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# **English Course For Yemen**

## **Teacher's Book 4**



**Republic of Yemen**  
Ministry of Education  
Curricula and Supervision Sector  
General Directorate of curricula



# **ENGLISH COURSE**

## **For Yemen**

### **TEACHER'S BOOK 4**

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# Contents Crecent Teacher's Book 4

Introduction	Page
Crescent English <i>Course</i> - the background .....	4
Crescent 4 materials for the pupil .....	4
Crescent 4 materials for the teacher .....	5
Organization of <i>Crescent 4</i> .....	6
Overview of main grammatical areas ( <i>Crescent</i> 1-4).....	7
<b>Advice to Teachers The classroom</b>	11
Pair and'group work .....	11
Mixed abilities .....	12
Using Arabic .....	12
Lesson planning .....	12
Classroom language .....	13
Assessment .....	13
<b>Teaching techniques and procedures</b>	
General approach to the skills.....	14
<b>Listening:</b> Objectives.....	14
General procedure (TP L1) .....	14
<b>Speaking:</b> Objectives .....	15
Procedure for presenting exchanges (TP S1) .....	16
Procedure for speaking activities in the Workbook (TP S2)...	16
Information gap exercises (TP S3).....	17
<b>Vocabulary:</b> Objectives and approach .....	17
General procedure (TP V1) .....	18
Working out meaning from context (TP V2).....	19
Aids to learning vocabulary .....	19
<b>Reading:</b> Objectives .....	20
General procedure (TP R1) .....	21
Procedure for scanning (TP, R2) .....	21
Pronoun reference .....	22
<b>Writing:</b> Objectives and activities .....	22
General procedure for writing continuous text (TP W1).....	23
General procedure for Workbook writing exercises (TP W2)..	23
Dictation (TP D1) .....	24
Spelling .....	24
Punctuation .....	25
<b>Language work</b> .....	25
<b>Unit Summaries</b>	
Unit 1 .....	26
Unit 2 .....	50
Unit 3 .....	80
Unit 4 .....	117
Unit 5 .....	149
Unit 6 .....	177
Unit 7 .....	209
Unit 8 .....	239
<b>Appendix</b>	
<i>Crescent 4</i> Word list .....	253
<b>Glossary of key words used in the Teaching Procedures</b> .....	259

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# Introduction

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## *Crescent English Course* - the background

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

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

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

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

## Materials for the pupil

***Pupil's Book 4*** This book presents the language through a variety of text types. Colour pictures provide meaning and context support and also stimulate discussion. There are language tables and short exchanges for controlled practice of the main structures and ***Language review*** pages for revision of key language at the end of the Units. These can be used both in class and at home. Much of the new key vocabulary is illustrated. After presentation, the language is recycled in reading texts.

There are instructions to the pupil on most Pupil's Book pages. For example, the instruction on page 6 is 1.14 ***Read and answer the questions.*** The reference 1.14 means Unit 1 Step 14 and refers to the lesson when this page is used. The instruction means that the pupils should read the conversations and answer questions on the page. Related activities are in Exercise 1.14 in the Workbook.

**Workbook 4** This book contains speaking, listening, reading and writing tasks and simple language explanations and practice exercises. The Workbook instructions explain clearly how to carry out each task. There is a list of the new testable vocabulary at the end of the book .

The Workbook activities are closely linked to the Pupil's Book. Therefore the two books must be used when specified in the teaching notes. The simple system of signposting the Unit and Step, for example 1.14, is used in both books and also in the Teacher's Book.

### **Materials for the teacher**

**Class Cassette 4** This contains conversations which serve as pronunciation models and texts to develop the listening skill. Many of the reading texts have also been recorded for use after the pupils have done the reading task. This is an aid to pronunciation and also consolidation of the reading.

**Teacher's Book 4** The contents are listed at the beginning of the book. The Unit teaching notes include the following:

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

The Appendix contains the Book 4 Word list and a glossary of teaching instructions.

### **Abbreviations used**

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

### **Using the teaching notes**

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

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

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

### Organization

*Crescent 4* is organized into eight Units. The Units are divided into Steps, each of which is intended to be taught in one lesson. The last teaching Step in Units 2-7 uses the *Language review* page in the Pupil's Book to revise the main language points in the Unit.

### Unit content

Unit	Steps	Topic area
1	15	Revision
2	15	Air travel
3	15	Living abroad
4	15	Newspapers
5	15	Other countries, other customs
6	16	Staying healthy
7	16	Serving the people
8	10	Revision



## Crescent 4 - Overview of main grammatical areas

*Numbers in brackets refer to the Unit in which the item first occurs. These are new in Crescent 4. All others were introduced in Crescent 1, 2 and 3.*

### Adjectives

- before nouns *a red book*
- after *be* *It's red.*
- possessive *my, your, his, her, our, their*
- order of adjectives (6)

### Adjective clauses

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

### Adverbs

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

### Adverbial phrases

- of location *in / on / under the car; to school*  
*at home, at the beach; next to / behind / in front of / opposite the bakery; between; over there; to the beach / to school; across the street; into a shop*
- of time *at eight; on Friday; every day*  
*in the evening; last week / Thursday; the day before yesterday*
- of means *by bus / bicycle / car*
- of direction *on the left / right; straight on; turn left / right; cross over*
- Causative *make* (5) *Smoking makes your teeth (go) yellow.*

### Clauses

- of time *when + past + past* *When we were in the water, a goat ate Dave's shirt.*  
*when + past + past perfect* *When I got here, the race had started.*
- of result *so + adj + that* *He was driving so fast that he had an accident.*  
*too + adj + to infinitive* *He was too ill to come to school.*
- of purpose (3) *He went to the airport to catch a plane.*

### Comparatives and superlatives

- of adjectives + *er / est* (3) **Regular**, eg *bigger, the biggest*; **Irreg**: *worse, the worst, more*
- of adjectives + *more / most* (5) *e.g. more / most interesting*
- of adverbs (8) **Regular**, eg *higher, the highest*; **Irreg**: *better, the best*

### Conditional sentences

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

### Conjunctions and link words

- and* in compound phrases *a red and blue ball*
- sentences *I can swim and I can run fast.*
- but* signalling a contrast *I can swim, but I can't ride a bike.*



*or* after a negative verb  
*so* signalling a reason  
 Sequence words  
*because*

(2)

*I don't like chicken or meat.*  
*Then they were hungry, so they went to a restaurant.*  
*First, Then, Next, After that*  
*He can't play football because he has to wash the dishes.*

### Determiners

Indefinite articles *a / an*

Definite article *the*

- for specific reference
- for second mention
- in certain place phrases

*a buslan apple*

*Have you got the rubber?* (the one we all know about)  
*on the table* (the only one in the room)  
*There is an apple in the picture. The apple is on the book.*  
*at the beach*

