues.
- Check the answers with the class.

## KEY

Mark: hockey, Carlos: football, Owen: volleyball

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

- Ask Ss to read through the sentences 1-6 and check their understanding.
- Play the CD.
- 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. M 3. O 4. O 5. M 6. C

## LISTENING TRANSCRIPT

## Mark:

I never thought I'd like it so much. I used to think it was a silly sport. But now, I think it's the best sport in the world. I have to say though, it's a bit difficult - more than I expected. When I started playing, I didn't use to be very fit, and trust me, you need to be in good shape to play. It's becoming easier for me - you know, all the running around the pitch. But I really like it. It's different from football and more interesting because you have to use your stick to hit the ball.

## Carlos:

I've always liked it but I was always too busy with studying to take it up. Well, a few months ago, I decided to join a local team, and what can I say? It's fantastic! It's all I can think about! My friends are in the same team so we meet and go to practice together every afternoon. I'm not saying it's not hard work, and you can get injured easily, but it's great fun! Yesterday, we won the match after I scored the final goal and we were all very excited! I think it was because I was wearing new boots! Ha ha ha!

## Owen:

When we lived by the sea, my friends and I used to play for hours and I enjoyed it a lot. But it's one thing to play on the beach with friends, and another to be a member of a team and play on a court. Yes, you still hit the ball over the net, but I miss the sand and the sun, and I don't enjoy it as much. Anyway, I'm going to continue playing because I want to keep fit and maybe it'll help me make new friends. Moving to a new place is not easy.

### 3 Speak & Write ▶▶36

- A. Aims:**
- ▶ to provide Ss with a sample for writing an e-mail to a friend giving news about a new free-time activity
  - ▶ 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 (*an e-mail*).
  - Ask Ss to look at the picture and tell you what it shows (*two boys and a tennis racket*).
  - Ask Ss to read through the e-mail and underline any unknown words at the same time. Alternatively, you can ask Ss to read out the e-mail in parts.
  - 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. To give news and tell his friend about a new activity he has recently taken up.
2. Tennis.
3. Three times a week.
4. With his friend Ali.
5. He thinks it's fantastic. / He thinks it's fun and good exercise.
6. That he is really good but he needs to work hard.
7. Yes, he has. He won his first official match last Thursday.
8. He's going to take part in a tournament in a nearby town.

- Ask Ss some comprehension questions:

*Did Faisal join the tennis club after his friend advised him to? Yes, he did.*  
*Where does Faisal practise? At the local court.*  
*Is Ali good at tennis? Yes, he is.*  
*How long has Ali been a member of the tennis club? For two years.*  
*What does Ali do to help Faisal get better? He gives him lots of tips.*  
*What did Faisal think about tennis before he joined the club? That it was very difficult.*  
*What has happened to Faisal after only a few months of practice? He has lost weight.*  
*How does he feel? He feels very healthy.*  
*What does Faisal hope to be one day? To be as good as Ali.*

- Explain any unknown words.

**B. Aim:** to give Ss practice in talking about an activity they have recently taken up

- 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 ask him/her the questions.

#### Suggested answer

- A:** What activity have you recently taken up?  
**B:** I've taken up volleyball.  
**A:** How often do you do it?  
**B:** Twice a week.  
**A:** Who do you practise with? Are you in a team?  
**B:** I practise with my classmates. I'm in the school volleyball team.  
**A:** How do you feel about this activity?  
**B:** I think it's fantastic! I feel very good and it's a great way to exercise.  
**A:** Have you or your team ever won anything? What? When?  
**B:** Yes, we have. Last week we won our first match against one of the best volleyball school teams.  
**A:** Are you going to take part in a championship in the near future?  
**B:** We are going to take part in the school championship this year and we hope to win!

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

**C. Aims:**

- ▶ to give Ss an overview of which tenses to use when writing

- ▶ to have Ss revise the tenses that have been presented

- Draw Ss' attention to the box explaining which tenses they should use when writing in relation to the time reference of the events or actions they want to describe.
- Make sure that Ss do not have any questions concerning how the tenses are used.
- If necessary, ask Ss to give you examples of the tenses in the box.
- Have Ss do the activity.
- Check the answers with the class.

#### KEY

1. Adam is going to buy a tennis racket tomorrow.
2. I took up swimming last year.
3. Diane has lost three kilos since March.
4. The coach usually gives us good advice.
5. We have already become members of the sports club.

**D. Aim:** to give Ss practice in writing a reply e-mail to Faisal telling him about an activity they have recently taken up

- Draw Ss' attention to the TIP and explain it.
- Remind Ss that they should begin their e-mail with an appropriate greeting (*Dear / Hello / Hi*), they should start the first paragraph of the e-mail with a suitable set phrase (*How are you? / I'm writing to tell you about...*, etc.) and they should end their e-mail with a set word or phrase (*Yours, Bye for now, Speak to you soon*, etc.).
- Refer Ss to their notes from activity 3B and elicit examples of what they have to write about.
- Allow Ss some time to write their e-mails.
- Choose some Ss to read out their e-mails.

#### Suggested answer

Hello Faisal!  
 How are you? I'm writing to tell you about my new hobby.  
 I've taken up volleyball and I'm really excited. It's a fantastic sport. I practise twice a week after school at the school gym with my classmates. You see, I'm in the school volleyball team. I think that volleyball is a great way to exercise. Guess what! Last week, we won our first match against one of the best volleyball school teams. This year we're going to take part in the school championship and we hope to win! Great news, eh?  
 Bye for now,  
 Hatim

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

B.

**KEY**

1. trophies
2. shape, fit
3. thrilled, enjoyable
4. paramedics

C.

**KEY**

1. suppose
2. general
3. instance
4. opinion
5. other

### Grammar

D.

**KEY**

1. has/'s taken, hasn't lost
2. have/'ve ever watched
3. have ... won
4. have/'ve never had

E.

**KEY**

1. twice
2. for
3. since
4. yet
5. before

F.

**KEY**

1. Have you ever travelled, visited
2. have known, met
3. bought, have/'ve never bought
4. have you had, made

### Communication ▶▶ 37

G.

**KEY**

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



## Speak

- Draw Ss' attention to the box with the questions and check understanding.
- Have Ss do the activity and go round the class helping them when necessary.
- Allow Ss some time to do the activity.
- Choose some pairs to act out the dialogue.

### Suggested answer

- A:** Have you ever been to Egypt?  
**B:** Yes, I have.  
**A:** When did you go?  
**B:** I went two years ago.  
**A:** Who did you go with?  
**B:** I went with my family.  
**A:** What did you do there?  
**B:** We visited the Pyramids and we went camel riding.  
**A:** Did you have a good time?  
**B:** Yes, it was the best trip I've ever been on.

## Write

- Explain to Ss that they have to use the ideas from the speaking activity to write a few sentences about a trip they've been on.
- Allow Ss some time to do the activity.
- Choose some Ss to read out their sentences.

### Suggested answer

Two years ago I visited Egypt with my family. While we were there, we visited the pyramids and we went camel riding. I really liked that trip. In fact, it was the best trip I've ever been on.

## 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 ▶▶38

- 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. two
2. been
3. fires
4. builder
5. injured
6. cameraman
7. safari
8. eagle
9. lifeguard
10. pool

- Ask different Ss to recite the rhyme.
- Ask Ss which job is their favourite and initiate a short discussion.



## Culture page

### SWC (Saudi Wildlife Commission) ▶▶ 39

**A. Aim:** to introduce Ss to certain aspects of the culture in Saudi Arabia

- Ask Ss to look at the pictures and tell you what the text is about (*The Saudi Wildlife Commission*).
- Ask Ss if they know anything about SWC.
- Elicit answers.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

*What is the Saudi Wildlife Commission? It's an environmental organisation.*

*What does it do? It protects the Saudi Arabian animals on land and in the sea.*

*What is one of SWC's main projects? To bring the Arabian oryx back to Saudi Arabia again.*

*What is the Arabian oryx? A medium-sized antelope. What does the Arabian oryx eat? It mainly eats grass, but also leaves and fruit.*

*Where does the Arabian oryx live? In desert areas.*

*How long can it live without water? About two weeks.*

*When did the Arabian oryx become an endangered species? In the mid 20th century.*

*What happened in 1986? The SWC started a restoration programme to bring the Arabian oryx back to the country.*

**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. T   4. T   5. T   6. F

- Explain any unknown words.

# Teen life

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 (*some teenagers*).
- Ask Ss:

*What are the teenagers in the picture doing? They are holding each other.  
What can you tell from the expression on their faces? They are very happy.*

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

## Suggested answers

- *What's a typical teenager like in your country?*  
A typical teenager in my country is very active, outgoing and polite.
- *Do you think teenagers have healthy lifestyles? Why/Why not?*  
I don't think that teenagers have healthy lifestyles because, although they exercise and do sports, they don't eat healthy food. They like junk food and they prefer eating at fast food restaurants or ordering pizzas.
- *How do teenagers communicate with each other?*  
They chat on the Net, they send SMS/MMS messages and they talk on the phone for hours.
- *What do teenagers usually like buying when they go shopping?*  
Clothes, accessories, gadgets, etc.

- 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. 34  
picture C: p. 43  
picture D: p. 41  
picture E: p. 36

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

# What's wrong?

## FUNCTIONS

Talking about ailments  
 Stating a problem / describing symptoms  
 Asking for and giving advice  
 Expressing opinion and making suggestions

## STRUCTURES

The verb *should*

## VOCABULARY

### Ailments and illnesses

cough earache fever headache sore throat  
 stomach ache the flu toothache

### Other words and phrases

be on time hang up lemon look after Oh dear!  
 painkiller strange warm What's wrong with you?

## Warm-up

**Aim:** to introduce the topic of the lesson

- Draw Ss' attention to the title of the lesson.
- Choose a student and ask him/her, e.g. *Are you OK? You look unhappy. What's wrong?*
- Help Ss deduce the meaning of the question *What's wrong?* (=to ask if someone has a problem or if someone is not feeling well).
- Ask Ss to guess what the lesson will be about.
- Elicit answers.

## 1 Vocabulary ▶▶ 2

**Aim:** to present some ailments

- Draw Ss' attention to the pictures 1-7 and ask them: *What's wrong with this boy?*
- Don't expect any answers but tell Ss to read through the sentences and help them underline the ailments in each one of them (*earache, stomach ache, toothache, headache, sore throat, cough, fever*).
- Have Ss do the activity.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

### KEY

I've got earache. **3**  
 I've got stomach ache. **7**  
 I've got toothache. **1**  
 I've got a headache. **5**  
 I've got a sore throat. **2**  
 I've got a cough. **4**  
 I've got a fever. **6**

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

## Language Plus

The structure **have got + ache** is used with the following parts of the body: *head, stomach, ear, tooth, back*. In British English, the indefinite article *a/an* is not used with these aches, except for *headache* (*I've got toothache*, but *I've got a headache*). In American English, *got* is omitted and the indefinite article *a/an* is used with all of the aches (*I have a toothache*, *I have an earache*).

## 2 Read ▶▶ 3

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

- Draw Ss' attention to the pictures accompanying the dialogue and ask them where the heroes are and what is happening.
- Elicit answers (*Ali and Lee are at a skatepark and Ali is talking on his mobile. / Bill is at home and he is talking on the phone. Tom is with him*).
- 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

*Suggested answer*  
 Because he didn't feel very well.

- Ask Ss some comprehension questions:

*Where did Ali call Bill first? He called him on his mobile. Did he answer his mobile? No, he didn't. Where did he call him next? He called him at home. Did he find him? Yes, he did. According to Bill, why was he at home? Because he had the flu. What did he say was wrong with him? He said he had a fever, a headache and a bad cough. What did Ali tell him to drink? Some warm tea with honey and lemon. Does Bill want the boys to visit him? No, he doesn't.*

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

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

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

**KEY**

1. It's almost eight o'clock. The skatepark closes in an hour.
2. He's never on time.
3. You should take a painkiller and stay in bed then. / He shouldn't go out.
4. Maybe we should cancel the skatepark and come and see you.
5. Tom is looking after me.

**Post-reading**

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

- Ask Ss:

*Have you ever arranged something with your friends but then you got ill? Yes, I have. What did you do? I stayed at home but my friends cancelled everything and came to my house to look after me.*

- Elicit answers and initiate a short discussion.

**3 Grammar**

**Aim:** to present the modal verb *should* and give Ss practice in using it in context

- Ask Ss to read through the table.
- Explain to Ss that this is the modal verb *should*.
- Ask Ss to tell you what they notice about it (*should* remains the same in all persons singular and plural, it forms the negative form and the question without an auxiliary verb and it is followed by the base form of the verb).
- Ask Ss to read through the examples.
- Ask Ss to underline all examples of *should* and *shouldn't* in the dialogue (*I think we should call him, You should take a painkiller and stay in bed then, He shouldn't go out, And you should drink some warm tea with honey and lemon, Maybe we should cancel the skatepark and come and see you*).
- Ask Ss to tell you when the modal verb *should* is used.
- Elicit the answer that it is used to *give advice, express opinion, make suggestions*.
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

**KEY**

1. She should take a painkiller.
2. You shouldn't eat any more sweets.
3. You should open the window.
4. You should ask the teacher.
5. He shouldn't drink cold water.

**4 Listen** 

**Aim:** to give Ss practice in listening for specific information

- Ask Ss to read through the list of ailments.
- 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**

*The following should be ticked: fever, the flu, sore throat, cough*

**LISTENING TRANSCRIPT**

- Garth** Hello! I'm home. Is anybody here?  
**Laura** I'm in the living room.  
**Garth** Hi. Oh dear! You look awful. What's wrong?  
**Laura** *(Starts coughing)*  
**Garth** You should have a hot drink for that cough.  
**Laura** I've just had a cup of tea. It helped my throat quite a bit.  
**Garth** Is it sore?  
**Laura** Yes, very. It hurts when I talk.  
**Garth** Do you want something to eat?  
**Laura** No thanks.  
**Garth** Why? Have you got stomach ache, too?  
**Laura** No, my stomach's fine. I'm just not hungry.  
**Garth** Try to eat lots of fruit.  
**Laura** You're right. I should eat more, actually.  
**Garth** You've probably just got the flu. Lots of people at school have got it.  
**Laura** Yeah, Mum was here a while ago. She rang up the doctor and she said it was the flu.  
**Garth** My friend Lee had the same thing last week. He had a terrible headache, too.  
**Laura** Well, my head feels fine. I think I've got a fever, though.  
**Garth** Really? Let me feel your head... Yes... you're quite hot. You should really get to bed.  
**Laura** No, I'm fine here. At least I can watch some TV.  
**Garth** Would you like a glass of orange juice?  
**Laura** Oh, yes please. Thanks.

**5 Speak**

**Aim:** to give Ss practice in asking for and giving advice

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

**Suggested answers**

- A:** I've got earache. What should I do?  
**B:** I think you should take a painkiller.
- A:** I've got a terrible stomach ache. What should I do?  
**B:** I think you should have some warm soup and stay in bed.
- A:** I've got toothache. What should I do?  
**B:** I think you should take a painkiller and you shouldn't eat sweets.
- A:** I've got a headache. What should I do?  
**B:** I think you should sleep or relax for a while but you shouldn't watch TV.
- A:** I've got a terrible sore throat. What should I do?  
**B:** I think you should drink some warm tea or milk but you shouldn't go out.
- A:** I've got a fever. What should I do?  
**B:** I think you should take some medicine and stay in bed.

- 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.

## FUNCTIONS

Understanding mobile and instant text messaging

## VOCABULARY

add be called be right back make sure normal  
note laugh out loud phrase receive rule shorten  
sleepy smiley SMS symbol text (v) text message  
type (v)

## 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.
- Draw Ss' attention to the symbol :- ) in the title of the lesson and ask them if they know when and what it is used for.
- Elicit answers (*used in mobile and online instant messaging to show that the writer of the message is happy*).
- Ask Ss:

*Do you send text messages? Yes, I do.  
Do you chat on the Internet/send e-mails? Yes, I do.  
Do you write the full forms of words when you send text messages/e-mails/chat on the Internet? No, I don't.  
I usually use the symbols that everybody uses when they send messages or chat on the Net.*

- Elicit answers and initiate a short discussion.

## 1 Read ▶▶ 5

**A. Aim:** to introduce 'chatspeak' by activating Ss' background knowledge

- Draw Ss' attention to the dialogue on the computer screen.
- Ask Ss to tell you what is happening and elicit answers (e.g. *two friends, under the sign-in names K-boy and YOYO, are chatting on the Internet*).
- Ask Ss to read through the dialogue.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.

**B. Aims:** ▶ to present vocabulary and functions in the context of an article about 'chatspeak'

▶ to expand on Ss' knowledge of 'chatspeak'

- Ask Ss to look at the layout and the title of the text and tell you what kind of text it is and what it is about (*an article about chatspeak*).
- Ask Ss to tell you what chatspeak is and elicit answers.
- Draw Ss' attention to the phrase *A beginner's guide* in the title and ask them to tell you what this shows about the article (*the article provides some basic information about 'chatspeak' and it familiarises readers with 'chatspeak'*).
- Draw Ss' attention to the faces on the page.
- Ask Ss to tell you what these are and elicit answers.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.

- Ask Ss some comprehension questions:

*What are some of the problems with text messages?  
The keyboard on a mobile is small, which makes writing difficult and they can be expensive.  
Is it fast to write in chatspeak? Yes, it is.  
How can you use chatspeak? You can type a letter and it can mean a whole word, you can shorten words, you can shorten phrases to letters, etc.  
Are there set rules to chatspeak? No, there aren't.  
What effect do smileys have on your chatspeak? They make it more interesting.*

- Refer Ss to the dialogue in activity A and ask them the question in the rubric.
- Make sure that Ss understand all the abbreviations and symbols used in the dialogue by referring them to the text, if necessary.
- Point out to Ss that 'chatspeak' isn't proper English and shouldn't be used in formal written texts but only in conversational ones like text and online instant messaging.
- Refer Ss to the chatspeak and smiley dictionary on p. 61.

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

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

## KEY

1. Netspeak, SMS language.
2. On the Net, in e-mails or in text messages.
3. Because they wanted a short and easier way to write messages.
4. Because it can be slower to read than normal writing.
5. To make sure the receiver of the message understands it.
6. They show how you are feeling, without words.

- Explain any unknown words.
- 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:

*Which of the abbreviations or symbols in the text do you use the most? I use all of them a lot but I use LOL the most.*

*In your opinion, how useful are chatspeak abbreviations and symbols? They are very useful because they help us send messages very quickly and it makes communication easier and more interesting.*

- Elicit answers and initiate a short discussion.

## 2 Vocabulary

**Aim:** to introduce vocabulary related to notes and text messages

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

### KEY

1. text
2. receive
3. note
4. type
5. smiley
6. text messages

## 3 Pronunciation ▶▶6,7

**A. Aim:** to have Ss differentiate between /ʊ/ and /u:/ sounds

- Play the CD and tell Ss to repeat and listen for the difference in pronunciation between *good* and *group*.
- Elicit the answer that *good* has an /ʊ/ sound while *group* has an /u:/ sound.
- If necessary, play the CD again.

**B. Aim:** to give Ss practice in differentiating between /ʊ/ and /u:/ sounds

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

### KEY

/ʊ/: put, wolf, bush, football  
/u:/: rule, soon, lose, pollution

## 4 Listen ▶▶ 8

**A. Aim:** to prepare Ss for the listening activity by activating their background knowledge

- Draw Ss' attention to the two texts and ask them the question in the rubric.
- Elicit answers (*a note and a text message*).

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

- Ask Ss to read through the note and the SMS message and check their understanding.
- Ask Ss to guess what kind of information is missing.
- 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

the stadium, seven/7 (o'clock)  
supermarket, crisps, orange juice

## LISTENING TRANSCRIPT

1.

**Ray** Hello?

**Frank** Ray! Where are you?

**Ray** I'm at home.

**Frank** Did you see my note?

**Ray** No, sorry.

**Frank** Oh well, I'm at the stadium. Rovers are playing. Want to come?

**Ray** Yeah, OK.

**Frank** Well, get here quick. The match starts at seven o'clock.

**Ray** OK, I'm leaving now.

2.

**Son** Hello, Mum. Are you still at the supermarket?

**Mum** No, I'm going now and I just got your message.

**Son** Great. Don't forget to get me some crisps, OK?

**Mum** Sure. And the orange juice.

**Son** See you soon!

## 5 Write

**Aim:** to give Ss practice in writing a note and a text message

- Ask Ss to read through the situations in the box and make sure they understand them.
- Draw Ss' attention to the TIP and explain it.
- Point out to Ss that they can use the note and the text message as well as the chatspeak and smiley dictionary on p. 61 as guides.
- Allow Ss some time to write their notes and text messages.
- Choose Ss to read out their notes and text messages.

### Suggested answers

Steve

Went to the shops.

Borrowed your bike.

Be back in an hour.

Alex

I CAN'T COME 2 THE BOWLING ALLEY 2NITE BCOZ MY SPANISH CLASS IS GOING 2 FINISH L8T. ☹️ CU 2MORO.

# Let's go shopping

## FUNCTIONS

Identifying and describing clothes  
 Expressing preference  
 Talking about sizes  
 Talking about prices  
 Buying and selling

## STRUCTURES

too / enough

## VOCABULARY

### Words/Phrases related to prices/money

amount cent change (n) cost (v) discount  
 dollar euro halala pay by credit card pay in cash  
 penny - pence per cent (%) pocket money pound  
 receipt riyal total

### Phrases related to shopping

How much is it? How much does it cost? I'll take it.  
 Can I try it on? What size are you?

### Other words and phrases

cash desk customer extra small/large fashion  
 fitting room medium product receipt  
 shop assistant tight

## 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:

*Do you like going shopping? Yes, I do.  
 How often do you go shopping? I usually go shopping  
 at the weekend.  
 What do you like buying most (clothes, shoes, books,  
 etc.) when you go shopping? I like buying clothes and  
 accessories.*

- Elicit answers and initiate a short discussion.

## 1 Vocabulary ▶▶ 9

**Aim:** to introduce vocabulary related to sizes and prices

- Play the CD and pause so that Ss can repeat the sizes they hear.
- Choose Ss and ask them: *What size are you?*
- Elicit answers (*I'm a ...*).
- Play the CD and pause so that Ss can repeat the prices they hear.
- Explain to Ss how prices are read in English.
- Ask Ss to tell you where *saudi riyals/halala, pounds/pence, euros/cents and dollar/cents* are used.

### Background note

**Saudi riyals/halala** are used in Saudi Arabia.  
**Pounds/pence** are used in the UK. *Pence* is the plural of **penny**.  
**Euros/cents** are used in the countries of the European Union.  
**Dollars/cents** are used in the USA.  
**Canadian dollars/cents** are used in Canada.  
**Australian dollars/cents** are used in Australia.

- For further practice, write some prices on the board and ask Ss to read them aloud.

## 2 Read ▶▶ 10

- A. Aims:**
- ▶ to help Ss make predictions about the content of the dialogues based on visual prompts
  - ▶ to present vocabulary, structures and functions in the context of two dialogues
  - ▶ to give Ss practice in reading for gist
- Ask Ss to look at the pictures of the two men and tell you where they are (*The man in the first picture is in a clothes shop, and the second one is in a shoe shop*).
  - Ask Ss the question in the rubric.
  - Elicit answers but do not correct Ss at this stage.
  - Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
  - Check the answers with the class.

### KEY

#### Suggested answer

The first man is going to buy a suit. The second man is going to buy a pair of shoes.

- Ask Ss some comprehension questions:

*What colour is the suit that Kyle likes? It's blue.  
 What's the discount on the suit? 30%.  
 Where is the fitting room? Next to the cash desk.  
 Does Kyle use his credit card to pay for the suit? Yes, he does.  
 What size are the brown shoes Nathan is trying on?  
 They are an 8½.  
 Does Nathan buy them? No, he doesn't.  
 Why? Because they aren't big enough. / Because they are too tight.  
 What colour are the shoes he buys? White.  
 How much do they cost? £55.50.  
 How does Nathan pay for the shoes? He pays in cash.*

- Point out to Ss that we pay **in cash** but we pay **by credit card**.
- Explain any unknown words.
- Choose Ss to act out the dialogues in groups.



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

- Draw Ss' attention to the receipts and explain any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

**KEY**

1. suit
2. medium
3. £135.50
4. credit card
5. white
6. 9
7. 55.50

**Post-reading**

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

- Ask Ss:

*Who do you usually go shopping with? With my friends.  
Do you usually pay in cash or by credit card? I usually pay in cash.  
Do you buy clothes that are the latest fashion? Yes, I do.  
I love wearing clothes that are in fashion.*

- Elicit answers and initiate a short discussion.

**3 Grammar**

**Aim:** to present *too* / *enough* and give Ss practice in using them in context

- Ask Ss to read through the examples in the Grammar box.
- Draw Ss' attention to the phrases *too big* and *big enough* and ask them what they understand (*in the first example the jeans are bigger than they should be while in the second example the jeans are smaller than they should be*).
- Ask Ss what they notice about the position of the adjective *big* in the two sentences (*in the first sentence the adjective **big** goes after **too** while in the second sentence it goes before **enough***).
- Ask Ss to underline all the examples of *too* and *enough* in the dialogues (*It's too big for me, No, they aren't big enough, They're too tight*).
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

**KEY**

- |                       |                    |
|-----------------------|--------------------|
| 1. too tired          | 6. fast enough     |
| 2. too old            | 7. too salty       |
| 3. cheap enough       | 8. too dangerous   |
| 4. too noisy          | 9. exciting enough |
| 5. comfortable enough | 10. big enough     |

**4 Vocabulary**

**Aim:** to give Ss practice in using vocabulary related to shopping in context

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

**KEY**

1. in cash
2. products
3. discount
4. receipt
5. cost
6. cash desk

**5 Speak**

**Aim:** to give Ss practice in using the structures, functions and vocabulary presented in this lesson by simulating a conversation between a customer and a shop assistant

- Divide Ss into pairs.
- Refer SA to p. 61 and SB to p. 62.
- Ask Ss to look at the pictures and read through the phrases in the boxes and check their understanding.
- Choose a student and act out the dialogue.

**Suggested answers**

- A:** May I help you?  
**B:** Yes, please. I'm looking for a pair of jeans. What do you have?  
**A:** We have these green jeans.  
**B:** Do you have them in blue?  
**A:** Let me check. Yes, we do. Here you are.  
**B:** Can I try them on?  
**A:** Of course. What size are you?  
**B:** Medium.  
**A:** Here, these are medium.  
 ....  
**B:** Great! I'll buy these jeans, then. How much are they?  
**A:** They're €30.50.  
**B:** Do you have a discount?  
**A:** No, unfortunately we don't. Will you pay in cash or by credit card?  
**B:** I will pay in cash. Here you are.  
**A:** And here's your receipt.  
**B:** Thank you.

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

## FUNCTIONS

Talking about eating habits  
Asking and answering about quantity

## STRUCTURES

How much...? / How many...? / Much / Many / A lot of /  
Lots of / A few / A little

## VOCABULARY

## Food

carrot cheese cucumber lettuce mayonnaise  
meatballs olive oil onion pasta peas pitta bread  
salt sauce shish kebab strawberry sugar  
yoghurt

## Other words and phrases

avoid be rich in bone choose contain  
dairy product diet every now and then fat (n)  
feel like fresh fried instead of junk food  
necessary nowadays overdo overweight strong  
tasty teen/teenager unhealthy vitamin

## 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 (*thinking about what is good for one's health*).
- Ask Ss:


*Do you take good care of your body and your health?  
I think I do.*

*What do you do to keep healthy? I exercise twice or  
three times a week and I try to eat healthy food.*

- Elicit answers and initiate a short discussion.

1 Read  


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

 to prepare Ss for the reading activity

- Draw Ss' attention to the sign.
- Ask Ss to guess the meaning of the sign.
- Elicit answers (*the negative effects of fast food on someone's health*).
- Ask Ss to read through the questions and initiate a short discussion.

## Suggested answers

- No, I don't. I prefer home-cooked food.
- Yes, because it usually contains too much fat and salt.
- We should prefer home-cooked meals because they are healthier. We should also eat lots of fruit and salads because they are full of vitamins.

**B. Aims:**  to present vocabulary, structures and  
functions in the context of an article about  
fast food

 to give Ss practice in identifying specific  
information in an article

- Draw Ss' attention to the layout of the text and ask them what type of text it is (*a magazine article*).
- Draw Ss' attention to the title of the text and the accompanying picture. Ask them what the picture shows (*a man holding an apple and a doughnut in his two hands*) and what the article is about (*about fast food and whether it is healthy or not*).

- Ask Ss if they think fast food is healthy.
- Elicit answers.
- Play the CD and have Ss follow in their books. Tell them to underline unknown words at the same time.
- Ask Ss some comprehension questions:

*Why does everybody love fast food? Because it's fast,  
cheap and tasty.*

*What does Peter Swain think of fast food? That it's bad  
for you.*

*What does our body need? A little fat.*

*What does he think of fried food? That we shouldn't  
overdo it.*

*What does a fresh salad with olive oil give us? Vitamins.  
According to Rosalind Mack, what is fast food? It's junk  
food.*

*Does it contain many vitamins? No, it doesn't.*

*What are milk and dairy products rich in? They are rich  
in protein and calcium.*

*What are they necessary for? They are necessary for  
healthy teeth and bones.*

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

## KEY

1. Because they help us be strong and healthy.
2. Because potatoes are rich in carbohydrates and they give us energy.
3. Nowadays most fast food places have salad bars.
4. Fat, salt and sugar.
5. Because they have made fast food an important part of their diet and they are overweight. Also, they don't exercise enough.
6. They should avoid fast food, eat home-cooked meals and lots of salads and drink lots of milk instead of soft drinks.

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

## Post-reading

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

- Ask Ss:

*Who do you agree with, Peter Swain or Rosalind Mack?  
I agree with Rosalind Mack.*

*How many meals a day do you have? I usually have  
three meals a day.*

*Do you eat lots of vegetables and fruit? I don't like fruit  
and vegetables very much but I try to eat some because  
they're good for our health.*

- Elicit answers and initiate a short discussion.

## 2 Grammar

**Aim:** to present *How much...? / How many...? / Much / Many / A lot of / Lots of / A few / A little* and give Ss practice in using them in context

- Check Ss' previous knowledge of countable and uncountable nouns. Ask them to give you some examples.
- Ask Ss to read through the Grammar box and check that they understand the terms used.
- Point out to Ss that we use *How much...?* to ask about the amount of something while we use *How many...?* to ask about the number of something.
- Point out to Ss that *much* is used in questions and in negative sentences only, *many* is usually used in questions and in negative sentences while *a lot of* and *lots of* are usually used in affirmative sentences. *A little* and *a few* are used in affirmative sentences.
- Explain to Ss that *a little* and *a few* have a positive meaning. They mean *some but not much/many*.
- Point out to Ss that we can also use *How much...?* to ask about the price of something.
- Ask Ss to underline all the relevant examples in the article (*...our body needs a little fat, too, Eating a few chips..., Eating too much..., ...it doesn't contain many vitamins, Many teenagers have made fast food..., ...and lots of salads, ...lots of milk*).
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

### KEY

1. How much    2. much    3. lots of  
4. lots of    5. Many    6. a little

## 3 Listen

**Aim:** to give Ss practice in listening for specific information

- Ask Ss to read through the statements 1-6 and check their understanding.
- 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. T    5. F    6. F

### LISTENING TRANSCRIPT

- Man** Hello there, could I ask you a few questions for a survey about teens and healthy eating? It won't take long.
- Boy** Sure, why not?
- Man** First of all, how many litres of water do you think you should drink every day?
- Boy** I think about 2 litres a day. At least that's how much I drink. Is that OK?
- Man** Yes, that's good. What about when you're exercising?
- Boy** I play tennis, but I don't really drink more.
- Man** Well, you should drink half a litre before you start exercising and if it's hot, you should drink a bit every fifteen minutes.
- Boy** That sounds like good advice.
- Man** Now, 40% of your daily food should be, what?
- Boy** Ermm... Fruit and vegetables probably. They're very good for you.
- Man** That's true, but the answer is actually carbohydrates.
- Boy** Like bread and pasta?

**Man** That's right. And if you do a lot of exercise, you should eat more.

**Boy** OK.

**Man** Do you drink milk?

**Boy** Erm... Not really. I usually have some on my cereal. I don't really like it. Should I? I mean I'm not a child any more.

**Man** Well, a person your age should eat or drink about 600 millilitres of dairy products every day.

**Boy** Does that include yoghurt? Because I eat a lot of yoghurt, and I love cheese.

**Man** Well, that should be enough, then.

**Boy** What about sweets? I want to stop eating them but I just can't.

**Man** Listen, sweets are OK if you don't eat too many. That's the thing to remember. Don't overdo it. OK, just a few more questions...

## 4 Speak & Write

**A. Aim:** to give Ss practice in talking about healthy and unhealthy food

- Ask Ss to look at the pictures and read through the descriptions of the meals. Help them deduce the meaning of any unknown words from the content of the corresponding pictures.
- Ask Ss which of the meals in the pictures they have tried/ they enjoy eating, etc. and elicit answers.
- Ask Ss the question in the rubric.
- Elicit answers and initiate a short discussion.

**B. Aim:** to give Ss practice in talking about their eating habits through pair work

- Ask Ss to read through the questions and make sure they understand them.
- Get Ss to discuss the questions in pairs and go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

### Suggested answer

**A:** Do you follow a healthy diet?

**B:** Yes, I do.

**A:** What healthy food do you like?

**B:** I like eating vegetables a lot.

**A:** How often do you eat fast food?

**B:** Once or twice a month.

**A:** Which do you prefer, fast food or home-cooked food?

**B:** I prefer home-cooked food. It's healthier and tastier.

**A:** What food do you avoid eating to stay healthy?

**B:** I avoid eating fried food.

**C. Aim:** to give Ss practice in writing a paragraph about their eating habits

- Explain to Ss that their answers to the questions in activity 4B will provide the content for their paragraphs.
- Allow Ss some time to write their paragraphs using the ideas from the previous activity.
- Choose some Ss to read out their paragraphs.

### Suggested answer

I believe that I follow a healthy diet. I eat healthy food and I love eating a lot of vegetables. I only eat fast food once or twice a month. I don't really like it. I prefer eating home-cooked food because it's healthier and tastier than fast food. I also avoid eating fried food because it's very bad for our health.