### Zero article

- with plural nouns
- with uncountable nouns
- in certain place phrases

*I like apples.*  
*I like tea.*  
*go to bed, come to school; at home, at school*

*some for indefinite quantity*

- with uncountable nouns
- with plural countable nouns

*any* in negative statements

*Do you want some cheese?*  
*There are some books on the shelf.*  
*There isn't any bread. There aren't any eggs.*

### Gerunds (-ing form)

- after *go*
- after *like / enjoy*
- after *How about*
- after verbs of perception
- after *Would you mind* (2)

*I want to go swimming / fishing.*  
*I like playing football.*  
*How about going to the take-away?*  
*If you see somebody drowning*  
*Would you mind closing the blind?*

### Imperatives

- affirmative commands
- negative commands
- directions
- advice/warning
- conditionals

*Stand up, please.*  
*Don't run.*  
*Go straight on. Turn left / right.*  
*Don't touch that.*  
*If you are a poor swimmer, don't go in the water.*

### Indirect object

-after *buy, make, give*

*Ameena bought Noura a bracelet.*  
*Ameena bought a bracelet for Noura.*

### Infinitives

- after *want*
- after *would like*
- after *too*
- after *learn how*

*I want to play football.*  
*I'd like to play football.*  
*They were too late to put out the fire.*  
*They learn how to read.*

### Modals / Auxiliaries / Verb Be

*be, do*

*be* - present perfect

*have got* for possession

*have got to* for oblig / necessity

*have to for* oblig / necessity

*can* for ability

in requests

for possibility

(All forms)

*I've been / haven't been to Spain.*

*I have got one brother and two sisters.*

*I've got to write a letter.*

*have to do my homework.*

*I can swim. Girls can't catch fish.*

*Can I have it, please?*

*Where can I buy orange juice?*

for suggestions  
**Let's** in suggestions  
**could** in polite request (2)  
**may** in polite requests (2)  
**must** for necessity (4)  
**need** + noun  
**shall** to ask for suggestions  
**will** in offers  
to express warnings (5)  
**would like** +noun  
+ infinitive

*What can I buy for my sister?*  
*Let's go to the park.*  
*May I have some tea, please?*  
*Could you carry this for me, please?*  
*You must wait and pray.*  
*We need some bread.*  
*What shall we do next?*  
*I'll bring some Pepsis.*  
*You'll poison yourself.*  
*I'd like a cheese sandwich.*  
*I'd like to play football.*

## Nouns

singular countable  
regular plural countable  
irregular plural  
non-countable

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

## Passive voice

All tenses (6)

*The letters are / were / have been / had been / will be delivered.*  
*A lot of patients / are being treated at the moment.*  
*should / must / can be treated immediately.*

## Possessives

apostrophe s  
adjectives

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

## Prepositions

- of location  
- of direction

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

## Pronouns

- personal (subject)  
(object)  
- demonstrative  
- possessive  
- reflexive  
- **something / somebody** series  
- replacive **one / ones** (3)

*I, you, it, he, she, they, we*  
*me, you, him, her, it, us, them*  
*this, that, these, those*  
*mine, yours, his, hers, ours, theirs*  
*myself, yourself, himself etc.*  
*something, somebody, somewhere*  
*I'd like a green one and some red ones.*

## Punctuation

Apostrophe  
- in contracted forms  
- for possession  
Capital letters  
- proper nouns  
- beginning of sentence  
Comma

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

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

Exclamation mark  
Full stop  
- at end of sentence  
- after abbreviations  
Question mark  
Speech marks  
**Quantifiers** (6)

*Sat.*  
*'I had a white falcon,' said Abdullah.*  
*too much, too many, less, fewer*

## Questions

### *Yes / No type*

(+ short responses)

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

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

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

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

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

### *Wh- type*

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

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

## Superlatives

- of adjectives

- of adverbs

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

Regular, eg *the fastest / highest*; **Irreg**: *the best /worst*

## Reported speech

(4)

Tenses

Present simple

- for habitual actions

- for states/general truths

- programme or timetable

- to describe a process

*She said that it was not true.*

*Tom goes to school every day.*

*India is a big country.*

*MY154 leaves on Wednesday.*

*They sort the letters.*

Present continuous

- for actions in progress

- for future arrangements

Past simple of regular/  
irregular verbs

Past continuous

- for actions in progress

- for interrupted actions

*He is watching TV*

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

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

Future continuous

*will*

- for neutral future

- in Type 1 conditionals

*going to*

- for definite intentions

- for present certainty

*I was on the pier. I was fishing.*

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

*What will you be doing between 7 and 8 o'clock tonight?*

*I will call her at half-past six.*

*I won't be in this evening.*

*If the boat sinks, we'll swim.*

*What is Aisha going to bring?*

*It's going to rain.*

## Present perfect

- for indefinite past time

*Have you ever been to Spain?*

## Past perfect

- for contrasting past/

earlier past events

- giving reasons for past  
events (8)

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

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

*There is / are*

- in descriptions

*There is a clock on the wall.*

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## Advice to teachers

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### The classroom

A good classroom atmosphere is very important. The following points should be borne in mind:

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

The following materials will be needed in the language class:

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

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

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

### Pair and groupwork

Pair and group activities have these advantages:

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

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

The teaching notes suggest pair or group practice when appropriate.

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

Group activities must be well-organized to be effective and they need very careful advance planning. The pupils must be willing to participate fully and they must understand exactly what is required of them. The activity itself must be suitable in that it demands several participants. Unless this is so, some pupils will remain silent. Demonstration with one group is needed before the whole class carry out group activities. Pupils need not sit as a group. For example, three rows of three pupils, sitting one behind the other, would be adequate for most group activities. The two main requirements are that the pupils should know who makes up each group, and that they should be close enough to communicate with each other.

## **Mixed abilities**

Apart from promoting pupil-centred learning, groupwork has the additional advantage of releasing the teacher to devote time to pupils who need special attention. When more able pupils are carrying on with an activity by themselves, the teacher can work intensively with an individual or a small group. Provided the pupils are working effectively, it is possible to carry out this remedial teaching tactfully and quietly so that the pupils are not embarrassed.

## **Using Arabic**

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

Explanations of new activity types may have to be given in Arabic, as may explanations of grammatical and cultural points. Frequently repeated classroom instructions should be in English. Sometimes the teacher may have to use Arabic to explain a word or phrase. However, where possible, it is preferable for the teacher to use English and then ask the pupils for the Arabic. If they can translate, they have understood.

## **Lesson planning**

Good lesson planning results in efficient use of classroom time. Students respond to a well-organized lesson where no time is wasted, and the teacher's job is thus made less difficult.

### ***Planning ahead***

At the beginning of the year, read the whole of this Introduction to the Teacher's Book so as to understand the nature of the material and the learning and teaching principles intended. Familiarize yourself with the language content in the Overview.