## FUNCTIONS

Talking about teen problems  
Expressing emotions  
Asking for and giving advice

## STRUCTURES

Possessive Pronouns  
Possessive Case

## VOCABULARY

any more at least calm down cheer up crash  
feel down first of all fix I don't get it.  
I hope everything goes well. It's not fair. flat tyre  
explain learn a lesson lend lie (lied-lied)  
make a mistake notice (v) perhaps share  
tell the truth upset

## 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.
- Ask Ss:

*Who do you usually ask for advice when you have a problem? My parents or my friends.  
When was the last time you asked for advice? Last week.  
What was it about? I had a terrible headache.  
Did the advice help you? Yes, it did.  
Do your friends ask for your advice? Yes, they do.  
When was the last time you advised a friend about a problem? Yesterday.  
What was it about? One of my friends had a problem with his brother.  
Did your advice help him/her? I don't know that yet.*

- Elicit answers and initiate a short discussion.

## 1 Vocabulary 13

**A. Aim:** to present some teen problems and words of advice

- Ask Ss to read through the teenagers' problems on the left and then read through the words of advice on the right.
- Allow Ss some time to do the matching.
- Play the CD and have Ss listen and check their answers.
- Check the answers with the class.

### KEY

1. b 2. a

- Ask Ss if they agree with the advice given and if they would advise these people differently.
- Elicit answers.

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

- Draw Ss' attention to the phrases 1-4 and refer them to the speech bubbles.
- Ask Ss to read through the meanings a-d and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

### KEY

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

- Explain any unknown words.

## 2 Grammar

**Aim:** to present *Possessive Pronouns* and the *Possessive Case* and give Ss practice in using them in context

### Possessive Pronouns

- Ask Ss to read through the first two tables (*possessive adjectives - possessive pronouns*).
- Check Ss' previous knowledge of *possessive adjectives* by asking them when they are used (*they are used before nouns, without articles, to show possession*).
- Ask Ss to read through the examples and draw their attention to the words in bold.
- Ask Ss to tell you which of the words in bold are possessive adjectives (*your, My*).
- Draw Ss' attention to the words *mine* and *hers*.
- Point out to Ss that they are *possessive pronouns*.
- Ask Ss to tell you what they notice about possessive pronouns (*they are used instead of a possessive adjective + noun and they are never followed by nouns*).
- Point out to Ss the relation between possessive adjectives and possessive pronouns, e.g. *my - mine, your - yours*, etc.
- Ask Ss to underline all the examples of *possessive adjectives* and *possessive pronouns* in the speech bubbles of the previous activity (1. *My*, 2. *my, Mine*, a. *My*, b. *Your, his*).
- Refer Ss to the Grammar Reference (p. 65).

### Possessive Case - Whose...?

- Write on the board, e.g. *my dad's car, Peter's car* and underline the *apostrophe s*.
- Check Ss' previous knowledge of when the genitive apostrophe is used (*it is used after nouns and names to show possession*).
- Draw Ss' attention to the first two examples (singular nouns / regular plural nouns) in the grammar box.
- Ask Ss to tell you why in the first example the apostrophe is before the -s while in the second example it is after the -s (*because in the second example the noun 'boy' is in the plural*).
- Draw Ss' attention to the third example (*irregular plural nouns*).
- Point out to Ss that in *irregular plural nouns* we add 's to the irregular plural.
- Draw Ss' attention to the question word *Whose* in the exchange.
- Ask Ss when we use it (*to ask about possession*).
- If necessary, give further examples, e.g. pick up a book and say: *Whose book is this? It's ...'s (book)*, etc. Point out that it is not always necessary to have a noun after the Possessive Case (e.g. *It's her/his book*).
- Make sure that Ss understand the difference between the use of the question words *Who (nominative case, to ask about a person's identity)* and *Whose*. Have them practise the difference by asking them questions.
- Refer Ss to the Grammar Reference (p. 65).
- Have Ss do the activity.
- Check the answers with the class.

### KEY

1. grandparents'  
2. My, men's  
3. friend's, her  
4. Whose, ours, theirs

### 3 Speak & Write 14

- A. Aims:**
- ▶ to provide Ss with a sample of a letter to an advice column asking for advice
  - ▶ to give Ss practice in identifying some stylistic features of a letter asking for advice
- Ask Ss what an advice column is (*it's a magazine column where people can write about a problem they have and get advice from an expert*).
  - Ask Ss who the man in the picture is (*the man who writes the advice column*).
  - Ask Ss:

*Do you read advice columns in magazines? Yes, I do. Have you ever written to an advice column to ask for advice? If not, would you like to? No, I haven't. I don't know if they can help me.  
Do you think advice columns give good advice? I think that sometimes they do, but not always.*

- Elicit answers and initiate a short discussion.
- Ask Ss to read through the letter and underline any unknown words at the same time. Alternatively, choose Ss to read out the letter in parts.

#### Language Plus

**Probs** is an abbreviation for *problems*.

- Ask Ss the questions 1-3.
- Elicit answers.

#### KEY

1. The boy gave his brother's new bike to his friend but his friend had an accident and crashed it.
2. I've got a problem and I'm not sure what to do. / What should I do? / Should I say that I crashed it? / Can you please help me?
3. Open answers.

- Ask Ss some comprehension questions:

*Why did his friend need a bike? Because he wanted to go to the shops.  
When was that? Last week.  
Why couldn't the boy give his friend his own bike? Because it had a flat tyre.  
How does the boy feel now? He's upset.  
Why is he so upset? Because his brother really likes his bike.  
What will happen if he tells his brother that he did it? His brother will be really angry.  
What will make his brother even angrier? If he tells him that he lent it to his friend, Kevin.  
What does the boy need if he decides to fix his brother's bike? A lot of money.  
Is it easy for him to find the money he needs? No, it isn't.  
Why? Because he's only 14.*

- Explain any unknown words.

- B. Aims:**
- ▶ to provide Ss with a sample of a letter giving advice
  - ▶ to give Ss practice in identifying some stylistic features of a letter giving advice
- Ask Ss to read through the advice and underline any unknown words at the same time. Alternatively, choose a student to read out the advice.
  - Point out to Ss the use of the imperative in the text: *Explain that..., Tell him that...*
  - Explain that it's another way to give advice.

- Ask Ss to produce their own sentences using the imperative to give advice.
- Ask Ss the questions.
- Elicit answers.

#### KEY

1. Open answers.
2. First of all, I don't think you should... / Perhaps you shouldn't...

- Ask Ss some comprehension questions:

*Why does the writer believe that the boy shouldn't lie to his brother? Because it's important to tell people the truth.  
What might happen if the boy tries to fix the bike? He might make it worse.  
What should the boy explain to his brother? That his friend needed his help and he was trying to do a good thing.  
Should the boy tell his brother that he made a mistake? Yes, he should.*

- Explain any unknown words.

- C. Aim:** to give Ss practice in asking for and giving advice through pair work

- Refer Ss to p. 62.
- Ask Ss to read through the respective lists of situations and expressions and make sure they understand them.
- 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.

- D. Aim:** to present set phrases to ask for and give advice and give Ss practice in using them in context

- Draw Ss' attention to the box containing the set phrases used to ask for and give advice and make sure they understand them.
- Ask Ss to read through the texts and make sure they haven't got any unknown words. Point out that the first text is a letter asking for advice and the second one a letter giving advice.
- Ask Ss to read through the phrases a-f.
- Have Ss do the activity.
- Check the answers with the class.

#### KEY

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

- E. Aim:** to give Ss practice in writing a letter to an advice column asking for advice

- Draw Ss' attention to the TIP and explain it.
- Allow Ss some time to write a letter asking for advice.
- Ask Ss to swap letters with their partners, read their partner's letter and write a letter giving him/her advice.
- Choose Ss to read out their letters.

#### Suggested answer

I have a problem with my free time. I haven't got any. After school I have volleyball practice three times a week and a Spanish lesson twice a week. I always go back home after 7 in the afternoon and I'm really tired. Then, I do my homework and I finish at around 10 o'clock. I'm too tired to eat, I usually have a shower and go to bed. I haven't got time to hang out with my friends and I don't eat healthy food. I feel down. What should I do? Can you help me?  
Busy teenager

# 3

## Round-up

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

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

### Vocabulary

A.

**KEY**

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

B.

**KEY**

1. cancel
2. receive
3. cost
4. Cheer up
5. overweight
6. notice
7. overdo
8. instead of

### Grammar

C.

**KEY**

1. should buy him a present
2. should take a painkiller
3. shouldn't go swimming
4. should cook something
5. shouldn't drive without glasses

D.

**KEY**

1. How many
2. aunts'
3. lots of
4. many
5. yours
6. men's
7. a lot of
8. Her
9. children's

E.

**KEY**

1. tall enough
2. too tired
3. too dangerous
4. old enough

### Communication ▶▶ 15

F.

**KEY**

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

## Write

- Explain to Ss that they have to write a note and check if they understand the situation.
- Allow Ss some time to do the activity.
- Choose some Ss to read out their notes.

### Suggested answer

Gone to the bookshop for a present.  
Be back in half an hour.  
Jack

## Speak

- Divide Ss into pairs and explain that Student A is going to be the customer and Student B is going to be the shop assistant.
- Draw Ss' attention to the box and check understanding.
- Choose a student and act out the dialogue.

### Suggested answer

**A:** Could I help you?  
**B:** Yes, please. I'm looking for a book about sports. What do you have?  
**A:** We have this new book but it's quite expensive.  
**B:** What else have you got?  
**A:** Let me check. Well, we have this, too, about team sports.  
**B:** Oh, I'll buy this, then. How much is it?  
**A:** It's €20. / It's twenty euros.  
**B:** Do you have a discount?  
**A:** No, unfortunately we don't. Will you pay in cash or by credit card?  
**B:** I will pay in cash. Here you are.  
**A:** And here's your receipt.  
**B:** Thank you.

- Allow Ss some time to do the activity.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue.

## 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 ►►16

- 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. fever
2. flu
3. after
4. too hard
5. painkiller
6. sore
7. warm enough
8. cheer
9. choose

- Ask different Ss to recite the rhyme.

**Al Mamlaka** ▶▶ 17

**Aim:** to inform Ss about a very famous building in Riyadh

- Ask Ss to look at the pictures and tell you what the text is about (*Al Mamlaka Tower or Kingdom Centre*).
- Ask Ss if they know anything about this building.
- 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 Mamlaka Tower? It's in the middle of the city of Riyadh.*

*How tall is it? It's over 300m tall.*

*How many lifts does the building have? 45 lifts.*

*Where can visitors have a good view of the city? On the bridge at the top of the building.*

*How many floors does the Four Seasons Hotel take up? 10 floors.*

*What time does the shopping centre open in the morning? At 9 o'clock.*

*What can you have at Spazio's? You can have food from all over the world.*

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

**KEY**

1. Kingdom Centre.
2. It won the Emporis Skyscraper Award.
3. A view of the whole of Riyadh.
4. On the top floor of the building.
5. 197 rooms.
6. At 4pm.
7. On the 77th floor.

- Explain any unknown words and choose Ss to read the text aloud.
- Ask Ss if they have visited Al Mamlaka Tower. If not, ask them if they would like to visit it.
- Elicit answers and initiate a short discussion.



# The arts

- 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 painter's brush in a mixture of paints*).
- Ask Ss:

*Who might use this brush? A painter.  
What for? To paint a new picture.*

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

### Suggested answers

- *Who is your favourite artist?*  
My favourite artist is Picasso. I really like his paintings. They're very unusual.
- *Would you like to be an artist? Why?*  
Yes, I would love to be an artist because I think that the arts are a great way to express yourself.

- 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. 50  
picture B: p. 55  
picture C: p. 52  
picture D: p. 57  
picture E: p. 49

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

# Getting creative

## FUNCTIONS

Defining people and things

## STRUCTURES

Relative Pronouns: who/which/that

## VOCABULARY


adventurous all of a sudden article colourful  
create creative design (v/n) enter a competition  
exhibition headline hopeful image in fact  
leaf - leaves organiser peaceful plant (n) poison  
poisonous professional rest (n) town hall



### Warm-up

**Aim:** to introduce the topic of the lesson

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

### 1 Read 18

**A. Aims:**  to help Ss make predictions about the content of the article based on visual prompts

-  to give Ss practice in reading for gist
-  to present vocabulary, structures and functions in the context of an article about a teenager
- Draw Ss' attention to the layout of the text and ask them where it can be found (*in a newspaper*).
- Ask Ss to tell you what the name of the newspaper is (*Daily News*) and when it was published (*Monday 2 April*).
- Draw Ss' attention to the banner headline of the article (*1ST PRIZE FOR TEEN ARTIST*).
- Ask Ss to tell you who the headline refers to (*it refers to the boy in the pictures*).
- Draw Ss' attention to what the teenager is holding in the picture and ask them the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Point out to Ss that the headlines are short and to the point and no articles are used (therefore *'1st prize for teen artist'* is used instead of the full sentence: *The 1st prize for a teen artist*).
- Play the CD and have Ss follow in their books and check their predictions. Tell them to underline any unknown words at the same time.
- Check the answers with the class.

#### KEY

*Suggested answer*

The text is about a teenage boy who won a wall design competition.

- Ask Ss some comprehension questions:

*What did Gilford Council announce? The winner of their wall design competition.*

*When did they announce the winner? Last night.*

*Why did they organise the competition? Because they wanted local artists to design something to go on the huge north wall of the new town hall.*

*Did many artists enter the competition? Yes, they did.*

*Who won? Tim Blake, a 13-year-old student.*

*Why did he win? Because his design was colourful and fun and it was just the sort of image that the town council wanted to brighten up the town.*

*What else did Tim win? £5000.*

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

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

#### KEY

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

**C. Aim:** to give Ss practice in identifying elements of cohesion in the article

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

#### KEY

1. Gilford Council
2. professional artists
3. the artist / Tim Blake
4. the design
5. the organiser
6. the town hall
7. the money

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

### Post-reading

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

- Ask Ss:

*Have you ever taken part in a competition? Yes, I have.*


*What was it about? It was an art competition.*


*Have you ever won anything in a competition? In that competition I won 1<sup>st</sup> prize.*

*What was the prize? I won £1000.*

- Elicit answers and initiate a short discussion.

### 2 Vocabulary

**Aims:**  to present adjective suffixes (-y, -ous and -ful)

 to give Ss practice in forming adjectives using adjective suffixes (-y, -ous and -ful) in context

- Draw Ss' attention to the NOTE and explain it.
- Ask Ss to read through the sentences 1-8.
- Draw Ss' attention to the words in bold capitals at the end of each sentence and make sure they don't have any unknown words.
- Have Ss do the activity.
- Check the answers with the class.

#### KEY

1. peaceful
2. poisonous
3. dangerous
4. useful
5. windy
6. noisy
7. healthy
8. hopeful

### 3 Grammar

**Aim:** to present relative clauses introduced by the relative pronouns *who, which, that* and give Ss practice in using them in context

- Ask Ss to read through the rules.
- Point out to Ss that the *relative pronouns who, which and that* are used to introduce relative clauses.
- Write on the board: *That's the boy. He was in the newspaper* and then the sentence *That's the boy who/that was in the newspaper*. Distinguish between the *main clause (That's the boy)* and the *relative clause (who/that was in the newspaper)*.
- Ask Ss:  
*Which word do the relative pronouns 'who/that' refer to? They refer to the noun 'boy'. Is 'who/that' the subject or the object of the relative clause? It's the subject.*
- Point out to Ss that *who/that* replaces 'he' in the sentence *He was in the newspaper*.
- Write on the board: *That's the man. I met him at the park* and then the sentence *That's the man who/that I met at the park* and follow the same procedure.
- Elicit the answers that the relative pronouns *who/that* refer to the noun 'man' and *who/that* is the object of the relative clause.
- Point out that *who/that* replace 'him' in the sentence *I met him at the park*.
- Write on the board: *That's the man I met at the park*.
- Ask Ss why we haven't used the relative pronouns *who/that* in this sentence (*the relative pronouns who/that can be omitted when they are the object of the relative clause*).
- Follow the same procedure with the relative pronouns *which/that*.
- Ask Ss to underline all the examples of relative pronouns in the article (...*but the lucky artist who won wasn't one of them, The design which Tim created is colourful..., ...it's just the sort of image that we wanted to brighten up the town...*).
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class and ask Ss to put the relative pronouns which can be omitted in parentheses.

#### KEY

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

### 4 Listen 19

**Aim:** to give Ss practice in listening for specific information

- Ask Ss to read through the sentences 1-5 and check their understanding.
- Explain to Ss that the sentences refer to an interview.
- Play the CD.
- Play the CD a second time and have Ss check their answers.
- Check the answers with the class.

#### KEY

1. drawing, painting
2. grandfather
3. March
4. two weeks
5. London

### LISTENING TRANSCRIPT

- Host** Welcome back. And now I'd like to welcome a teenager who has been in the newspapers a lot lately. His name is Oscar Richards and people are saying he's the next Picasso. Welcome Oscar.
- Oscar** It's great to be here.
- Host** When did you start getting interested in art?
- Oscar** Well, I've always enjoyed drawing and painting and when I was very young, I used to paint whatever I saw in the garden.
- Host** What do you most like painting?
- Oscar** Well, I paint outside a lot so most of my paintings are of trees. But I also love creating paintings of flowers, especially in the spring.
- Host** Where did you learn to paint so well? Did you have a good art teacher?
- Oscar** In a way. It was my grandfather. He's an artist, too, and he's the one who taught me everything I know.
- Host** Now, you've been in the newspapers because in March, you will be the youngest artist to have an exhibition at the Richmond Gallery. How do you feel about that?
- Oscar** I'm very excited. I can't wait for the opening.
- Host** And how long will the exhibition be open?
- Oscar** For two weeks.
- Host** Well, everyone will have time to get down there and see your work. Do you have any other exhibitions planned for the future?
- Oscar** Not yet, but it's my dream to organise an exhibition in London one day.
- Host** I wish you all the best with that. Now, let's carry on with some more...

### 5 Speak

**Aim:** to give Ss practice in using the functions and structures presented in this lesson through an oral activity

- Ask Ss to read through the newspaper headlines.
- Ask Ss to form full sentences (*A teenage boy found an old painting / A 14-year-old saved his brother / A student got lost in a cave*).
- Ask Ss to read through 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 Ss to tell their stories to the class.

#### KEY

*Suggested answers*

#### 14-YEAR-OLD SAVES BROTHER

**A:** *I think the article is about a teenager who was on holiday with his family.*

**B:** *Yeah, he went for a walk in the forest with his brother. His brother fell and hit his head.*

**A:** *And he carried him on his back all the way back to the hotel.*

#### STUDENT GETS LOST IN CAVE

**A:** *I think the article is about a student who got lost in a cave.*

**B:** *Yeah, he went to the beach and he saw a cave which he wanted to explore.*

**A:** *He was exploring it and he got lost so he shouted for help.*

**B:** *Some people who were nearby heard him and they found him many hours later deep in the cave.*

# And the winner is...

## FUNCTIONS

Agreeing and disagreeing  
Finding things in common  
Expressing feelings

## STRUCTURES

So / Neither

## VOCABULARY

agree chance clearly embarrassing fly (v) planet  
sculpture simple space (universe) work of art

### Feelings

confident confused disappointed nervous  
pleased proud unhappy

### Phrases

Give sth your best shot. How come...? I'll tell you what.  
There's no need. To be honest,... What if...?

- 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.

### KEY

*Suggested answer*  
Tom is nervous before the art competition.

- Ask Ss some comprehension questions:

*Why couldn't the boys find Tom? He was working on his sculpture because he wanted to finish it for the art competition.*

*Do Bill and Ali like the sculpture? Yes, they do.*

*What does Tom think of the sculpture? He doesn't like it and he's thinking about changing it. He thinks it's simple.*

*Why is Ali confident that Tom has got a great chance of winning? Because he always gets the best marks in Art.*

*Who is proud of Tom? Bill and Ali.*

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

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

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

### KEY

1. I wanted to finish my sculpture for the art competition.
2. ... it's not very good, but... / I'm thinking about changing it.
3. Simple is good.
4. ... I think you've got a great chance of winning. / Yeah, you're really talented Tom.
5. ... I'm really proud of you. So am I.

## 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.
- Explain to Ss that we use the expression *And the winner is...* when we want to announce the winner of a competition.

## 1 Vocabulary ▶▶20

**Aim:** to present adjectives describing feelings

- Draw Ss attention to the TIP and explain it. Explain to them that when they encounter an unknown word in a text, they should try to guess its meaning. Tell them that they can try to identify what part of speech it is (*noun, verb, adjective, etc.*) and that the other words in the sentence can help them understand its meaning.
- Ask Ss to read through the sentences 1-5.
- Play the CD and have Ss listen. Tell them to underline any unknown words at the same time.
- Draw Ss' attention to the words in bold and explain to them that these are adjectives describing feelings.
- Help Ss deduce the meaning of any unknown words from the context of the respective sentences.
- Ask Ss to read through the definitions a-e and check their understanding.
- Have Ss do the activity.
- Check the answers with the class.

### KEY

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

## 2 Read ▶▶21

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

- ▶ to give Ss practice in reading for gist
- ▶ to present vocabulary, structures and functions in the context of a dialogue

- Ask Ss to look at the picture accompanying the dialogue.
- Ask Ss to tell you where the characters are and what is happening (*Bill, Ali and Tom are in Tom's garage.*)
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.

## Post-reading

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

- Ask Ss:

*Have you ever felt nervous before an important event? Yes. I felt really nervous before my final exams at school last year.*

*What happened in the end? I did very well in the end and my parents were proud of me.*

- Elicit answers and initiate a short discussion.

### 3 Grammar

**Aim:** to present *So* and *Neither* and give Ss practice in using them in context

- Ask Ss to read through the short dialogues in the Grammar box drawing their attention to the words in bold.
- Ask Ss to look at the first dialogue. Tell them: **A** *is nervous about the exam* and then ask them: *Is B nervous about the exam? Yes, he/she is. Is C nervous about the exam? No, he/she isn't.*
- Point out to Ss that **B agrees with A's statement** while **C disagrees with it.**
- Ask Ss what they notice about the use of *So*.
- Elicit the answer that we use **So + auxiliary verb + subject** when we want to agree with an affirmative statement.
- Follow the same procedure with the second dialogue.
- Ask Ss to look at the third dialogue. Tell them: **A hasn't been abroad yet** and then ask them: *Has B been abroad yet? No, he/she hasn't. Has C been abroad yet? Yes, he/she has.*
- Point out to Ss that **B agrees with A's statement** while **C disagrees with it.**
- Ask Ss what they notice about the use of *Neither*.
- Elicit the answer that we use **Neither + auxiliary verb + subject** when we want to agree with a negative statement.
- Follow the same procedure with the fourth dialogue.
- Ask Ss to underline all the examples of *So* and *Neither* in the dialogue (*So do I, Neither do I, Neither can I, So am I*).
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

#### KEY

1. Neither does
2. So do
3. So did
4. Neither is
5. So was
6. Neither will

### 4 Listen

**Aim:** to give Ss practice in listening for specific information

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

#### KEY

1. c    2. a    3. a

#### LISTENING TRANSCRIPT

**Judge 1** Right, it's time to decide the winner. What do you think?

**Judge 2** Well, it's difficult. Were there more works of art this year?

**Judge 1** Yes, last year we had 35 students, but this year there are 45. And 25 of those students entered paintings.

**Judge 2** To be honest, I don't think any of the paintings are good enough to win.

**Judge 1** Neither do I. So, we agree that one of the sculptures should win.

**Judge 2** Yes, what do you think of last year's winner?

**Judge 1** John Watson? Well, he is one of my students so I was very proud when he won last year. But this year, he hasn't done a very good job.

**Judge 2** It's true. It's a very simple sculpture, but I don't think it's his best work.

**Judge 1** Neither do I.

**Judge 2** So, basically, that leaves us with Danny, Steve and Tom.

**Judge 1** Yes. Danny gave it his best shot but I think the other two are much better.

**Judge 2** So do I. Tom's sculpture is very interesting.

**Judge 1** I agree. Steve has worked very hard on his work, but I think Tom's idea is really clever.

**Judge 2** Yes, every way you look at it, you see something different. I think we've found our winner.

**Judge 1** Excellent. Now, when will we announce the winner of...

### 5 Speak

**Aim:** to give Ss practice in agreeing and disagreeing through an oral activity

- Ask Ss to read through the list of ideas in the boxes and make sure they understand them.
- Ask Ss to read through the speech bubble.
- Choose two students and act out the dialogue.

#### Suggested answers

**A:** I like painting pictures.

**B:** So do I.

**C:** I don't.

**A:** I've taken part in an art competition.

**B:** So have I.

**C:** I haven't.

**A:** I went to an art gallery last week.

**B:** So did I.

**C:** I didn't.

**A:** I go on camping holidays every year.

**B:** So do I.

**C:** I don't.

**A:** I've got a digital camera.

**B:** So have I.

**C:** I haven't.

**A:** I've never taken part in an art competition.

**B:** Neither have I.

**C:** I have.

**A:** I didn't go to an art gallery last week.

**B:** Neither did I.

**C:** I did.

**A:** I never go on camping holidays.

**B:** Neither do I.

**C:** I do.

**A:** I haven't got a digital camera.

**B:** Neither have I.

**C:** I have.

- Get Ss to do the activity in groups of three and go round the class helping them when necessary.
- Choose some groups to act out the dialogues.

# Let's see what happens

## FUNCTIONS

Talking about general truths

## STRUCTURES

Zero Conditional

## VOCABULARY

block (v) circle fill garden hose ideal impression  
indigo instructions main myth possible sprayer  
violet wet

### Warm-up

**Aim:** to introduce the topic of the lesson

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

### 1 Read 23

- A. Aims:**
- ▶ to give Ss practice in understanding text structure by activating their background knowledge
  - ▶ to present vocabulary, structures and functions in the context of a text about an experiment

- Draw Ss' attention to the title of the text and ask them to tell you what it is about (*it is about white light*).
- Ask Ss to look at the pictures and tell you what they show (*an experiment with sunlight*).
- Play the CD and have Ss follow in their books and check their answers. Tell them to underline any unknown words at the same time.

#### KEY

The colours of a rainbow are: red, orange, yellow, green, blue, indigo and violet.

- Ask Ss some comprehension questions:

*What do a lot of people believe? That white light has no colour at all.*

*Is this true? No, this is a myth.*

*What do you fill the sprayer with? Water.*

*Where should you stand? You should stand with your back blocking the sun.*

*What could happen to you? You could get a little wet.*

*What should you do next? You should move around in a circle.*

- Check the answers with the class.

**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

The following pictures should be ticked:  
3, 5

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

**C.**

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

#### KEY

1. Red, orange, yellow, green, blue, indigo and violet.
2. You need a sprayer or garden hose and a sunny day.
3. When the sun isn't very high in the sky. / Late in the afternoon.
4. You can use a plant.
5. You see the seven main colours of the rainbow.

### Post-reading

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

- Ask Ss:

*Do you like experiments?*

*What kinds of experiments have you done/heard of?*

*Do you think science is important? Do you like it?*

- Elicit answers and initiate a short discussion.

### 2 Vocabulary

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

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

#### KEY

- |               |                 |
|---------------|-----------------|
| 1. possible   | 5. main         |
| 2. impression | 6. instructions |
| 3. ideal      | 7. circle       |
| 4. filled     | 8. blocking     |

### 3 Grammar

**Aim:** to present the Zero Conditional and give Ss practice in using it in context

- Ask Ss to look at the Grammar box and read the first example. Explain to Ss that the sentences containing *if* are called *conditionals* and that this is the *Zero Conditional*.
- Write the conditional sentence on the board in such a way that Ss can distinguish between the two clauses. Explain to them that the conditional sentence consists of an *if-clause* and a *main clause*.
- Ask Ss to tell you what they notice about each clause/which tense we use in each clause, etc.
- Elicit the answer that we use the Present Simple in both clauses.
- Ask Ss to guess when *Zero Conditionals* are used.
- Elicit answers and tell Ss that *Zero Conditionals* express *general truths*. If necessary, write more examples on the board to help Ss understand the concept of *general truths*.
- Ask Ss to read the second example. Point out to Ss that in *Zero Conditionals* we can use *when* instead of *if* with no difference in meaning.
- Ask Ss to underline any examples of *Zero Conditionals* in the text (*If you do this experiment correctly, you see the seven main colours...*).
- Point out to Ss that when the *if/when-clause* is before the *main clause*, we separate the two clauses with a comma. We do not use a comma when the *if/when-clause* is after the *main clause* (*You get fat if/when you eat a lot.*).
- Refer Ss to the Grammar Reference (p. 66).
- Ask Ss to read through the two halves of the sentences in the exercise and explain any unknown words.
- Have Ss do the activity individually or in pairs.
- Check the answers with the class.
- Tell Ss to underline all the examples of the *Zero Conditional* in the text (*When the sun isn't high, this experiment works better, If you do this experiment correctly, you see the seven main colours!*).
- Refer Ss to the Grammar Reference (p. 66).
- Have Ss do the activity.
- Check the answers with the class.

#### KEY

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

### 4 Speak

**Aim:** to give Ss practice in using the vocabulary and the structures presented in this lesson through an oral activity

- Ask Ss whether they like colouring/painting, if they've used paints to mix different colours and what the results were.
- Ask Ss to look at the question in the rubric. Pre-teach the verb *mix*.
- Ask Ss to read through the dialogue in the speech bubble. Alternatively, demonstrate the dialogue with a student.
- Divide Ss into pairs and ask them to look at the pictures. Have Ss take turns to ask and answer questions, as in the example.
- Go round the class helping Ss when necessary.
- Choose some pairs to act out the dialogue in class.

#### KEY

yellow + red = orange  
 red + blue = purple  
 yellow + blue = green  
 blue + red + yellow = brown

## FUNCTIONS

Talking about past events

## VOCABULARY



award (v+n) character consider cultural  
encourage example perfect respect responsible  
separate society typical

### Warm-up

**Aim:** to introduce the topic of the lesson

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

### 1 Read 24

**A. Aims:**  to introduce the topic of the feature article by activating Ss' background knowledge  
 to present vocabulary, structures and functions in the context of a feature article

- Draw Ss' attention to the title of the text.
- Ask Ss the question in the rubric.
- Elicit answers but do not correct Ss at this stage.
- Play the CD and have Ss follow in their books and check their answers.
- Ask Ss some comprehension questions:

*Why do schools often give awards to their students?  
Schools often give awards to their students for their hard work and impressive marks or performance. These awards also encourage other students to try harder.  
Who gets the academic award? The student who has good marks in all subjects.  
How often do schools give the perfect attendance award? Every three months, or at the end of the year.  
What activities does the student of the year take part in? Sports, cultural activities and anything else the school organises.  
What do schools encourage their students to become? Good citizens.  
What do schools do? They prepare students to become useful members of society.  
Who gets the good citizen award? Students who offer help to other students, are honest and responsible and try to do what is best for the school.*

**B. Aim:** to give Ss practice in identifying specific information in the feature article

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

### KEY

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

- 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:

*Have you ever received a school award? Yes, I have. /No, I haven't but I want to try to get one.*

*Which of these awards would you like to win and why? I would like to win the student of the year award, because I think that apart from school subjects, I am interested in a variety of activities which the school organises and I try to do what is best for the school.*

- Elicit answers and initiate a short discussion.



## 2 Vocabulary

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

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

### KEY

1. example, character
2. society
3. award
4. considered
5. encouraged
6. honour
7. cultural

**B. Aim:** to give Ss practice in writing about school awards

- Draw Ss' attention to the prompt and elicit examples of what they have to write about. Tell Ss to write similar sentences using the information in the box.
- Allow Ss some time to write their sentences.
- Choose some Ss to read out their sentences.

## 3 Pronunciation ▶▶ 25, 26

**A. Aim:** to present and raise Ss' awareness of silent letters in words

- Play the CD and ask Ss to identify the silent letters (=not pronounced) in the verb *weigh*.
- Elicit the answer that the silent letters are *gh*.

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

- Ask Ss to read through the words and underline the silent letters in them.
- Play the CD and pause so that Ss can repeat the words they hear.
- Check the answers with the class.

### KEY

|                 |                 |                 |
|-----------------|-----------------|-----------------|
| <u>tw</u> o     | re <u>ci</u> pt | <u>is</u> land  |
| ans <u>w</u> er | <u>kn</u> ife   | autum <u>n</u>  |
| walk            | si <u>gn</u>    | throu <u>gh</u> |

## 4 Speak & Write

**A. Aim:** to give Ss practice in talking about school awards

- Ask Ss to read through the prompts and explain the activity.
- Choose a student and act out the first exchange.
- Get Ss to do the activity in pairs and go round the class helping them when necessary.
- Choose different pairs to act out the exchanges and check their answers.

## FUNCTIONS

Talking about an event

## VOCABULARY

absent-minded as well as chapter discuss  
do well effort entire fail in most cases  
incredible inform look forward to mention  
miss a lesson novel pass sit for exams

## 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 ▶▶27

**Aim:** to introduce vocabulary related to school

- Ask Ss to read through the sentences.
- Ask Ss the question in the rubric.
- Elicit answers.
- Ask Ss to read through the sentences a-e and make sure they understand them.

## 2 Speak &amp; Write ▶▶28

**A. Aims:** ▶ to provide Ss with a sample for writing an account of an event  
▶ to give Ss practice in reading for specific information

- Draw Ss' attention to the picture accompanying the text and ask them to guess what the text is about.
- Elicit answers (*It is about something which happened at school.*).
- Ask Ss to read through the text and underline any unknown words at the same time. Alternatively, ask Ss to read out the text in parts.
- Have Ss do the activity.
- Check the answers with the class.

## KEY

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

- Ask Ss some comprehension questions:

*Is what happened today normal for the writer? No, it isn't.*

*Why did he miss a lesson? Because he was ill.*

*When did the teacher inform him that they would have a test? On Monday.*

*What was the test on? It was on a novel.*

*Is the writer a good student? Yes, he is.*

*How does he usually do in tests? He does well.*

*How did the writer feel on the day of the test? He felt confident and pleased with himself.*

*What were his classmates discussing? They were discussing a specific chapter of the book.*

*Did the writer know what they were talking about? No, he didn't.*

*What did the writer realise? That he had spent all weekend reading another novel.*

*Did he pass the test? No, he didn't.*

**B. Aim:** to give Ss practice in talking about an event through pair work

- Allow Ss some time to make notes about an event that has happened to them and their partner.
- Ask Ss to read through the speech bubble and make sure they haven't got any unknown words.
- Choose a student and act out the dialogue.