Before beginning to teach a Unit, read all the student material for that Unit as well as the teaching notes. Use the Unit summary to see how many lessons deal with the same language area. This will give you an overview of the whole and enable you to avoid over-teaching.

## **Planning each lesson**

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

- 6 Make sure that your plan allows adequate time for pupil to pupil interaction. Make sure also that there is a variety of activities in the lesson. The general pattern of a lesson should be:

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

Stage B takes most of the lesson time. There may be several activities within this stage and you will have to start and stop these and take control from time to time. Nevertheless, the teacher should talk much less than the pupils in any lesson.

- 7 Prepare your teaching aids.

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

### *During the lesson*

Be prepared to be flexible and change your plan if necessary. Make notes of common language problems so that you can prepare a controlled activity to remedy the problem in another lesson. Make a note of anything you have not been able to cover in the lesson so that you can do it later.

### **Classroom language**

Your pupils can learn a great deal of language without you actually teaching it. If you use English naturally in the classroom, the pupils will acquire it. Some essential classroom instructions are included in the teaching notes. However, there is a large body of language which can be used. Don't be afraid to use vocabulary and structures which have not been formally presented. Being in a natural language environment which requires the pupils to listen and think will help them learn. Encourage them from the beginning to say they do not understand and ask for clarification.

### **Assessment**

Most of the activities in Crescent 4 are designed for learning purposes, not testing. However, on-going assessment of pupils' progress can be carried out through their performance in these activities. When oral pair practice is taking place, you can concentrate on a few pairs each day and give them a mark or grade for speaking, without the pupils knowing that they are being assessed. Reading and listening can be assessed by checking pupils' performance in the Workbook tasks. You can also assess reading ability by asking individual pupils about the text they are reading while you are circulating and observing. When the Workbooks are collected from time to time, marks can be allocated for writing.

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# Teaching techniques and procedures

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## General approach to the skills

Since real communication generally involves more than one language skill, *Crescent* adopts an integrated skills approach. The materials and methodology are essentially pupil-centred, aiming to promote learning through meaningful individual and interactive tasks. The early levels of *Crescent*, however, recognize that young learners need controlled input and systematic practice of language before they can use it. Lower levels of *Crescent* therefore provide such activities as choral repetition and picture to word, phrase or sentence matching and copying exercises in preparation for using the language in oral games and simple listening, reading and writing tasks.

As the Course develops and pupils become more familiar with the mechanics of the language, they are expected to do more for themselves, for example by memorizing vocabulary and spelling at home. The Course gradually puts more and more emphasis on skill development and activities become more varied and more task-based.

## LISTENING

### *Objectives*

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

- for pronunciation / intonation, ie imitating a model eg Unit 1, Step 1.
- for gist, ie for general meaning of the whole. This can be practised by letting the pupils listen to any of the recorded texts before any specific task is set.
- for specific information, ie only the information specified by the task eg Unit 2, Step 2. 9
- for detail.

Additionally, some reading texts are recorded so that the pupils can hear them after they have read them. The listening at this stage can be regarded as a reward or consolidation. (See Reading.)

### TP L1 - General procedure for listening activities

#### 1 Introduce the text

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

#### 2 Introduce the task

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



### 3 Play the cassette / pupils do the task

If the task is listening for gist, check the answers after playing the cassette only once. If very few pupils can answer, do not say whether they are right or wrong, but replay the section and then check the answers more fully.

With other tasks you should decide how many times to play the section. As a general rule, play it as many times as necessary for the majority of the class to be able to do the task. At the same time, do not give the impression that pupils will be allowed to hear the recording as many times as they want as this will reduce their concentration and the effectiveness of their listening. Use of the pause button at strategic points in more complex passages will often reduce the number of replays needed. After a brief pause repeat the section for pupils to check their answers.

### 4 Check answers

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

### 5 Consolidate and transfer

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

## SPEAKING

### *Objectives*      *Crescent 4 aims:*

- To provide opportunities for all the pupils to use the language in situations that are as realistic as the classroom and the limits of the language allow.
- To develop in the pupils the confidence to use the language outside the classroom.
- To provide practice in essential language patterns and vocabulary.
- To recycle structures previously introduced and to develop exponents of functions as required in the syllabus.

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

**For less controlled practice:** talking about pictures, comparing answers, discussing texts and role-playing situations presented in the Pupil's Book. The focus here is **on fluency**.

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

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

### **1 Present**

Go through each item in the exchange, either presenting or checking its meaning. Get the class to repeat in chorus and focus on correct pronunciation.

### **2 Practise with whole class**

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

### **3 Pairs demonstrate**

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

### **4 Pairs practise simultaneously**

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

## **TP S2 - General procedure for speaking activities in the Workbook**

### **1 Introduce the task**

Ask a pupil to read the instructions aloud. Check class understanding.

### **2 Demonstrate the activity**

Where the activity is practising a conversation or an exchange, use yourself and another pupil or two pupils to demonstrate. Go through an example in the Workbook if necessary, but do not complete the whole exercise.

### **3 Carry out the activity**

The whole class work in pairs. Go round listening and encouraging. Make a note of particular mistakes that you would like to work on at a later date.

### **4 Class check**

Carry out an appropriate class check. The teaching notes usually recommend a method of checking.

**Note:** These four basic stages are applicable to Workbook exercises for all skills.

These activities are intended to be done in pairs. Each pupil in the pair looks at a different page of the Workbook. This contains information that his partner does not have. At the beginning of the activity, therefore, there is an information gap. The aim is to close this gap, usually by asking and answering questions, so that finally both partners share the same information. Because neither pupil knows in advance what information his partner has, the activity fulfils one of the main criteria of genuine communication. As in real life, pupils have to listen to each other carefully, be ready to respond to the unexpected and ask for repetition or clarification if necessary. It is essential that the pupils do not show each other their books or look for their partner's information on the other page of their own book. This would destroy the point of the activity.

During the activity pupils have to do something in their Workbooks, such as writing short answers or marking a map. This provides a means of checking that information has been exchanged correctly.

## TP S3 - General procedure for information gap exercises

### 1 Revise / present language

Revise the vocabulary and structures needed to do the activity and present any new vocabulary.

### 2 Introduce the task

Divide the pupils into pairs, A and B, and tell them which pages of the Workbook to look at. Have a pupil read the instructions aloud. Check understanding. Where the instructions are different, have an A pupil, then a B pupil read them out.

### 3 Demonstrate the activity

Use yourself and another pupil to demonstrate. Do not complete the whole exercise.

### 4 Carry out the activity

Circulate, listening and observing. Do not interrupt or correct unless absolutely necessary. You can make a note of particular mistakes to work on when the activity has been completed.

### 5 Class check

When pairs have finished, tell them to check their answers by comparing their page with their partner's page. Carry out a final class check as well.