**Suggested answer**

**A:** When did it happen?

**B:** It happened about a year ago.

**A:** Where were you?

**B:** I was right here, at school.

**A:** Who were you with?

**B:** The whole class was here, and we were getting ready to start the day, when suddenly, I realised everyone was looking at me.

**A:** What exactly happened?

**B:** I went to school wearing my pyjamas!

**A:** Oh no! How did you feel?

**B:** Well, it was very embarrassing, but fortunately my classmates and I are friends, so in the end we all had a good laugh about it.

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

**C. Aim:** to give Ss practice in writing an account of an event

- Draw Ss' attention to the TIP and explain it.
- Ask Ss to use the questions in the speech bubble in activity 2B to help them when planning their account and make sure they understand it.
- Allow Ss some time to write their accounts.
- Choose some Ss to read out their paragraphs.

# 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. confused
2. embarrassing
3. organiser
4. disappointed
5. impression

B.

#### KEY

1. mention
2. respect
3. colourful
4. enter, incredible
5. separate
6. typical

### Grammar

C.

#### KEY

1. (which)
2. who
3. which
4. (which)
5. who
6. which
7. who
8. (who)

D.

#### KEY

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

E.

#### KEY

1. don't have
2. means
3. are
4. don't try

F.

#### KEY

1. When
2. so
3. die
4. If
5. If

### Communication 29

G.

#### KEY

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

## Speak

- Ask Ss to read through the list of ideas in the boxes and make sure they understand them.
- Ask Ss to read through the speech bubble.
- Choose a student and act out the dialogue.

### Suggested answers

A: I enjoy reading science-fiction books.

B: So do I. They're my favourite books.

A: I've visited the Taj Mahal.

B: I haven't. I would love to visit it, though.

A: I went on holiday last year.

B: So did I. I had a great time.

A: I will become an author.

B: I won't. I only like reading books.

A: I don't like playing football.

B: Neither do I. I can't stand football.

A: I don't enjoy reading science-fiction books.

B: I do. They're my favourite books.

A: I've never visited the Taj Mahal.

B: Neither have I.

A: I didn't go on holiday last year.

B: I did. It was great.

A: I won't become an author.

B: Neither will I. I think it's difficult.

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

## Write

- Have Ss write a few sentences about themselves and their partners based on the ideas from the speaking activity.
- Allow Ss some time to do the activity.
- Choose some Ss to read out their sentences.

### Suggested answers

I like playing football and so does Ali.

I enjoy reading science-fiction books and so does he. I've visited the Taj Mahal but he hasn't and he would love to visit it.

I went on holiday last year and so did he.

I will become an author but he won't. He only likes reading books.

## 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 ▶▶30

- 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. which
2. work
3. considered
4. plot
5. photographs
6. enter
7. exhibition

- Ask different Ss to recite the rhyme.
- Ask Ss: *Are you interested in the arts?*
- Elicit answers and initiate a short discussion.



# Cross-curricular page

## Calligraphy ▶▶ 31

**A. Aim:** to inform Ss about the art of calligraphy

- Ask Ss to look at the pictures and guess what the text is about (*Calligraphy*).
- Ask Ss if they know anything about calligraphy.
- Elicit answers.
- Play the CD and have Ss follow in their books. Tell them to underline any unknown words at the same time.
- Ask Ss some comprehension questions:

*What do calligraphers use to work on? They work on different kinds of paper with pen or brush and ink.  
What is Islamic calligraphy well-known for? For its design and beauty.  
Where do people practise calligraphy?  
In many countries like China and Japan.  
How can you create beautiful writing quickly and easily nowadays? With modern computer programs.*

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

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

### KEY

1. It means 'beautiful writing'.
2. A lot of skill and experience.
3. In ancient books but also on the ceilings and walls of mosques. It is also common to find Islamic calligraphy cut into stone.
4. They use the rich history of calligraphy to create impressive designs.
5. Because there are many rules that calligraphers have to follow.
6. On invitations to important events.
7. You can create beautiful writing quickly and easily.

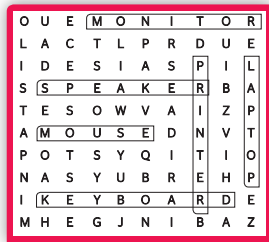
- Explain any unknown words and choose Ss to read the text aloud.

# WORKBOOK KEY

## 1a

### A.

- laptop
- keyboard
- monitor
- mouse
- speaker
- printer



### B.

- screen
- bargains
- wireless
- entrance
- USB flash drive
- fair
- expert

### C.

- Rob is going to visit the/a museum with Billy on Sunday.
- Rob is going to clean his room on Monday.
- Rob isn't going (to go) to the computer fair with Dylan on Tuesday. He's going to have a barbecue.
- Rob is going to visit his cousins on Wednesday.
- Rob isn't going to buy a new printer on Thursday. He's going to wash the car.
- Rob isn't going to play computer games on Friday. He's going to hang out with Saud.

### D.

- 'm not going to wear
- Are... going to have, 'm going to make
- 'm not going to buy, is going to give
- Are... going to travel, are going to stay, are going to return

5. 'm going to learn

### E.

- e
- d
- a
- b
- c

## 1b

### A.

- need
- fluently
- countryside
- energy
- whole
- ill

### B.

- I'll make a sandwich.
- Alex will win.
- I'll buy you a new camera.
- I'll change my eating habits.
- I'll help you.

### C.

- Will my brother become a successful scientist in the future?
- Will I travel to the moon in the future?
- Will my parents buy me a laptop next year?
- Will my family and I go to Morocco next summer?

## 1c

### A.

- plant
- turn off
- recycle
- turn off
- protect
- plant / protect

### B.

- throw
- leaflet
- dirty
- bin
- out
- use

### C.

- c
- c
- b
- b
- c
- a

## D.

- You don't have to cook. You mustn't make noise.
- You have to buy a ticket. You don't have to see all the paintings. You mustn't throw rubbish on the floor.
- You have to turn off your mobile. You don't have to eat a meal. You mustn't run.

## E.

- humans, animals
- 60
- The Giant Sequoias (in California)
- animals
- 17 trees
- recycle, plant trees

## 1d

### A.

- organisation
- whales
- endangered
- ocean
- deer
- jungle
- polar
- touch
- danger
- harm

### B.

- don't try
- can visit
- have
- doesn't want
- Ask
- break
- will sleep
- must throw

### C.

- If it rains tomorrow, we can't go swimming.
- If you are ill, don't go out tonight.
- If you jump, you will get hurt.
- If we don't protect tigers, they will become extinct.

6. If we don't run, we'll miss the bus.

## 1e

### A.

- b
- a
- d
- c
- decorate the house
- rearrange the furniture
- send... invitations
- order food

### B.

- don't we go to the beach?
- prepare (some) snacks.
- don't we invite Vicky?
- about going to the sports centre?
- don't we have a sandwich?
- about travelling to an island?

### C.

- d, C
  - b, A
  - f, B
- A. e B. c C. a

## 1. Round-up

### A.

- Suggested answers**
- monitor, screen, keyboard
  - dolphin, deer, tiger
  - paper, plastic, glass

### B.

- extinct
- bargains
- argument
- entrance
- full
- rich
- order

### C.

- b
- b
- a
- b
- a
- b

### D.

- don't have to
- had to
- can't
- must
- mustn't
- have to

## E.

- Call me if you fancy going horse riding.
- If Iris has a get-together on Wednesday, we won't go.
- If Sultan isn't careful, he will have an accident.
- If you need more information, you will/ can go to the library.
- If you visit Spain, try Paella.

## F.

- c
- a
- e
- b
- f
- d

## G.

- No, you don't.
- Yuri Gagarin.
- 20 million dollars.
- 200,000 dollars.
- No, there isn't.

## 2a

### A.

- abroad
- result
- question
- correctly
- answer
- couple
- close

### B.

- b
- a
- b
- c
- a
- c
- b
- a

### C.

- 've done, haven't finished
- Have... played, 've played
- Have... read, 've bought, 's borrowed, hasn't returned

## D.

- Has Lisa ever seen a shark? No, she hasn't but she's seen a dolphin.
- Has Bill ever played tennis? No, he hasn't but he's played table tennis.

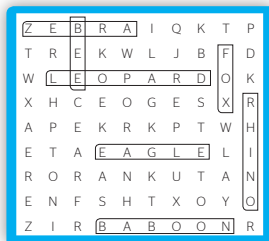
4. Have Peter and Ali ever explored a cave? No, they haven't but they've explored a jungle.

E.

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

2b

A.



1. zebra  
2. bee  
3. leopard  
4. fox  
5. rhino  
6. eagle  
7. baboon

B.

1. thrilled  
2. talented  
3. trainer  
4. fascinating  
5. audience  
6. laughed

C.

1. Has... been  
2. Have... been, 've been  
3. 've gone  
4. Has... gone  
5. 've... been, 've been

D.

2. He hasn't travelled to New York yet.  
3. He has already ridden a camel through the desert.  
4. He has already tried scuba-diving.  
5. He hasn't learnt how to drive a car yet.

E.

1. 've just returned  
2. took, has taken  
3. Have... called, 've called, called

4. didn't book, hasn't booked  
5. went  
6. hasn't played  
7. Did... see, didn't come  
8. 've read, bought

F.

1. Where did you go on holiday last summer?  
2. What strange food have you tasted so far?  
3. When did you see a wild animal?

4. What countries have you visited so far?  
Open exercise

2c

A.

1. spectators  
2. championships  
3. champion  
4. handball  
5. trophy

B.

1. since  
2. for  
3. since  
4. for  
5. since  
6. for  
7. since  
8. for

C.

2. I haven't seen Jack since this morning.  
3. They have been friends for three years.  
4. Becky hasn't visited her grandmother since March.  
5. We haven't won the cup for two years.  
6. Robert has travelled abroad twice since last summer.

D.

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

2d

A.

1. lifeguard  
2. builder  
3. paramedic

4. painter  
5. cameraman  
6. firefighter  
7. architect

B.

1. catch  
2. indoors  
3. opinion  
4. expect  
5. colleagues  
6. helmet  
7. uniform  
8. injured

C.

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

D.

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

2e

A.

1. goggles  
2. (hockey) stick  
3. goal  
4. racket and ball  
5. football boots  
6. knee pads

B.

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

1. take up a sport

2. take part in a tournament  
3. follow... advice  
4. go on a diet  
5. keep fit

C.

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

2 Round-up

A.

1. question  
2. goggles  
3. trophy  
4. put out  
5. thrilled  
6. firefighter  
7. lose

B.

1. Have... been  
2. has already read

3. haven't seen  
4. 've taken part  
5. hasn't driven  
6. Has... ever met, have never met  
7. hasn't finished  
8. has called

C.

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

D.

1. have you had, bought  
2. gone, finished  
3. Did you sleep, haven't slept

E.

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

F.

1. ancient Greece  
2. 1500 years  
3. only nine  
4. 33  
5. basketball, athletics

3a

A.

2. Tony has got stomach ache.  
3. Colin has got a sore throat.  
4. Paul has got earache.  
5. Harry has got a headache.  
6. Roger has got toothache.

B.

1. look  
2. time  
3. cancel  
4. lemon  
5. fever  
6. hang  
7. painkiller

C.

1. should, shouldn't, should  
2. should, shouldn't, Should, shouldn't

D.

1. should buy some boots.  
2. should take a painkiller.

3. should buy a new monitor.  
4. shouldn't go out tonight.  
5. shouldn't eat it.

E.

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

3b

A.

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

B.

1. See you later.  
2. Why didn't you wait for me?  
3. Thanks! You are a great friend!  
4. Excellent book mate!  
5. Please don't be late again.  
6. Are you at home?

C.

Suggested answer

- Tom  
Going to Jack's today.  
Gone to shopping centre to buy him something. Meet me at Brad's at 6.  
Mike

3c

A.

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

1. fitting room

2. credit card  
3. pocket money  
4. shop assistant  
5. cash desk

B.

1. fifty-seven dollars and eighty cents  
2. €53.65  
3. a hundred and forty-five saudi riyals and twenty halala  
4. eighty-nine euros and fifty cents



5. SAR1893  
6. £5.32

- C.  
2. It's big enough.  
3. He isn't polite enough.  
4. It's too far.  
5. He isn't fast enough.  
6. It's too noisy.

- D.  
1. enough money  
2. too crowded  
3. warm enough  
4. talented enough  
5. too heavy  
6. too dark  
7. too tiring  
8. enough chairs

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

- F.  
1. b 2. e 3. d  
4. c 5. a 6. b  
7. a 8. d 9. c

- 3d**  
A.  
1. cheese  
2. kebab  
3. strawberry  
4. meatballs  
5. pasta  
6. lettuce  
7. cucumber  
8. carrot  
9. mayonnaise

- B.  
1. unhealthy  
2. fat  
3. bread  
4. avoids  
5. necessary  
6. dairy products  
7. feel  
8. fresh  
9. now

- C.  
2. hasn't got much  
3. hasn't got much  
4. has got a lot of/lots of  
5. hasn't got many  
6. has got a lot of/lots of  
7. hasn't got many  
8. hasn't got much

- D.  
1. b 2. b 3. b 4. b  
5. a 6. b 7. c 8. a

- E.  
1. thirty  
2. soft drinks or coffee  
3. meals, lots of water  
4. eat, unhealthy

- 3e**  
A.  
1. flat  
2. made  
3. lends  
4. Cheer  
5. down  
6. truth  
7. At least

- B.  
1. my  
2. her  
3. hers  
4. mine  
5. My  
6. their  
7. theirs  
8. Its

- C.  
1. a 2. b 3. b 4. b  
5. a 6. b 7. b 8. a

- D.  
1. A 2. G 3. A 4. A  
5. G 6. G 7. A 8. A  
9. G 10. A

**3 Round-up**

- A.  
1. contain  
2. Nowadays  
3. choose  
4. discount  
5. painkiller  
6. note  
7. necessary  
8. receive

- B.  
1. after  
2. up  
3. of  
4. in, by  
5. down  
6. on  
7. up

- C.  
1. shouldn't eat  
2. should call  
3. should... tell  
4. shouldn't go  
5. shouldn't lend

- D.  
1. It isn't warm enough.  
2. It's too tight. It isn't big enough.  
3. She's too upset. She isn't calm enough.

- E.  
1. much  
2. lot of  
3. a few  
4. much  
5. a little  
6. much, much  
7. a few, lots of

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

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

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

- 4a**  
A.  
1. sudden  
2. design  
3. colourful  
4. organiser  
5. article  
6. headline  
7. hopeful  
8. town hall  
9. plants

- B.  
1. tasty  
2. careful  
3. sleepy

4. poisonous  
5. thirsty  
6. beautiful  
7. helpful  
8. peaceful  
9. adventurous  
10. successful

- C.  
1. that/who  
2. that/who  
3. that/which  
4. that/which  
5. that/who  
6. that/who

- D.  
1. he  
2. them  
3. he  
4. it  
5. he  
6. it

- E.  
1. Brenda is feeding a cat (that/which) she found in her garden.  
2. Every Thursday we play football in the park that/which is near our school.  
3. We've got a new classmate that/who looks like my cousin.  
4. Do you like this painting (that/which) my sister bought today?  
5. There's the football player (that/who) Adrian saw at the funfair.

- F.  
Open exercise

- 4b**  
A.  
1. confident  
2. embarrassing  
3. nervous  
4. confused  
5. disappointed  
6. proud

- B.  
1. So was  
2. Neither have  
3. So is

4. Neither am  
5. Neither do  
6. So did

- C.  
1. a 2. b 3. a 4. b  
5. b 6. b 7. a 8. a

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

- E.  
1. He was playing football at the park with his friends.  
2. A picture of an eagle attacking his neighbour's cat.  
3. It was Tony's brother's idea.  
4. No, he didn't.  
5. They were really proud of him.

- 4c**  
A.  
1. blocking  
2. hose  
3. ideal  
4. possible  
5. instructions  
6. indigo  
7. wet

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

- C.  
1. When people don't brush their teeth, they turn yellow.  
2. If I get lost when I go to the city centre, I use my map.  
3. When I feel really tired, I go to bed early.  
4. When it's hot in the summer, plants need lots of water.  
5. If people are rude and selfish, they haven't got many friends.

6. When it's windy in the winter, you can't travel by boat.

**4d**

- A.  
1. impressive  
2. typical  
3. perfect  
4. character  
5. respect  
6. consider  
7. responsible  
8. separate

- B.  
1. encourage  
2. honour  
3. society  
4. cultural  
5. examples  
6. award

- C.  
1. They are encouraged to take care of the environment and respect the planet we live on.  
2. They can use it to make their school greener.  
3. They can choose different projects, such as 'recycling', 'school gardens' or 'saving energy'. They can also combine the project with another area of study.  
4. No, they can't. Only groups of students, individual classes, or whole schools can take part in the competition.

**4e**

- A.  
1. sat for, passed  
2. incredible  
3. mention  
4. chapter, novel  
5. well

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

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

**4 Round-up**

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

B.  
1.c. *MegaMarket* is a shopping centre in my area that/which is open till 10 at night.

2.a. Tom Wright is the architect that/who designed the Burj Al Arab Hotel.

3.e. The red Ferrari is the car (that/which) Mark wants to buy.

4.d. A librarian is someone that/who works in a library.

5.b. A killer whale is an animal that/which lives in the ocean.

- C.  
1. ask  
2. are  
3. eat  
4. discuss  
5. buy  
6. comes  
7. spend

- D.  
1. who  
2. which  
3. who  
4. which  
5. which

- E.  
1. Neither has  
2. Neither were  
3. Neither did  
4. So does  
5. So will

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

- G.  
1. It is situated in the centre of Riyadh.

2. It has four Watch Towers.  
3. In 1995.  
4. They can learn many things about the tradition and history of Saudi Arabia.  
5. He/She shouldn't miss the *Diwan* (the King's sitting room), the old Mosque with the modern clock tower and the main gate of the fort.  
6. No, it isn't. It's open from Saturday to Thursday.

**Consolidation: Modules 1-4**

**A. COMPUTER PARTS:**

keyboard, screen, monitor, (mouse)

**ANIMALS:** tiger, deer, leopard, (rhino)

**JOBS:** builder, lifeguard, paramedic, (reporter)

**AILMENTS:** earache, cough, fever, (headache)

**MONEY:** pound, dollar, cent, (euro)

**FOOD:** onion, sugar, lettuce, (carrot)

**SPORTS EQUIPMENT:** goggles, stick, racket, (knee pads)

- B.  
1. bins  
2. public  
3. species  
4. organisations  
5. overweight  
6. diet  
7. junk  
8. tasty  
9. vitamins

- C.  
1. get-together  
2. safari  
3. championship  
4. electrician, fix  
5. confident  
6. receipt  
7. impressive

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

- E.  
1. had to  
2. have  
3. don't have to  
4. mustn't  
5. have to
- F.  
1. has planted  
2. have returned  
3. Have... played  
4. haven't visited  
5. have lived  
6. Has... wanted
- G.  
1. made  
2. haven't given  
3. went  
4. Did you go  
5. haven't been  
6. Have you ever had

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

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

- J.  
1. I didn't buy the car because it was too expensive.  
2. The tennis player couldn't play well because the spectators weren't quiet enough.  
3. Sultan couldn't go on the roller coaster because he was too young.  
4. I'm too short to reach the book on that shelf.

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

- L.  
1. Whose is  
2. yours  
3. mine  
4. instructor's  
5. my  
6. brother's  
7. His

8. my
- M.  
1. who  
2. (which)  
3. which  
4. (who)  
5. who  
6. which

- N.  
1. get  
2. means  
3. snows  
4. comes  
5. bloom  
6. make

- O.  
1. So am  
2. Neither has  
3. So do  
4. So will  
5. Neither do

P.  
Open exercise

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

# GRAMMAR BOOK KEY

## Module 1 (1a)

### Presentation

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

### A.

- They aren't going to clean the room. They are going to paint the room.
- They aren't going to ride bikes. They are going to ride horses.
- Laura isn't going to buy a pair of shoes. She's going to buy a jacket.
- Liam isn't going to play basketball. He's going to play tennis.
- They aren't going to have coffee. They're going to have lunch.

### B.

- What is Kevin going to do tomorrow? He's going to hang out with his cousins.
- Where are they going to meet? They are going to meet at the shopping centre.
- How long are they going to stay there? They are going to stay there for three hours.
- Where are they going to have lunch? They are going to have lunch at an Italian restaurant.
- When are they going (to go) home? They are going (to go) home in the afternoon.

### C.

- are... going to do
- am going to organise
- is... going to take
- am going to call
- isn't going to be
- is going to visit

- isn't going to come
- are... going to look for

## Module 1 (1b, 1d)

### Presentation

- He is thinking about the future.
- Yes, he will.
- He will travel to the moon.
- No, he won't.

### A.

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

### B.

- Will... buy
- will not buy/won't buy
- 'll take/will take
- 'll wash/will wash
- will not get/won't get
- 'll need/will need
- 'll go/will go

### C.

- If you feel tired, you must go on holiday.
- If you take a taxi, you won't be late for work. / If you don't take a taxi, you will be late for work.
- If the mobile phone is expensive, Philip might not buy it. / If the mobile phone is cheap, Philip might buy it.
- If you're cold, take a jacket with you.
- If you write on the desk, the teacher will be angry.

### D.

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

### E.

- continue, will disappear
- will make

- like
- goes, will go
- will do
- will become
- will go
- are, come
- Will... help
- doesn't study, won't do

## Module 1 (1c)

### Presentation

- Andy
- Andy's dad, Andy
- Andy
- Andy's dad, Andy

### A.

- mustn't
- must
- mustn't, mustn't
- must
- mustn't
- mustn't
- must

### B.

- don't have to
- don't have to
- mustn't
- doesn't have to
- mustn't
- doesn't have to
- don't have to
- mustn't

### C.

- Does Jim have to stay in bed? Yes, he does.
- Does Carol have to study History tonight? No, she doesn't. She has to study Geography.
- Does John have to buy a ticket? Yes, he does.
- Do your sisters have to clean the/their room every day? No, they don't. They have to clean it every weekend.
- Does Jim have to take out the rubbish

every morning? Yes, he does.

### D.

- Peter has to take the rubbish out every evening.
- John had to buy a new printer last week.
- Mr Robertson doesn't have to work every Saturday.
- We didn't have to cook last Saturday.
- Jane had to stay in bed last weekend.

### E.

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

## Revision: Module 1

### A.

- will... get, will drive
- will become
- will...find, will take
- won't speak, won't do

### B.

- want
- does, will come
- don't leave, will miss
- won't buy, fixes
- will go, doesn't rain
- will get, studies
- start, will be

### C.

... experiments and find out how we can help the environment. We are going to plant trees. We are going to collect rubbish from the lake and streets. We are going to make our own recycling bins. We are going (to go) on a nature walk.

### D.

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

## Module 2 (2a)

### Presentation

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

### A.

**take**-took-taken  
be-was/were-**been**  
do-**did**-done  
go-went-**gone**  
wear-**wore**-worn  
**eat**-ate-eaten  
learn-**learnt/learned**-  
learnt/learned  
make-made-**made**  
**get**-got-got  
decide-**decided**-  
decided

### B.

- has
- seen
- gone
- Have
- finished
- 've
- been

### C.

- has travelled
- Have... been
- hasn't tasted
- has... wanted
- haven't written
- hasn't decided
- 've invited

### D.

- already
- never
- before
- so far
- always
- yet
- ever

### E.

- Have Thomas and Kyle won a science competition? No, they haven't. They have won a Maths competition.
- Have Peter and Mike ever travelled by helicopter? Yes, they have.

4. Has Hasan ever ridden a horse? Yes, he has.
5. Has Brad just met a famous chef? No, he hasn't. He's just met a famous scientist.
6. Has Bill ever tried rock climbing? No, he hasn't. He has tried windsurfing.

**F.**

1. Have... thought
2. have... wanted
3. 've read
4. 've... been
5. 've asked
6. has... said
7. hasn't answered
8. Have... bought

**G.**

2. John hasn't tasted Mexican food yet.
3. John has already travelled around the Mediterranean.
4. John hasn't tried surfing yet.
5. John has already stayed in the jungle for a week.

**Module 2 (2b, 2c)**

**Presentation**

1. b 2. a 3. c

**A.**

2. Michael has worked in Germany since February.
3. My sister hasn't eaten anything since 11am.
4. Wendy has known about the event for days.
5. I haven't travelled abroad for two months.
6. Linda has read two History books since last Monday.
7. Paul hasn't played football since last month.
8. We haven't seen

Kevin since yesterday.

**B.**

1. since
2. ago
3. before
4. for
5. since
6. ago
7. in
8. for

**C.**

1. have you lived, have lived, bought
2. travelled, haven't been
3. tried, haven't tried
4. has always wanted, hasn't done
5. did you go, was, Did you see, saw, liked, have never seen

**D.**

2. Has your brother broken his leg before? Yes, he has. He broke it in 2006.
3. Has Ann ever eaten Japanese food? Yes, she has. She ate Japanese food last week.
4. Have Don and Steve ever tried surfing? Yes, they have. They tried surfing yesterday.
5. Has your brother travelled by ship before? Yes, he has. He travelled by ship last Saturday.
6. Has Kevin ever cooked? Yes, he has. He cooked three days ago.

**E.**

1. have... been
2. haven't seen
3. went
4. visited
5. Did... have
6. was
7. didn't spend

8. wanted
9. 've never been
10. has been
11. Have... heard
12. didn't know
13. did... find out
14. told
15. heard
16. 've wanted
17. Have... bought
18. bought

**Revision: Module 2**

**A.**

1. 've studied
2. haven't seen
3. has already had
4. Have you read
5. has never tried
6. have always wanted
7. have you known

**B.**

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

**C.**

1. 's gone, 've... been
2. Have... been, 've gone
3. has been

**D.**

1. We bought our house two years ago.
2. Has your brother bought tickets to the basketball game yet?
3. Turki went to the bowling alley last night.
4. I haven't seen him before.

**E.**

1. has been
2. has written
3. wrote
4. was
5. made
6. didn't want
7. decided
8. has travelled
9. has visited
10. has made

**F.**

1. haven't been

2. bought, haven't used
3. saw
4. were you, called
5. have never travelled, has gone
6. opened, Have you made
7. thought, was, has gone
8. ago
9. yet
10. ever

**Module 3 (3a)**

**Presentation**

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

**A.**

1. should
2. shouldn't, should
3. should, should, should
4. should
5. shouldn't
6. shouldn't
7. shouldn't, should
8. shouldn't

**B.**

2. He shouldn't walk. He should stay in bed.
3. She shouldn't hang out with her friends every day. She should study harder.
4. He shouldn't eat lots of sweets. He should lose weight.
5. He shouldn't drink coffee. He should see a doctor.
6. He shouldn't play computer games. He should go to bed early.

**C.**

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

**Module 3 (3c)**

**Presentation**

1. B 2. B 3. A, C

**A.**

1. too
2. too

3. enough
4. too
5. enough
6. enough

**B.**

2. He isn't tall enough.
3. She hasn't got enough chocolate.
4. It's too crowded.
5. It's too old.
6. He hasn't got enough money.

**C.**

2. Bruce can't drive a car! He isn't old enough.
3. Molly can't do the exercise. It isn't easy enough.
4. I want to wear a T-shirt but it's too cold.

**D.**

1. enough
2. too, old enough
3. big enough
4. too difficult
5. too small
6. too hot
7. good enough
8. tall enough

**E.**

1. Mary didn't buy the yellow jumper because it wasn't big enough.
2. Tony liked the shirt, but it was too small for him.
3. My dad stopped using his car because it wasn't fast enough.
4. Sandy didn't like the skirt because it wasn't long enough.
5. My trainers aren't comfortable enough.
6. Maria and Clara didn't buy the pink mobile phones because they were too expensive.

**Module 3 (3d)****Presentation**

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

**A.**

- How many
- How many
- How much
- How many
- How many
- How much
- How much
- How much
- How many
- How many

**B.**

- a little
- a few
- a little
- a little
- a few

**C.**

- many
- a lot of/lots of
- much
- much
- a lot of/lots of
- many

**D.**

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

**E.**

Open exercise

**F.**

- d 2. e 3. c
- b 5. a

**Module 3 (3e)****Presentation**

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

**A.**

- yours, mine, Our
- hers, my
- Our, yours

**B.**

- my, our
- your, ours
- his
- Mine/Theirs, theirs/mine
- hers, Her
- Their

**C.**

- a 2. b 3. a 4. b
- b 6. a 7. a 8. a
- a 10. b

**D.**

- John and Bill's dad is very tall.
- My brothers' car is new.
- My neighbour's brother is a police officer.
- The children's cat is white.
- Alex's and Tom's mobiles are blue.

**Revision: Module 3****A.**

- shouldn't
- shouldn't
- shouldn't, should
- should, shouldn't
- should

**B.**

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

**C.**

- too expensive, enough money
- too early
- big enough, too small

**D.**

- yours
- my
- his
- My parents'

**E.**

- How much, a few, How many, a few
- How many, a little, a few
- how much, a few

**F.**

- many
- much
- lots of
- a lot of
- lots of

**Module 4 (4a, 4b)****Presentation**

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

**A.**

- who
- which
- which
- who
- which
- who
- who
- which

**B.**

- it
- it
- it
- he
- them

**C.**

- Do you like the poem (which/that) I wrote for you?
- There's my cousin who/that lives in London.
- Look at this coin (which/that) I found in the street.
- Saleh went to the museum with a boy (who/that) he met at Ali's house.
- Every Friday we go to a restaurant which/that is near our house.

**D.**

- A photographer is someone who/that takes pictures.
- A firefighter is a person who/that puts out fires.
- A dolphin is an animal which/that is very clever.
- Neil Armstrong was the first man who/that walked on the moon.
- Football is a sport (which/that) many people love playing.

**E.**

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

**F.**

- neither does
- neither did
- neither will
- so do
- so did
- so am
- neither can

**Module 4 (4c)****Presentation**

- T
- T
- F

**A.**

- If you turn off the lights when you leave the room, you save energy.
- If you mix black and white, you get grey.
- If plants don't get enough sunlight, they die.

**B.**

- b
- c
- d
- a
- e

**C.**

- start, don't sleep
- are, clean
- calls, answer
- leaves, use
- eat, don't feel
- find, visit
- stops, call

**D.**

- h
- d
- a
- f
- c
- e
- g
- b

**E.**

- When I take the subway, I arrive at work early.
- If Ian is ill, he doesn't go to university.
- When I miss my best friend, I call him.
- When I travel abroad, I always buy souvenirs.
- If Andy finishes late, he feels tired.
- When students have exams, they stay up studying.
- If George has extra money, he helps poor people.
- When he sees a green car, he wants to buy one.

**Revision: Module 4****A.**

- that/who
- (that/which)
- (that/which)
- that/who
- (that/which)
- (that/who)
- that/which
- that/who
- (that/which)
- that/which

**B.**

- So do
- Neither have
- So did
- So is
- Neither am
- Neither will
- Neither can
- So are

**C.**

- g
- h
- a
- c
- e
- d
- f
- b

**D.**

- 1.f.** A mobile phone is something which you use to call your friends.
- 2.e.** A dentist is a doctor who looks after your teeth.
- 3.a.** A dictionary is something which you use when you don't understand a word.
- 4.d.** A bus is something which you take if you haven't got a car.
- 5.c.** A map is something which you use when you get lost.
- 6.b.** Water is something which we need in order to survive.

**E.**

- 1.** so
- 2.** so
- 3.** neither
- 4.** so
- 5.** so
- 6.** neither

## Class CD tracklist

| CD 1  |                |                                 | CD 2  |                         |                      |
|-------|----------------|---------------------------------|-------|-------------------------|----------------------|
| Track | Module/Lesson  | Listening Activity              | Track | Module/Lesson           | Listening Activity   |
| 1     | Titles         |                                 | 1     | Titles                  |                      |
| 2     | 1a             | 1. Vocabulary                   | 2     | 3a                      | 1. Vocabulary        |
| 3     | 1a             | 2. Read / A                     | 3     | 3a                      | 2. Read / A          |
| 4     | 1a             | 4. Pronunciation / A            | 4     | 3a                      | 4. Listen            |
| 5     | 1a             | 4. Pronunciation / B            | 5     | 3b                      | 1. Read / B          |
| 6     | 1b             | 1. Vocabulary                   | 6     | 3b                      | 3. Pronunciation / A |
| 7     | 1b             | 2. Read / A                     | 7     | 3b                      | 3. Pronunciation / B |
| 8     | 1b             | 4. Listen                       | 8     | 3b                      | 4. Listen / B        |
| 9     | 1c             | 1. Vocabulary / A               | 9     | 3c                      | 1. Vocabulary        |
| 10    | 1c             | 1. Vocabulary / B               | 10    | 3c                      | 2. Read / A          |
| 11    | 1c             | 2. Read / A                     | 11    | 3d                      | 1. Read / B          |
| 12    | 1d             | 1. Vocabulary                   | 12    | 3d                      | 3. Listen            |
| 13    | 1d             | 2. Read / A                     | 13    | 3e                      | 1. Vocabulary / A    |
| 14    | 1d             | 4. Listen / A                   | 14    | 3e                      | 3. Speak & Write     |
| 15    | 1d             | 4. Listen / B                   | 15    | 3 Round-up              | Communication / F    |
| 16    | 1e             | 2. Listen                       | 16    | 3 Round-up              | Rhyming Corner       |
| 17    | 1e             | 3. Speak & Write                | 17    | 3 Culture page          | Al Mamlaka           |
| 18    | 1 Round-up     | Communication / F               | 18    | 4a                      | 1. Read / A          |
| 19    | 1 Round-up     | Rhyming Corner                  | 19    | 4a                      | 4. Listen            |
| 20    | 1 Culture page | Salam Park - Hyde Park          | 20    | 4b                      | 1. Vocabulary        |
| 21    | 2a             | 1. Read / A                     | 21    | 4b                      | 2. Read / A          |
| 22    | 2b             | 1. Vocabulary                   | 22    | 4b                      | 4. Listen            |
| 23    | 2b             | 2. Read / A                     | 23    | 4c                      | 1. Read / A          |
| 24    | 2b             | 4. Listen                       | 24    | 4d                      | 1. Read / A          |
| 25    | 2c             | 1. Vocabulary                   | 25    | 4d                      | 3. Pronunciation / A |
| 26    | 2c             | 2. Read / A                     | 26    | 4d                      | 3. Pronunciation / B |
| 27    | 2c             | 4. Listen                       | 27    | 4e                      | 1. Vocabulary        |
| 28    | 2d             | 1. Vocabulary                   | 28    | 4e                      | 2. Speak & Write     |
| 29    | 2d             | 2. Read / A                     | 29    | 4 Round-up              | Communication / G    |
| 30    | 2d             | 4. Pronunciation / A            | 30    | 4 Round-up              | Rhyming Corner       |
| 31    | 2d             | 4. Pronunciation / B            | 31    | 4 Cross-curricular page | Calligraphy          |
| 32    | 2e             | 1. Vocabulary / A               |       |                         |                      |
| 33    | 2e             | 1. Vocabulary / B               |       |                         |                      |
| 34    | 2e             | 2. Listen / A                   |       |                         |                      |
| 35    | 2e             | 2. Listen / B                   |       |                         |                      |
| 36    | 2e             | 3. Speak & Write                |       |                         |                      |
| 37    | 2 Round-up     | Communication / G               |       |                         |                      |
| 38    | 2 Round-up     | Rhyming Corner                  |       |                         |                      |
| 39    | 2 Culture page | SWC - Saudi Wildlife Commission |       |                         |                      |

# Suggested Pacing Chart for Full Blast 4

The weekly pacing chart on pages 72-78 has been created for a sixteen-week semester, in which the students have four sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be sixty-two.