## VOCABULARY

### *Objectives*

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

- Pupils should have acquired an active vocabulary of approximately 1,500 items. They should be able to use these productively, ie understand and use them orally and in writing. If not, remedial vocabulary activities will be needed.
- Pupils need to learn how to deal with unfamiliar vocabulary. They should know that the meaning of a whole text can be discovered without necessarily understanding every word; that the meaning of words can sometimes be worked out from the text (see below); how to use a word list and dictionary. Since these three ways of dealing with unfamiliar vocabulary have to be developed, new vocabulary should not always be pre-taught. The teaching notes will indicate whether new vocabulary can be worked out from the context or has to be pre-taught.

### *Testable vocabulary*

All of the new vocabulary is included in the Unit Word lists printed in Teacher's Book 4 and in the vocabulary boxes at the top of each Step. Non-testable items are marked with an asterisk.

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

Help your pupils towards an awareness of word-building in English. Don't restrict your own language or the language you present to that in the Year 4 materials. If you introduce vocabulary which is not printed in the materials, write it on the board so that the pupils can copy it into their vocabulary notebooks. When presenting new vocabulary, include associated parts of speech where relevant. For example, if a verb first occurs in its past tense form, present the infinitive and past participle also. If a noun can be derived from it, present that too.

### **TP V1 - A procedure for revision and development of vocabulary**

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

#### **1 Elicit**

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

#### **2 Check**

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

#### **3 Teacher presents**

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

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

### **Working out the meaning of words from context**

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

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

**Antonyms** Opposites.

#### **Explanations / paraphrases**

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

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

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

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

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

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

### 1 Identify target words

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

### 2 Look at word form

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

### 3 Look at the context

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

### 4 Make a guess

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

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

## Aids to learning vocabulary

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

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

## *Some suggestions for a vocabulary quiz*

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

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

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

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

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

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

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

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

**Spelling quiz** Oral.

# READING

## *Objectives*

**Crescent 4** aims to develop the following reading skills and techniques:

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

**Predicting the content of a text** When we read, we usually bring some kind of background knowledge to the text, together with an expectation of what we are going to find in it. This is because we normally read what we want to read. In the classroom situation it is difficult to let pupils choose what they want to read. It is very important therefore to try and motivate them and arouse their interest in the texts provided.

Always get pupils to think about the topic and make guesses about the content of the text before they start reading. This will activate their own knowledge of the subject and give them a reason for reading. For ways of doing this see TP R1 below.

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

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

## *Reading text types in Crescent 4*

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

The texts often present a new structure. All the texts, are intended for silent reading, but the conversations may be used for role-play after the reading task has been done. Similarly, the serial stories may be exploited for role-play and for practice in reading aloud after all the tasks are completed.

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

## *Performance objectives*

By the end of the year, the pupils should be able to read texts of the length and difficulty of those in Unit 7 with relative ease. They should also be able to make a good attempt to read texts in English outside the classroom. They should also be able to interpret some of the information they read, rather than being limited to a literal understanding.

## **TP R1 - General procedure for reading**

### **1 Introduce the text**

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

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

### **2 Introduce the task**

*Crescent 4* provides various reading tasks to practise the different reading skills and techniques. Prepare for the task as for listening tasks, ie the pupils read the instruction and study the task itself. Check that they understand what they have to do. If necessary, do an example with the class.

### **3 Pupils read silently and do the task**

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

### **4 Class check**

You carry out a class check of the answers.

### **5 Discuss the text**

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

## **TP R2 - A procedure for scanning**

### **1 Preparation -what kind of answer**

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

### **2 Preparation - where in the text**

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



### 3 Pupils scan the text

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

### 4 Find the answer

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

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

### Language work - pronoun reference

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

## WRITING

### *Objectives*

Writing activities in Crescent 4 aim:

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

### *Activities*

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

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

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

Establish a system of correction symbols. For example:

P - Punctuation error

G - Grammar

Sp - Spelling

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

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

## **TP W1 - General procedure for writing continuous text**

### **1 Oral preparation**

Introduce and discuss the topic.

### **2 Notes**

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

### **3 Plan**

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

### **4 First draft**

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

### **5 Final draft**

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

## **TP W2 - General procedure for Workbook writing exercises**

### **1 Introduce / prepare for the task**

Make sure the pupils understand what they have to do. If they have to use information from a previous exercise, point this out. If there is a model sentence, check that they can read it. The amount of preparation needed will vary depending on the task and the ability of the pupils. You can:

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

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

### **2 Pupils write**

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

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

### 3 Check answers

You can do a class check in the following ways:

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

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

### Dictation

Dictation is useful for improving listening, spelling and punctuation. There are no dictation exercises in Crescent 4, but teachers can use sentences and short paragraphs from the PB and WB texts for regular dictation practice.

## TP D1 - A procedure for dictation

### 1 Read whole text

Read the whole text once straight through while the pupils listen. Discuss the context if necessary.

### 2 Read for dictation

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

### 3 Read whole text

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

### 4 Pupils correct

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

**Note:** Corrections should never be delayed.

### Language awareness / spelling

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

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

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

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

### **Punctuation**

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

- Use any suitable Pupil's Book text that the pupils have read. Ask the pupils ***How many sentences are there? How many questions are there?*** Ask them how they know. Get them to circle the initial capital letters, the full stops, question marks and commas.
- Ask the pupils to scan for names of people or places. Point out that the capital letter will help them find the words quickly. Focus on speech marks by asking them to read aloud what different characters say in stories. This could be done as a pre- reading task.
- When preparing for or checking a writing activity on the board, highlight the capitals, full stops or question marks in different coloured chalk. Elicit their purpose, ie to mark the beginning and end of a sentence or question.
- While pupils are doing a writing exercise, go round checking punctuation. If they have forgotten to use a punctuation mark, point to it and ask ***What's missing?***

### **Language work**

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

***Crescent Workbook 4*** focuses attention on certain language points in activities headed 'Language study.'

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**Unit 1****Summary**What do you remember?

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This Unit aims to revise and consolidate basic structures and tenses, but some new activity types are introduced. The focus is on oral activities with writing at sentence and paragraph level to consolidate structure.

<b>Step</b>	<b>Materials</b>	<b>Skills</b>	<b>Language focus</b>
<b>1</b> PB2/3	A street scene	Talk about a picture.	<b><i>There is / are</i></b> Pres simple & continuous Defining adj phrases
<b>2</b> WB1	Vocab exercises	Classifying.	
<b>3</b> PB4 WB2	Two games What is it? What's my job?	Ask and answer questions. Read short descriptions and identify object (WB)	Wh questions Pattern: <b><i>It's made of / found in ... / used for ... ing</i></b>
<b>4</b> WB3 CS1	Recorded descriptions - objects	Listen to identify objects. Write descriptions.	-
<b>5</b> WB3/4	Vocabulary exercises	Do exercise to revise jobs.	-
<b>6</b> PB4 WB4/5 CS2	What's my job?	Read short utterances to identify jobs. Predict answers to questions Listen to check. Play the game.	- Yes / No questions
<b>7</b> PB2/3 WB5	A street scene	Do a true / false exercise. Correct false sentences.	Past continuous
<b>8</b> PB2/3 WB6/7	A street scene	Write sentences. Study punctuation marks.	Past continuous
<b>9/10</b> PB5 WB7 / 8 CS3	Phone conversations	Listen for specific information; read to check. Write messages. Perform conversations.	Pres continuous <b><i>have to</i></b> for obligation <b><i>Type 1 conditional</i></b>

<b>Step</b>	<b>Materials</b>	<b>Skills</b>	<b>Language focus</b>
<b>11</b> WB8/9	2 story lines	Write a story; improve it by linking sentences.	Connectives: <i>and, but, so, then</i>
<b>12</b> WB9/10 CS4	Conversation strands	Make conversations. Complete a written dialogue.	-
<b>13</b>	-	Use key words to write a story.	
<b>14</b> PB6 WB11 CS5	Possibilities	Read and perform a dialogue about possibilities. Transfer.	Type 2 conditions.
<b>15</b> WB11	Exercises	Revision	-

<b>Learning objectives</b>	Describe a street scene.
<b>Language focus</b>	<i>There is / are</i> + adverbial of place / adjectival phrase Identifying adjective phrases: <i>The (woman) (in the yellow dress)</i> Present simple and continuous
<b>Vocabulary</b>	scene, cafe, litter bin

### 1 Vocabulary revision / presentation PB2 / 3

Read the title on PB2 aloud and present scene. Ask the pupils to tell you what they can see in the picture. Prompt them with questions, for example:

How many shops/ cars/ lorries are there?

Where is the (bakery)?

What can you see | in the back of the blue lorry?  
| near the grass?

Who can you see (outside the Post Office)?

What is (he) | wearing?  
| doing?

Elicit the spelling of key vocabulary and write it on the board. For example, *sign, roof, traffic lights, litter bin, pavement*, etc.

### 2 Language presentation identifying adjective phrases PB2/3

**A** Invite two pupils to read the model sentences on PB2 aloud. Ask the pupils to tell you about the other people in the picture in the same way.

**B** Present the new structure as follows. Elicit what each of the people is doing. Say:

Look at the woman in the yellow dress. What's she doing?

Look at the two girls outside the bank.

What are they doing? etc

**C** Make True / False statements and get the class to respond Yes or No. For example:

T: The boy on the bicycle is putting something in the bin.

C: Yes.

T: The men outside the cafe are drinking tea.

C: No. The men outside the cafe are reading newspapers.

**D** Invite two pupils to read out the model sentences on PB3. Point out the change from *There is a woman* to the *woman*. Explain that *the* is used when someone is mentioned a second time. Elicit which part of each sentence tells us exactly who is doing the action. To demonstrate, write on the board *The woman is getting into her car*. Ask: *Which woman?* to elicit *The woman in the yellow dress*. Then show them how to combine like this:

The woman in the yellow dress is getting into her car.



### 3 Write sentences to consolidate structure PB2/3

**A** Tell the pupils to write three or four more sentences on a piece of paper following the models on PB3. Tell them that at least one of the sentences should be false. Explain that when they are ready they should exchange their sentences with a partner. Their partner should tick the true sentences and put a cross next to the false ones, then return his/her answers for checking. Circulate while the pupils are writing, helping and observing.

**B** Ask some pupils to read out their sentences and get the class to respond *Yes* or *No*. Get them to correct the false statements. Tell the pupils to write three or four more sentences on a piece of paper following the models in PB3. Tell them that at least one of the sentences should be false. Explain that when they are ready they should exchange their sentences with a partner. Their partner should tick the true sentences and put a cross next to the false ones, then return the answers for checking. Circulate while the pupils are writing.

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Learning objectives	Revise vocabulary.
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Language focus	-
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Vocabulary	-
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### 1 Play a word association game

**A** Choose a word the pupils know, such as *school*, and write it on the board. Ask the class to call out any words they associate with it and write them up quickly. They may be nouns, adjectives, verbs, etc. For example:

teacher, homework, (English) lesson, learn, write, interesting,  
difficult, late, on time

Where the association is not immediately obvious, encourage the pupil who called out to explain it. Repeat the procedure with two or three other words, for example *zoo, house, sport, safety, shopping*.

**Note:** The words you choose will depend on the lexical areas you wish to revise and the interests of your class.

**B** You can continue by making the activity into a group competition. Either supply a key word or let each group choose its own. Tell the groups to choose a 'secretary' to write the words. Set a fixed time 'limit, say five minutes. Then ask the group secretaries to read out their words. Write these on the board. Allow other groups to challenge and ask for the connection to be explained. The winning group is the one with the longest list if all groups have chosen the same word. If each group has chosen its own, the secretary reads out the group's list slowly and the other groups try to identify the key word.

### 2 Label pictures and categorize vocabulary WB1.2A/B

**A** Introduce both Workbook exercises. Tell the pupils to do them in pairs. (Note that the aim of WB1.2B is to encourage discussion; there is not always a 'right' answer.) Circulate, listening and checking spelling.

**B** Class check and discussion.

<b>Learning objectives</b>	Understand and give descriptions of everyday objects. Recognize correct sentence structure.
<b>Languagefocus</b>	Wh questions Present passive: <i>It's made of ... It's used for verb + ing ... It's found in ...</i>
<b>Vocabulary</b>	thick, thin, rectangular, cylindrical, square, metal, cloth, shape, chalk, *puzzle, *from time to time

### 1 Introduction to topic PB4

Elicit the title and ask the pupils to find the names of the two games. Tell them to read the instruction at the top of the page, then explain how to play the game. (In *What is it?* the team has to guess what object is being described; in *What do you do?* they have to guess someone's job.)

### 2 Preparation - vocabulary and structures PB4

**A** Elicit the names of the objects in the nine pictures. Then elicit the questions orally. Check understanding of all the words to the right of the questions.

**B** Ask the pupils to use some of this language to describe things in the room. Give them an example, such as *It's rectangular. It's made of wood. It's used for writing on. What is it?* (The board.)

### 3 Read descriptions to identify objects WB1-3A

**A** Introduce the exercise and present *puzzle*. Explain that when they have worked out what object is being described, the pupils should draw it in the box on the right and label the picture. Let them work in pairs to encourage discussion. Circulate, listening and encouraging.

**B** Elicit the answers and check comprehension of the new words in the texts.  
**Answers:**

- |                   |                     |
|-------------------|---------------------|
| 1 chalk           | 2 a bicycle         |
| 3 a watch / clock | 4 a ball / football |

### 4 Re-order jumbled words and write sentences WB1.3B/C

Introduce both exercises. Do the first sentence in WB1.3B as a class. Elicit that Meat must be the first word because it has a capital letter. Tell the pupils to complete the exercises on their own, then compare their answers with a partner. Finally carry out a class check. (C is a pen.)