So, 16 weeks x 4 sessions per week = 64 sessions **minus** 2 session for holidays = 62 sessions altogether.

Fourteen sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 2 sessions (cover page and lesson a)
- 2 sessions (lesson b)
- 2 sessions (lesson c)
- 2 sessions (lesson d)
- 1 session (lesson e)
- 3 sessions (round-up – SB, WB, GB, project)
- 1 session (cross-curricular/culture page)
- 1 session (test)

Furthermore, the following sessions have also been determined:

- At the end of the semester:
- ✓ 2 sessions for the Consolidation: Modules 1-4
- ✓ 2 sessions for the Self-assessment section and remedial work before the Final Exam.
- ✓ 2 sessions for remedial work

Since the dates of holidays vary from year to year, the holidays have not been included in a specific week in the weekly pacing chart. Instead, the final week (week 16) is shown to have two sessions rather than four, thus reaching a total of 62 sessions (15 weeks X 4 sessions plus 2 sessions in week 16).

## Abbreviations used in pacing charts

Ss = Students  
p. = page  
pp. = pages

## NOTES:

Be sure to familiarise students with their book at the beginning of the first session.

### Recommended homework for every session:

It is suggested that the Ss are asked to study the active vocabulary of each session.

Also, they should be given a few sentences from each session to copy and study for dictation.

### In class:

Always check homework at the beginning of each session.

Make sure that students understand what activities they have to do for homework, as well as how they should be done.

When doing projects, have a few Ss present their work to the rest of the class. (Be sure to have a different student presenting each time so that all students are given the chance to present a project.)

## Week 1

|                  |   |   | OPTIONAL   |
|------------------|---|---|--|
| Sessions         | Student's Book  | Workbook  | Grammar Book   |
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• 1 <i>Today and tomorrow</i> p. 5<br/>Discuss cover page of module 1.</li> <li>• 1a <i>Computer world</i> pp. 6 and 7<br/>Do activities 1, 2 and 3 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• 1a <i>Computer world</i> pp. 72 and 73<br/>Assign activities A, B and C for homework.</li> </ul> | _____  |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• 1a <i>Computer world</i> p. 7<br/>Do activities 4 and 5 in class.</li> </ul>   | <ul style="list-style-type: none"> <li>• 1a <i>Computer world</i> p. 73<br/>Assign activities D and E for homework.</li> </ul>            | <ul style="list-style-type: none"> <li>• <i>Module 1 (1a)</i> pp. 124-126<br/>Do presentation and explain grammar boxes in class.<br/>Do activity A in class.<br/>Assign activities B and C for homework.<br/>Do the speaking activity in class and assign the writing activity for homework.</li> </ul> |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• 1b <i>What the future holds</i> pp. 8 and 9<br/>Do activities 1, 2 and 3 in class.</li> </ul>  | <ul style="list-style-type: none"> <li>• 1b <i>What the future holds</i> p. 74<br/>Assign activities A and B for homework.</li> </ul>     | _____  |
| <b>Session 4</b> | <ul style="list-style-type: none"> <li>• 1b <i>What the future holds</i> p. 9<br/>Do activities 4 and 5 in class.</li> </ul>  | <ul style="list-style-type: none"> <li>• 1b <i>What the future holds</i> p. 74<br/>Assign activity C for homework.</li> </ul>             | <ul style="list-style-type: none"> <li>• <i>Module 1 (1b, 1d)</i> pp. 127-129<br/>Explain grammar box a in class.<br/>Assign activities A and B for homework.</li> </ul>   |



# Week 2

|                  |   |   | OPTIONAL  |
|------------------|---|---|---|
| Sessions         | Student's Book  | Workbook  | Grammar Book  |
| <b>Session 1</b> | • <i>1c Make a difference</i> pp. 10 and 11<br>Do activities 1, 2 and 3 in class.   | • <i>1c Make a difference</i> p. 75<br>Assign activities A, B and C for homework.       | _____   |
| <b>Session 2</b> | • <i>1c Make a difference</i> p. 11<br>Do activities 4 and 5 in class.              | • <i>1c Make a difference</i> pp. 75 and 76<br>Assign activities D, and E for homework. | • <i>Module 1 (1c)</i> pp. 131-134<br>Do presentation and explain grammar boxes in class.<br>Do activities A and B in class.<br>Assign activities C, D and E for homework.<br>Do the speaking activity in class and assign the writing activity for homework. |
| <b>Session 3</b> | • <i>1d Protect the animals</i> pp. 12 and 13<br>Do activities 1, 2 and 3 in class. | • <i>1d Protect the animals</i> p. 77<br>Assign activities A and B for homework.        | _____   |
| <b>Session 4</b> | • <i>1d Protect the animals</i> p. 13<br>Do activities 4 and 5 in class.            | • <i>1d Protect the animals</i> p. 77<br>Assign activity C for homework.                | • <i>Module 1 (1b, 1d)</i> pp. 127-130<br>Do presentation and explain grammar box b in class.<br>Do activity D in class.<br>Assign activities C and E for homework.<br>Do the speaking activity in class and assign the writing activity for homework.        |

# Week 3

|                  |   |  | OPTIONAL   |
|------------------|---|--|--|
| Sessions         | Student's Book  | Workbook   | Grammar Book   |
| <b>Session 1</b> | • <i>1e I'm looking forward to it!</i> pp. 14 and 15<br>Do activities 1, 2 and 3 in class.<br>Assign activity D for homework. | • <i>1e I'm looking forward to it!</i> pp. 78 and 79<br>Do activity B in class.<br>Assign activities A and C for homework. | _____  |
| <b>Session 2</b> | • <i>1 Round-up</i> p. 16<br>Do activities A, B, C, D, E, and F in class.   | • <i>1 Round-up</i> p. 80<br>Assign activities A, B, C and D for homework.   | _____  |
| <b>Session 3</b> | • <i>1 Round-up</i> p. 17<br>Do the speaking, writing and rhyming activities in class.  | • <i>1 Round-up</i> p. 81<br>Assign activities E, F and G for homework.  | • <i>Revision: Module 1</i> pp. 135 and 136<br>Do activities A, B and C in class.<br>Assign activity D for homework. |
| <b>Session 4</b> | _____   | • <i>1 Project</i> p. 82   | _____  |

# Week 4

|                  |  |   | OPTIONAL  |
|------------------|--|---|---|
| Sessions         | Student's Book   | Workbook  | Grammar Book  |
| <b>Session 1</b> | • <i>1 Culture page</i> p. 18  | _____   | _____   |
| <b>Session 2</b> | <i>Test Module 1</i> (in Test CD/CD-ROM)   |   |   |
| <b>Session 3</b> | • <i>2 Team spirit</i> p. 19<br>Discuss cover page of module 2.<br>• <i>2a Friends</i> pp. 20 and 21<br>Do activities 1, 2 and 3 in class. | • <i>2a Friends</i> p. 83<br>Assign activities A, B and C for homework. | _____   |
| <b>Session 4</b> | • <i>2a Friends</i> pp. 21<br>Do activity 4 in class.  | • <i>2a Friends</i> p. 84<br>Assign activities D and E for homework.    | • <i>Module 2 (2a)</i> pp. 137-140<br>Do presentation and explain grammar boxes in class.<br>Do activities A, B, C and D in class.<br>Assign activities E, F and G for homework.<br>Do the speaking activity in class and assign the writing activity for homework. |

# Week 5

|                  |   |   | OPTIONAL  |
|------------------|---|---|---|
| Sessions         | Student's Book  | Workbook  | Grammar Book  |
| <b>Session 1</b> | • <i>2b In their nature</i> pp. 22 and 23<br>Do activities 1, 2 and 3 in class. | • <i>2b In their nature</i> p. 85<br>Assign activities A, B and C for homework. | _____   |
| <b>Session 2</b> | • <i>2b In their nature</i> p. 23<br>Do activities 4 and 5 in class.            | • <i>2b In their nature</i> p. 86<br>Assign activities D, E and F for homework. | _____   |
| <b>Session 3</b> | • <i>2c Dream teams</i> pp. 24 and 25<br>Do activities 1, 2 and 3 in class.     | • <i>2c Dream teams</i> p. 87<br>Assign activities A and B for homework.        | _____   |
| <b>Session 4</b> | • <i>2c Dream teams</i> p. 25<br>Do activities 4 and 5 in class.                | • <i>2c Dream teams</i> p. 87<br>Assign activities C and D for homework.        | • <i>Module 2 (2b, 2c)</i> pp. 141- 144<br>Do presentation and explain grammar boxes in class.<br>Do activities B, C and E in class.<br>Assign activities A and D for homework.<br>Do the speaking activity in class and assign the writing activity for homework |

# Week 6

|                  |  |   | OPTIONAL     |
|------------------|--|---|--------------|
| Sessions         | Student's Book   | Workbook  | Grammar Book |
| <b>Session 1</b> | • <i>2d Team work</i> pp. 26 and 27<br>Do activities 1, 2 and 3 in class.                                      | • <i>2d Team work</i> p. 88<br>Assign activities A and B for homework                               | _____        |
| <b>Session 2</b> | • <i>2d Team work</i> p. 27<br>Do activities 4 and 5 in class.   | • <i>2d Team work</i> p. 89<br>Assign activities C and D for homework.                              |              |
| <b>Session 3</b> | • <i>2e Get active!</i> pp. 28 and 29<br>Do activities 1, 2 and 3 in class.<br>Assign activity D for homework. | • <i>2e Get active!</i> p. 90<br>Do activity C in class.<br>Assign activities A and B for homework. | _____        |
| <b>Session 4</b> | • <i>2 Round-up</i> p. 30<br>Do activities A, B, C, D, E and F in class.                                       | • <i>2 Round-up</i> p. 91<br>Assign activities A, B, C and D for homework.                          | _____        |

# Week 7

|                  |   |  | OPTIONAL  |
|------------------|---|--|---|
| Sessions         | Student's Book  | Workbook   | Grammar Book  |
| <b>Session 1</b> | • <i>2 Round-up</i> pp. 30 and 31<br>Do activity G and the speaking, writing and rhyming activities in class. | • <i>2 Round-up</i> p. 92<br>Assign activities E and F for homework. | • <i>Revision: Module 2</i> pp. 145-146<br>Do activities A, B, C and D in class.<br>Assign activities E and F for homework. |
| <b>Session 2</b> | _____   | • <i>2 Project</i> p. 93   | _____   |
| <b>Session 3</b> | • <i>2 Culture page</i> p. 32   | _____  | _____   |
| <b>Session 4</b> | <i>Test Module 2 (in Test CD/CD-ROM)</i>  |  |   |

# Week 8

|                  |  |   | OPTIONAL   |
|------------------|--|---|--|
| Sessions         | Student's Book   | Workbook  | Grammar Book   |
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• 3 <i>Teen life</i> p. 33<br/>Discuss cover page of module 3.</li> <li>• 3a <i>What's wrong?</i> pp. 34 and 35<br/>Do activities 1, 2 and 3 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• 3a <i>What's wrong?</i> p. 94<br/>Assign activities A, B and C for homework.</li> </ul>                | _____  |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• 3a <i>What's wrong?</i> p. 35<br/>Do activities 4 and 5 in class.</li> </ul>  | <ul style="list-style-type: none"> <li>• 3a <i>Teen life</i> p. 95<br/>Assign activities D and E for homework.</li> </ul>                       | <ul style="list-style-type: none"> <li>• <i>Module 3 (3a)</i> pp. 147-149<br/>Do presentation and explain grammar boxes in class.<br/>Do activity A in class.<br/>Assign activities B and C for homework.<br/>Do the speaking activity in class and assign the writing activity for homework.</li> </ul> |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• 3b <i>Messages :-)</i> pp. 36 and 37<br/>Do activities 1, 2, 3 and 4 in class.<br/>Assign activity 5 for homework.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• 3b <i>Messages :-)</i> p. 96<br/>Assign activities A, B and C for homework.</li> </ul>                 | _____  |
| <b>Session 4</b> | <ul style="list-style-type: none"> <li>• 3c <i>Let's go shopping</i> pp. 38 and 39<br/>Do activities 1, 2 and 3 in class.</li> </ul>   | <ul style="list-style-type: none"> <li>• 3c <i>Let's go shopping</i> pp. 97 and 98<br/>Assign activities A, B, C and D for homework.</li> </ul> | _____  |

# Week 9

|                  |   |  | OPTIONAL  |
|------------------|---|--|---|
| Sessions         | Student's Book  | Workbook   | Grammar Book  |
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• 3c <i>Let's go shopping</i> p. 39<br/>Do activities 4 and 5 in class.</li> </ul>     | <ul style="list-style-type: none"> <li>• 3c <i>Let's go shopping</i> p. 98<br/>Assign activities E and F for homework.</li> </ul>            | <ul style="list-style-type: none"> <li>• <i>Module 3 (3c)</i> pp. 150-153<br/>Do presentation and explain grammar boxes in class.<br/>Do activities A, B and C in class.<br/>Assign activities D and E for homework.<br/>Do the speaking activity in class and assign the writing activity for homework.</li> </ul>   |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• 3d <i>Think healthy</i> pp. 40 and 41<br/>Do activities 1 and 2 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• 3d <i>Think healthy</i> pp. 99 and 100<br/>Assign activities A, B, C and D for homework.</li> </ul> | _____   |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• 3d <i>Think healthy</i> p. 41<br/>Do activities 3 and 4 in class.</li> </ul>         | <ul style="list-style-type: none"> <li>• 3d <i>Think healthy</i> p. 100<br/>Assign activity E for homework.</li> </ul>                       | <ul style="list-style-type: none"> <li>• <i>Module 3 (3d)</i> pp. 154-157<br/>Do presentation and explain grammar boxes in class.<br/>Do activities A, B and C in class.<br/>Assign activities D, E and F for homework<br/>Do the speaking activity in class and assign the writing activity for homework.</li> </ul> |
| <b>Session 4</b> | <ul style="list-style-type: none"> <li>• 3e <i>Teen problems</i> p. 42<br/>Do activities 1 and 2 in class.</li> </ul>         | <ul style="list-style-type: none"> <li>• 3e <i>Teen problems</i> p. 101<br/>Assign activities A, B and C for homework.</li> </ul>            | <ul style="list-style-type: none"> <li>• <i>Module 3 (3e)</i> pp. 158-160<br/>Do presentation and explain grammar boxes in class.<br/>Do activities A and B in class.<br/>Do the speaking activity in class and assign the writing activity for homework.</li> </ul>  |

# Week 10

|                  |   |  | OPTIONAL  |
|------------------|---|--|---|
| Sessions         | Student's Book  | Workbook   | Grammar Book  |
| <b>Session 1</b> | • <i>3e Teen problems</i> p. 43<br>Do activity 3 in class.<br>Assign activity E for homework. | • <i>3e Teen problems</i> p. 101<br>Do activity D in class.                    | • <i>Module 3 (3e)</i> pp. 158-160<br>Assign activities C and D for homework.   |
| <b>Session 2</b> | • <i>3 Round-up</i> p. 44<br>Do activities A, B, C, D, E and F in class.                      | • <i>3 Round-up</i> p. 102<br>Assign activities A, B, C, D and E for homework. | _____   |
| <b>Session 3</b> | • <i>3 Round-up</i> p. 45<br>Do the writing, speaking and rhyming activities in class.        | • <i>3 Round-up</i> p. 103<br>Assign activities F, G and H for homework.       | • <i>Revision: Module 3</i> pp. 161-162<br>Do activities A, B and C in class.<br>Assign activities D, E and F for homework. |
| <b>Session 4</b> | _____   | • <i>3 Project</i> p. 104  | _____   |