### Homework

Tell the class to learn the new words on PB4 in preparation for a spelling test.

1.4	WB3	CS1
Learning objectives	Understand and write descriptions of objects. Identify objects by playing a game: What is it?	
Language focus	As for 1.3 <i>Yes / No</i> questions	
Vocabulary	-	

### 1 Language / vocabulary revision

Ask questions to elicit descriptions, for example:

What's your desk made of?

What's a pen used for?

Where are elephants found?

Encourage the pupils to give full sentence answers, but don't spend too much time on correction. Just give a good model yourself and move on to the next question. Keep the pace fast to encourage maximum participation.

### 2 Spelling test

Dictate some of the words that the pupils have learned for homework. For the procedure, see the Introduction.

### 3 Listen to descriptions to identify objects WB1.4 CS1

Elicit the names of the objects. Introduce the listening task. Play the introduction on CS1 and elicit how many descriptions the pupils are going to hear. (Four only.) Play Number 1. Elicit what pupils think it is. If only a few pupils can answer, replay the cassette. When the class have reached agreement, tell them to write the number in the box. Depending on the level of your class, you can proceed in the same way or play the whole cassette through before checking answers. In case of disagreement, replay the relevant section.

**Answers:**

1 a knife

2 pearls

3 a window

4 a kite

### 4 Write descriptions of objects and play *What is it?*

**A** Write these words and phrases vertically on the board:

shape, size, made of, used for, found in

Ask the pupils what adjectives they know that describe shape and size. Elicit **big, small, long, thin, round**, etc. Write them alongside the words on the board. Then elicit and write up the names of materials, eg **wood, cloth, paper**, purposes, eg **cleaning things, playing a game, and places, eg shops, classrooms, living rooms**. If they have forgotten the words, let them look at PB4.

**B** Tell the class they are going to play the game *What is it?* Tell them to choose an object from WB1A or think of one themselves and write their own description of it in their copybooks, without mentioning its name. Tell them to describe its appearance and shape, say what it is made of, what it is used for and where it is usually found, if possible. They can use the words on the board and they can ask for your help, if necessary. If they do this, make sure they use English: *What's ... in English, please? / How do you spell ..., please?*

**C** Ask a pupil to read his/her description aloud. The others listen and try to identify the object. The pupil who does so correctly then reads his / her description, and so on. If no-one can guess the object, ask the pupil to add more information to the description.

## **Cassette Section 1**

### **Presenter:**

I'm going to describe four things. Look at the pictures in your Workbook. Number the pictures in the order in which you hear them.

### **Number 1**

It's long and thin. It's made of metal and wood or metal and plastic. It's usually found in the kitchen. It's very useful, but it can be dangerous. It's used for cutting things.

### **Number 2**

They are found in the sea, but you can't eat them. They are worn round the neck, in the ears or on the fingers. Usually they are round and white. They are sold in a jeweller's shop.

### **Number 3**

It's got an inside part and an outside part. You can open and close it. When it's closed, it lets one thing in and keeps everything else out. You can see it and you can see through it. It's made of wood and glass, or metal and glass.

### **Number 4**

It can fly, but it's not a bird. You can fly it, but you can't fly in it. It's made of different things: wood, metal, plastic or paper. It's sold in a toyshop and it's used for fun. If you don't keep it on a string, it will fly away.

<b>Learning objectives</b>	Revise vocabulary related to jobs.
<b>Language focus</b>	<b>Present simple for habitual actions</b>
<b>Vocabulary</b>	-

### 1 Preparation

Write the topic, **Jobs**, on the board. Ask the class to call out the names of any jobs they know. Ask pupils to spell the jobs before writing them on the board. Elicit brief descriptions of each job. Ask:

What does a (doctor) do?

Where does he or she work?

**Note:** The exercises in this lesson are preparation for the activity in Step 1.6.

### 2 Complete sentences WB1.5A

Introduce the exercise and tell the pupils to read it silently and do it individually.

Elicit full sentences from individuals to check the answers. Let the class confirm or correct the answers. Elicit the occupations to complete the other eight options in the exercise like this:

A baker bakes bread.

A fisherman catches fish.

The others are: A farmer, dressmaker, nurse/social worker, bus-driver, builder, zoo keeper.

### 3 Classify jobs WB1.5B

Elicit the instruction. Explain that 'inside' here means 'under cover' and can include inside a vehicle. Then tell the pupils to do the exercise in pairs. When carrying out a class check, ask the pupils to explain their answers. Note that the number can vary, but the likely answer is 10.

### 4 Do a linking exercise WB1.5C

Tell the pupils to do the exercise individually, then compare answers in pairs. To check, elicit full sentence answers. For example:

***A housewife works at home.***

Focus on the use of prepositions ***in, at, on***. Elicit or explain that we use 'in' when we mean 'inside' something; we use 'on' when we mean on top of a surface; 'at' is not as precise. We can say someone is ***at school, at the hospital, at work***, etcetera meaning that this is what they are doing now, but they may not be inside the building at the moment. Point out that we can only say 'at home', but we can say ***in*** a / the house. Ask who could be ***in*** the sea. (A fish, or a swimmer.)

### 5 Consolidation

Word association: ask the class to call out the word they think of when you call out a word. For example.

T: nurse

C: clinic, hospital, bandage, ambulance, etc

---

# 1.6

PB4

WB4 / 5

CS2

---

**Learning objectives** Identify jobs by reading descriptions.  
Predict answers to questions; Listen to check.  
Identify people's jobs by playing a game: *What's my job?*

---

**Language focus** Present simple Yes / No questions

---

**Vocabulary** park (a car), start on

---

## 1 Read for inference WB1.6A

**A** Introduce the exercise and tell the pupils to do it in pairs. They should be able to work out the new vocabulary from context.

**B** During the class check, elicit answers like this:  
I think (number 1) is (a builder).

**Answers:**

- |                                       |               |              |
|---------------------------------------|---------------|--------------|
| 1 builder                             | 2 air-hostess | 3 dentist    |
| 4 policeman                           | 5 life-guard  | 6 zoo-keeper |
| 7 teacher                             | 8 doctor      | 9 fireman    |
| 10 social worker<br>or safety officer |               |              |

## 2 Introduction PB4

Introduce the game *What's my job?* Explain that it is played on radio and television. A team have to guess a person's job by asking questions. The person will only answer *Yes* or *No*. Elicit the questions on page 4 orally.

## 3 Read and predict WB1-6B/ C CS2

**A** Introduce the text and task. Explain that they are going to hear the game played. The person is a doctor, but the team don't know that. Tell the pupils to read the questions and write the answers they think the doctor will give.

**B** Tell the pupils to listen and check their answers. Play CS2. Find out how many got all the answers right. You can use the cassette for pronunciation practice.

## 4 Play the game PB4

Tell the class that they are going to play the game themselves. Ask a pupil to come to the front. He/She chooses one of the jobs illustrated on PB4 but only tells you which one it is.



## Cassette Section 2

Quizmaster:

Right, ladies and gentlemen. It's time to play *What's my job?* And the rules are very simple. You want to find a person's job. You can ask any question you like, but ... the answer must be *Yes* or *No*. Ready, contestant number 1?

Doctor: Yes.

Woman: Do you work outside?

Doctor: No.

Man: Do you work at home?

Doctor: No.

Woman: Do you work with other people?

Doctor: Yes.

Woman: Do you work in an office?

Doctor: No.

Man: Do you make things?

Doctor: No.

Woman: Do you wear special clothes?

Doctor: Yes.

Woman: So you work inside, you work with other people, you wear special clothes. Are these clothes white?

Doctor: Yes.

Man: Do you have anything to do with helping people?

Doctor: Yes.

Woman: Are you a nurse?

Doctor: No.

Woman: No? Oh! Are you a doctor?

Doctor: Yes.

<b>Learning objectives</b>	Revise past continuous.
<b>Language focus</b>	Past continuous <i>Wh-</i> questions
<b>Vocabulary</b>	-

### 1 Do True / False exercise from memory PB2 / 3 WB1.7A/B

**A** Tell the class to look again at PB2 / 3 and quickly elicit what they can see. Explain that you are now going to find out how good their memories are. Tell them to close their Pupil's Books. Introduce WB1.7A. Tell them to do it individually, then check their answers with a partner.

**B** Elicit pupils' answers. Ask the class to confirm or correct rather than doing it yourself. If necessary, tell the pupils to look back at the picture to check. (Tell them to close their books again immediately, however, so that the past continuous is used appropriately.)

**C** Pupils correct the false sentences in writing; WB1.7B.

### 2 Write questions using past continuous PB2 / 3

**A** Books closed. Write these questions on the board:

- What was the bus-driver doing?
- What were the men outside the cafe doing?
- Who was crossing the road?
- Where was the man with the stick?

Elicit the answers.

**B** Books open. Tell the pupils to write more questions about the picture in their copybooks, following the models on the board. Circulate, checking grammar and spelling. They will use these in the next Stage.

### 3 Ask questions and answer them from memory PB2 / 3

**A** Ask the pupils to test your memory. Invite different pupils to ask you one question each. To ensure that the whole class is listening, say you will not answer the same question twice. All books should be closed, except for one pupil chosen to check your answers.

**B** Tell the pupils to write short answers to the questions they wrote in their copybooks.

**C** Tell the pupils to work in pairs. One asks his partner all the questions he has written and scores a point for a wrong answer. The pupil answering scores a point for a correct answer. Tell them to keep a note of their scores. When they have finished, find out who got the best score.

<b>Learning objectives</b>	Describe an accident in the past and speculate about the causes. Give reasons orally and in writing. Punctuation: capitals, full stops, question marks.
<b>Language focus</b>	Past simple / continuous Maybe for possibility; because for reasons
<b>Vocabulary</b>	statement

### 1 Talk about an accident and its causes PB2 / 3

Ask the pupils how they think the accident happened. Give the class one possible reason. For example:

Maybe the traffic lights turned red suddenly.

Then elicit more. For example:

Maybe the yellow car had to stop quickly.

Maybe the blue car didn't / couldn't stop.

Maybe the driver of the blue car was going too fast.

Maybe he wasn't looking where he was going.

Maybe the brakes didn't work. etc

### 2 Give reasons why people did not see the accident PB2 / 3 WB1.8A

**A** Elicit who saw the accident. (The boys outside the bank, the girls near the traffic lights, the man in the red car, the man on the balcony.)

**B** Introduce WB1.8A. Prepare it orally. Elicit sentences with because, for example:

The taxi-driver didn't see the accident because he was cleaning his taxi.

The girls outside the bank didn't see it because they were talking. etc

Tell the pupils to choose and write about four of the people. Circulate, checking progress. Encourage the pupils to correct their own mistakes.

### 3 Punctuation WB1.8B/C

**A** Tell the pupils to look at the three pairs of sentences in WB1.8B. Elicit the difference between the first and second sentence in each pair. (The first has no punctuation.) Tell the pupils to read the explanation underneath to find the names of the punctuation marks. Elicit the difference between a question and a statement.

**B** Tell the pupils to look at the text at the bottom of the page. Invite someone to read the words aloud. Try to use this to demonstrate the fact that reading a string of words without any punctuation is difficult. Explain that punctuation marks are very useful signposts. They give us a lot of information which helps us to understand what we are reading. Try to convey to your pupils how punctuation is a key to understanding.

For example, capital letters and full stops signpost a sense group of words. Capital letters also signal names of people or places.

**C** Set the task for WB1.8C. While the pupils are working, write the unpunctuated text on the board. When they have finished, invite different pupils to come out and correct it using different coloured chalk. Tell the pupils to correct their own work as necessary.

<b>Learning objectives</b>	Take notes of information in a telephone conversation. Use notes to write telephone messages.
<b>Language focus</b>	Present continuous have to for obligation First conditional: <i>If I finish before seven, I'll ring him.</i>
<b>Vocabulary</b>	at the moment, take (How long will that take?)

### 1 Listen for specific information and scan a text to check answers PB5 WB1.9A CS3, Band 1

**A** Pupil's Books closed. Tell the class they are going to hear a telephone conversation between two boys, Aref and Aziz. Dictate or write these questions on the board:

Why is Aref phoning Aziz?

Can Aziz meet Tariq?

Play CS3, Band 1, and elicit the answers. (Tariq asked him to. / He's not sure.)

Discuss possible reasons why Tariq asked Aref to phone Aziz. (Maybe he had to go out.)

**B** Introduce WB1.9A. Tell the pupils to read the questions. Then tell them to listen and write short answers. Play Band 1.

**C** Find out how many pupils have been able to write the answers. If necessary, replay Band 1. Elicit answers from different pupils, but don't say whether or not they are correct. Tell the pupils to check their answers by reading the conversation on PB5. To ensure that they do this by scanning, direct this stage as follows:

Tell them to put their Workbooks open on top of PB5 covering the yellow piece of text, but so that they can read the conversation above it. Ask who the questions in the exercise are about and therefore which speaker they need to read - Aref or Aziz. Establish that they need only read what Aziz says. Then ask each of the pupils questions and elicit the answers.

T: What is- Aziz doing now?

P1: Working in the garden.

T: (How do you know?

P1: He says, 'I'm working in the garden.'

T: What does he have to do after that?

P2: Paint the front door.

T: How do you know?

etc

Tell the pupils to correct their answers in WB1.9A.

### 2 Write a message and read for detail to check it PB5 WB1.9B

**A** Introduce Exercise B. Explain that writing the person's name at the top without any greeting is the usual way to start a message. Elicit the message orally, getting the pupils to use the information in Exercise A. Tell the pupils to write the message in their Workbooks.