# Week 11

|                  |  |   | OPTIONAL     |
|------------------|--|---|--------------|
| Sessions         | Student's Book   | Workbook  | Grammar Book |
| <b>Session 1</b> | • <i>3 Culture page</i> p. 46  | _____   | _____        |
| <b>Session 2</b> | <i>Test Module 3</i> (in Test CD/CD-ROM)   |   |              |
| <b>Session 3</b> | • <i>4 The arts</i> p. 47<br>Discuss cover page of module 4.<br>• <i>4a Getting creative</i> pp. 48 and 49<br>Do activities 1, 2 and 3 in class. | • <i>4a Getting creative</i> pp. 105 and 106<br>Assign activities A, B, C and D for homework. | _____        |
| <b>Session 4</b> | • <i>4a Getting creative</i> p. 49<br>Do activities 4 and 5 in class.  | • <i>4a Getting creative</i> p. 106<br>Assign activities E and F for homework.                | _____        |

# Week 12

|                  |  |   | OPTIONAL   |
|------------------|--|---|--|
| Sessions         | Student's Book   | Workbook  | Grammar Book   |
| <b>Session 1</b> | • <i>4b And the winner is...</i> pp. 50 and 51<br>Do activities 1, 2 and 3 in class.   | • <i>4b And the winner is...</i> p. 107<br>Assign activities A, B and C for homework.   | _____  |
| <b>Session 2</b> | • <i>4b And the winner is...</i> p. 51<br>Do activities 4 and 5 in class.              | • <i>4b And the winner is...</i> p. 108<br>Assign activities D and E for homework.      | • <i>Module 4 (4a, 4b)</i> pp. 163-166<br>Do presentation and explain grammar boxes in class.<br>Do activities A, B, E and F in class.<br>Assign activities C and D for homework.<br>Do the speaking activity in class and assign the writing activity for homework. |
| <b>Session 3</b> | • <i>4c Let's see what happens</i> pp. 52 and 53<br>Do activities 1, 2 and 3 in class. | • <i>4c Let's see what happens</i> p. 109<br>Assign activities A, B and C for homework. | • <i>Module 4 (4c)</i> pp. 167-170<br>Do presentation and explain grammar boxes in class.<br>Do activities A and B in class.<br>Assign activities C, D and E for homework.<br>Do the speaking activity in class and assign the writing activity for homework.        |
| <b>Session 4</b> | • <i>4c Let's see what happens</i> p. 53<br>Do activity 4 in class.                    | _____   | _____  |

# Week 13

|                  |   |  | OPTIONAL     |
|------------------|---|--|--------------|
| Sessions         | Student's Book  | Workbook   | Grammar Book |
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>4d School awards</i> pp. 54 and 55<br/>Do activities 1 and 2 in class.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• <i>4d School awards</i> pp. 110 and 111<br/>Assign activities A, B and C for homework.</li> </ul>               | _____        |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>4d School awards</i> p. 55<br/>Do activities 3 and 4 in class.</li> </ul>   | _____  | _____        |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>4e What a day!</i> pp. 56 and 57<br/>Do activities 1 and 2 in class.<br/>Assign activity C for homework.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>4e What a day!</i> p. 112<br/>Assign activities A and B for homework.<br/>Do activity C in class.</li> </ul> | _____        |
| <b>Session 4</b> | <ul style="list-style-type: none"> <li>• <i>4 Round-up</i> p. 58<br/>Do activities A, B, C, D, E, F and G in class.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• <i>4 Round-up</i> pp. 113 and 114<br/>Assign activities A, B, C, D and E for homework.</li> </ul>               | _____        |

# Week 14

|                  |   |  | OPTIONAL   |
|------------------|---|--|--|
| Sessions         | Student's Book  | Workbook   | Grammar Book   |
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>4 Round-up</i> p. 59<br/>Do the speaking, writing and rhyming activities in class.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>4 Round-up</i> p. 114<br/>Assign activities F and G for homework.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Revision: Module 4</i> pp. 171 and 172<br/>Do activities A, B, C, D and E in class.</li> </ul> |
| <b>Session 2</b> | _____   | <ul style="list-style-type: none"> <li>• <i>4 Project</i> p. 115</li> </ul>  | _____  |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>4 Cross-curricular page</i> p. 60</li> </ul>  | _____  | _____  |
| <b>Session 4</b> | <i>Test Module 4</i> (in Test CD/CD-ROM)  |  |  |

# Week 15

## OPTIONAL

| Sessions  | Student's Book | Workbook   | Grammar Book |
|-----------|----------------|--|--------------|
| Session 1 | _____          | <ul style="list-style-type: none"> <li>• <i>Consolidation: Modules 1-4</i> pp. 116 and 117<br/>Do activities A-I in class.</li> </ul>        | _____        |
| Session 2 | _____          | <ul style="list-style-type: none"> <li>• <i>Consolidation: Modules 1-4</i> pp. 118 and 119<br/>Do activities J- Q in class.</li> </ul>       | _____        |
| Session 3 | _____          | <ul style="list-style-type: none"> <li>• <i>Self-assessment</i> pp. 120 and 121<br/>Do Self-assessment section and remedial work.</li> </ul> | _____        |
| Session 4 | _____          | <ul style="list-style-type: none"> <li>• <i>Self-assessment</i> pp. 120 and 121<br/>Do Self-assessment section and remedial work.</li> </ul> | _____        |

# 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 4 (for Holy Qur'an Memorization Schools)

The weekly pacing chart on pages 79-83 has been created for a sixteen-week semester, in which the students have three sessions per week. Holidays have also been taken into consideration; therefore the total number of sessions has been calculated to be forty-six.

So, 16 weeks x 3 sessions per week = 48 sessions **minus** 2 sessions for holidays = 46 sessions altogether.

Eleven sessions are required for each module to be completed. Specifically, the sessions are as follows:

- 2 sessions (cover page and lesson a)
- 2 sessions (lesson b)
- 2 sessions (lesson c)
- 2 sessions (lesson d)
- 1 session (lesson e)
- 1 session (round-up – SB, WB)
- 1 session (test)

Furthermore, the following sessions have also been determined:

- At the end of the semester:
- ✓ 2 sessions for 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  |
|------------------|---|---|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• 1 <i>Today and tomorrow</i> p. 5<br/>Discuss cover page of module 1.</li> <li>• 1a <i>Computer world</i> pp. 6 and 7<br/>Do activities 1, 2 and 3 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• 1a <i>Computer world</i> pp. 72 and 73<br/>Assign activities A, B and C for homework.</li> </ul> |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• 1a <i>Computer world</i> p. 7<br/>Do activities 4 and 5 in class.</li> </ul>   | <ul style="list-style-type: none"> <li>• 1a <i>Computer world</i> p. 73<br/>Assign activities D and E for homework.</li> </ul>            |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• 1b <i>What the future holds</i> pp. 8 and 9<br/>Do activities 1, 2 and 3 in class.</li> </ul>  | <ul style="list-style-type: none"> <li>• 1b <i>What the future holds</i> p. 74<br/>Assign activities A and B for homework.</li> </ul>     |

## Week 2

| Sessions         | Student's Book   | Workbook  |
|------------------|--|---|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>1b What the future holds</i> p. 9<br/>Do activities 4 and 5 in class.</li> </ul>         | <ul style="list-style-type: none"> <li>• <i>1b What the future holds</i> p. 74<br/>Assign activity C for homework.</li> </ul>             |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>1c Make a difference</i> pp. 10 and 11<br/>Do activities 1, 2 and 3 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>1c Make a difference</i> p. 75<br/>Assign activities A, B and C for homework.</li> </ul>      |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>1c Make a difference</i> p. 11<br/>Do activities 4 and 5 in class.</li> </ul>            | <ul style="list-style-type: none"> <li>• <i>1c Make a difference</i> pp. 75 and 76<br/>Assign activities D and E for homework.</li> </ul> |

## Week 3

| Sessions         | Student's Book  | Workbook   |
|------------------|---|--|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>1d Protect the animals</i> pp. 12 and 13<br/>Do activities 1, 2 and 3 in class.</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>1d Protect the animals</i> p. 77<br/>Assign activities A and B for homework.</li> </ul>  |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>1d Protect the animals</i> p. 13<br/>Do activities 4 and 5 in class.</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>1d Protect the animals</i> p. 77<br/>Assign activity C for homework.</li> </ul>  |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>1e I'm looking forward to it!</i> pp. 14 and 15<br/>Do activities 1, 2 and 3 in class.<br/>Assign activity D for homework.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>1e I'm looking forward to it!</i> pp. 78 and 79<br/>Do activity B in class.<br/>Assign activities A and C for homework.</li> </ul> |

## Week 4

| Sessions         | Student's Book   | Workbook  |
|------------------|--|---|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>1 Round-up</i> pp. 16-17<br/>Do activities A-F and the speaking, writing and rhyming activities in class.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• <i>1 Round-up</i> pp. 80 and 81<br/>Assign activities A-G for homework.</li> </ul> |
| <b>Session 2</b> | <i>Test Module 1 (in Test CD/CD-ROM)</i>   |   |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>2 Team spirit</i> p. 19<br/>Discuss cover page of module 2.</li> <li>• <i>2a Friends</i> pp. 20 and 21<br/>Do activities 1, 2 and 3 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>2a Friends</i> p. 83<br/>Assign activities A, B and C for homework.</li> </ul>  |

## Week 5

| Sessions         | Student's Book   | Workbook   |
|------------------|--|--|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>2a Friends</i> pp. 21<br/>Do activity 4 in class.</li> </ul>                           | <ul style="list-style-type: none"> <li>• <i>2a Friends</i> p. 84<br/>Assign activities D and E for homework.</li> </ul>            |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>2b In their nature</i> pp. 22 and 23<br/>Do activities 1, 2 and 3 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>2b In their nature</i> p. 85<br/>Assign activities A, B and C for homework.</li> </ul> |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>2b In their nature</i> p. 23<br/>Do activities 4 and 5 in class.</li> </ul>            | <ul style="list-style-type: none"> <li>• <i>2b In their nature</i> p. 86<br/>Assign activities D, E and F for homework.</li> </ul> |



# Week 6

| Sessions         | Student's Book  | Workbook   |
|------------------|---|--|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>2c Dream teams</i> pp. 24 and 25</li> <li>Do activities 1, 2 and 3 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>2c Dream teams</i> p. 87</li> <li>Assign activities A and B for homework.</li> </ul> |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>2c Dream teams</i> p. 25</li> <li>Do activities 4 and 5 in class.</li> </ul>            | <ul style="list-style-type: none"> <li>• <i>2c Dream teams</i> p. 87</li> <li>Assign activities C and D for homework.</li> </ul> |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>2d Team work</i> pp. 26 and 27</li> <li>Do activities 1, 2 and 3 in class.</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>2d Team work</i> p. 88</li> <li>Assign activities A and B for homework</li> </ul>    |

# Week 7

| Sessions         | Student's Book   | Workbook  |
|------------------|--|---|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>2d Team work</i> p. 27</li> <li>Do activities 4 and 5 in class.</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>2d Team work</i> p. 89</li> <li>Assign activities C and D for homework.</li> </ul>                                    |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>2e Get active!</i> pp. 28 and 29</li> <li>Do activities 1, 2 and 3 in class.</li> <li>Assign activity D for homework.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>2e Get active!</i> p. 90</li> <li>Do activity C in class.</li> <li>Assign activities A and B for homework.</li> </ul> |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>2 Round-up</i> pp. 30-31</li> <li>Do activities A-G and the speaking, writing and rhyming activities in class.</li> </ul>        | <ul style="list-style-type: none"> <li>• <i>2 Round-up</i> pp. 91 and 92</li> <li>Assign activities A-F for homework.</li> </ul>                                  |

# Week 8

| Sessions         | Student's Book   | Workbook  |
|------------------|--|---|
| <b>Session 1</b> | <i>Test Module 2 (in Test CD/CD-ROM)</i>   |   |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>3 Teen life</i> p. 33</li> <li>Discuss cover page of module 3.</li> <li>• <i>3a What's wrong?</i> pp. 34 and 35</li> <li>Do activities 1, 2 and 3 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>3a What's wrong?</i> p. 94</li> <li>Assign activities A, B and C for homework.</li> </ul> |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>3a What's wrong?</i> p. 35</li> <li>Do activities 4 and 5 in class.</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>3a Teen life</i> p. 95</li> <li>Assign activities D and E for homework.</li> </ul>        |

# Week 9

| Sessions         | Student's Book   | Workbook   |
|------------------|--|--|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>3b Messages :-)</i> pp. 36 and 37</li> <li>Do activities 1, 2, 3 and 4 and in class.</li> <li>Assign activity 5 for homework.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>3b Messages :-)</i> p. 96</li> <li>Assign activities A, B and C for homework.</li> </ul>                 |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>3c Let's go shopping</i> pp. 38 and 39</li> <li>Do activities 1, 2 and 3 in class.</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>3c Let's go shopping</i> pp. 97 and 98</li> <li>Assign activities A, B, C and D for homework.</li> </ul> |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>3c Let's go shopping</i> p. 39</li> <li>Do activities 4 and 5 in class.</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>3c Let's go shopping</i> p. 98</li> <li>Assign activities E and F for homework.</li> </ul>               |

# Week 10

| Sessions         | Student's Book  | Workbook   |
|------------------|---|--|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>3d Think healthy</i> pp. 40 and 41<br/>Do activities 1 and 2 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>3d Think healthy</i> pp. 99 and 100<br/>Assign activities A, B, C and D for homework.</li> </ul> |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>3d Think healthy</i> p. 41<br/>Do activities 3 and 4 in class.</li> </ul>         | <ul style="list-style-type: none"> <li>• <i>3d Think healthy</i> p. 100<br/>Assign activity E for homework.</li> </ul>                       |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>3e Teen problems</i> p. 42<br/>Do activities 1 and 2 in class.</li> </ul>         | <ul style="list-style-type: none"> <li>• <i>3e Teen problems</i> p. 101<br/>Assign activities A, B and C for homework.</li> </ul>            |

# Week 11

| Sessions         | Student's Book   | Workbook  |
|------------------|--|---|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>3e Teen problems</i> p. 43<br/>Do activity 3 in class.<br/>Assign activity E for homework.</li> </ul>                | <ul style="list-style-type: none"> <li>• <i>3e Teen problems</i> p. 101<br/>Do activity D in class.</li> </ul>                |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>3 Round-up</i> pp. 44-45<br/>Do activities A-F and the writing, speaking and rhyming activities in class.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>3 Round-up</i> pp. 102 and 103<br/>Assign activities A-H for homework.</li> </ul> |
| <b>Session 3</b> | <i>Test Module 3 (in Test CD/CD-ROM)</i>   |   |

# Week 12

| Sessions         | Student's Book   | Workbook   |
|------------------|--|--|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>4 The arts</i> p. 47<br/>Discuss cover page of module 4.</li> <li>• <i>4a Getting creative</i> pp. 48 and 49<br/>Do activities 1, 2 and 3 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>4a Getting creative</i> pp. 105 and 106<br/>Assign activities A, B, C and D for homework.</li> </ul> |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>4a Getting creative</i> p. 49<br/>Do activities 4 and 5 in class.</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>4a Getting creative</i> p. 106<br/>Assign activities E and F for homework.</li> </ul>                |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>4b And the winner is...</i> pp. 50 and 51<br/>Do activities 1, 2 and 3 in class.</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>4b And the winner is...</i> p. 107<br/>Assign activities A, B and C for homework.</li> </ul>         |

# Week 13

| Sessions         | Student's Book  | Workbook   |
|------------------|---|--|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>4b And the winner is...</i> p. 51<br/>Do activities 4 and 5 in class.</li> </ul>              | <ul style="list-style-type: none"> <li>• <i>4b And the winner is...</i> p. 108<br/>Assign activities D and E for homework.</li> </ul>      |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>4c Let's see what happens</i> pp. 52 and 53<br/>Do activities 1, 2 and 3 in class.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>4c Let's see what happens</i> p. 109<br/>Assign activities A, B and C for homework.</li> </ul> |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>4c Let's see what happens</i> p. 53<br/>Do activity 4 in class.</li> </ul>                    | _____  |

# Week 14

| Sessions         | Student's Book  | Workbook   |
|------------------|---|--|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>4d School awards</i> pp. 54 and 55<br/>Do activities 1 and 2 in class.</li> </ul>                                   | <ul style="list-style-type: none"> <li>• <i>4d School awards</i> pp. 110 and 111<br/>Assign activities A, B and C for homework.</li> </ul>               |
| <b>Session 2</b> | <ul style="list-style-type: none"> <li>• <i>4d School awards</i> p. 55<br/>Do activities 3 and 4 in class.</li> </ul>   | _____  |
| <b>Session 3</b> | <ul style="list-style-type: none"> <li>• <i>4e What a day!</i> pp. 56 and 57<br/>Do activities 1 and 2 in class.<br/>Assign activity C for homework.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>4e What a day!</i> p. 112<br/>Assign activities A and B for homework.<br/>Do activity C in class.</li> </ul> |

# Week 15

| Sessions         | Student's Book   | Workbook  |
|------------------|--|---|
| <b>Session 1</b> | <ul style="list-style-type: none"> <li>• <i>4 Round-up</i> p. 58<br/>Do activities A-G and the speaking, writing and rhyming activities in class.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>4 Round-up</i> pp. 113 and 114<br/>Assign activities A-G for homework.</li> </ul> |
| <b>Session 2</b> | <i>Test Module 4</i> (in Test CD/CD-ROM)   |   |
| <b>Session 3</b> | Remedial work  |   |

# Week 16

| Sessions         | Student's Book | Workbook |
|------------------|----------------|----------|
| <b>Session 1</b> | 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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