**B** When the pupils have finished, tell them to check their own work by comparing it with the message on PB5.

**Cassette Section 3 Band 1 is the text of the first conversation on PB5.**

<b>Learning objectives</b>	Take notes of information in a telephone conversation. Use notes to write telephone messages.
<b>Language focus</b>	Present continuous have to / for obligation First conditional: If I finish before three, I'll come round.
<b>Vocabulary</b>	come round

### 1 Read for specific information and write a message PB5 WB1.10A CS3, Band 2

**A** Introduce the second conversation on PB5. Ask questions about the two girls and about the first two lines. For example:

Who's the girl on the left / on the right?

What's Muna doing?

Introduce WB1.10A. Elicit the task, making sure that the pupils understand that they must look for the same kind of information as in Exercise WB1.9A in order to do it. Tell the pupils to make notes of what Muna says and then write a message for Shareefa. Circulate and check progress.

**B** Elicit some of the messages orally. Focus on any common errors and questions that arise. Then deal with the new words and phrases.

### 2 Rewrite a jumbled message WB1.10B

Introduce Exercise B. Explain that the message follows the same pattern as the one on PB5. Elicit which part of the message must be the beginning. (The part with Issa! written on it.) Tell the pupils to write out the message on a piece of paper, then compare their work with a partner. After the class check let them write it in their Workbooks. Collect the Workbooks for assessment.

### 3 Perform conversations

Ask selected pairs of pupils to perform the conversations on PB5 and WB page 8.

**Cassette Section 3 Band 2 is the text of the second conversation on PB5.**

<b>Learning objectives</b>	Recognize the logical sequence of a text. Copy and improve a story.
<b>Language focus</b>	Past simple Connectives and link-words: <i>and, but, so, Then</i>
<b>Vocabulary</b>	decide (to)

### 1 Construct two stories from a series of sentences and write WB1.11A

**A** Elicit the instruction and check that the pupils understand the task. Present *decide to*. Demonstrate the task if necessary by eliciting one of the stories. Tell the pupils to do the exercise one story individually. Tell them to tick one sentence in each pair.

**B** Elicit both stories orally. Ask different pupils to read out a sentence each.

**C** Pupils write the story they have chosen. Circulate while they are writing. Check handwriting, spelling and punctuation. Encourage pupils to correct their own mistakes.

### 2 Preparation for writing an improved version WB1.11B

**A** Introduce WB1.11B. Prepare one of the stories orally, eliciting how it can be improved using the link-words given.

Revise the rules for the use of commas when combining sentences: comma before *but* and optionally before *so*; comma between items in a list; no comma before *and*.

For example:

Story 1: Yousif was hungry, so he went into the kitchen. His mother told him to wait until dinner was ready, but he decided to go to the take-away. He got a burger and ate it before he went home.

Story 2: Yousif was hungry, so he went into the kitchen and made himself a sandwich. Then he went into the garden. He got a chair, sat under a tree and ate his sandwich.

**B** If you have a good class, you can encourage the pupils to expand on the basic story. Ask questions to elicit further details, for example:

What time was it?

Where was the take-away?

Did he meet any friends there? etc

Elicit or demonstrate how the details can be included in the story.

### 3 Write the improved story WB1.11B

Tell the pupils to write the improved story. You can have them write a first draft in their copybooks. Circulate, checking and giving guidance. There should be very few mistakes when they write the final draft in their Workbooks.

Collect these for assessment.



<b>Learning objectives</b>	Recognize the logical sequence of a conversation. Complete one speaker's part of a conversation.
<b>Language focus</b>	-
<b>Vocabulary</b>	come along (= <i>come too</i> ), come over, suppose, sure (= <i>of course</i> ), missing (parts), *on my own, *you'd better make time

This exercise type, Talk and listen dialogue, gives pupils practice in carrying on short, controlled conversations using natural, idiomatic English. The aim is to get the pupils to listen to each other carefully.

### 1 Preparation

Write the following on the board:

- |   |   |
|---|---|
| <p><b>A</b></p> <p>1 When shall we meet?</p><br><br><br><br><p>3 Six is fine.<br/>Seven is too early.</p> | <p><b>B</b></p> <p>2 Seven o'clock.<br/>How about six o'clock?</p><br><br><br><br><p>4 How about eight, then?<br/>OK. See you at six.</p> |
|---|---|

Demonstrate how two different conversations can be made, using the choices given. Draw arrows to show the sequence of each conversation.

### 2 Make conversations WB1.12A CS4

**A** Divide the pupils into pairs, A and B. Tell the As to look at Workbook page 9 and the Bs to look at page 10. Explain that they can only see their half of the conversations. Tell them to read these and underline anything they don't understand. Elicit and explain the new language.

**B** Use open pairs to demonstrate Conversation 1.

**Note:** The aim is to get the pupils to speak rather than read aloud. Explain this and tell the pupils to try to read each line silently, then look at their partners as they say it. If they forget the words, they can read the line again silently but should look up again when speaking.

**C** Tell the pupils to continue in simultaneous pairs. Circulate and listen. Don't let the activity go on too long.

**D** Tell the pupils they can now listen to the conversations on the cassette. You can use the recordings for pronunciation and intonation practice. Note that you can use these conversations again.

**E** Have some pairs perform the conversations.

### 3 Complete a conversation in writing WB1.12B

**A** Introduce the exercise and prepare it orally. Elicit as many different versions as possible.

**B** Tell the pupils to complete the conversation in their Workbooks. Circulate, helping and checking.

**Sample answers:**

- To the hospital.
- No, I'm not.
- I went to see my friend, Issa.
- He's broken his leg.
- Not for a while.

### 4 Transfer

Ask the pupils: *Have you or a relative ever been ill? / had an accident?*

Give them a few minutes to think. Then ask one of the pupils to tell the class about it.

Prompt him with questions like:

- What was the problem?
- What happened?
- What did (you) do to get better?
- Did (you) go to hospital? etc

Help with vocabulary and write up on the board any key words related to illness or accidents, for example: *bandage, ambulance, operation, etc.* Let three or four more pupils talk to the class and build up further vocabulary on the board.

### Cassette Section 4

Presenter: **Conversation 1. Band 1**

- A: Are you doing anything this evening?  
B: Yes, I'm going fishing.  
A: Who with?  
B: Nobody. I'm going on my own.  
A: Can I come along?  
B: Sure. See you at six.

Presenter: **Band 2.**

- Presenter:  
A: Are you doing anything this evening?  
B: I'm not sure. How about you?  
A: I'm not sure either  
B: Why don't you come over to my place?  
A: OK. What'll we do?  
B: We'll think of something.

Presenter: **Conversation 2. Band 1**

- A: What's the matter?  
B: I don't feel very well.  
A: Have you been to the doctor?  
B: No, I haven't.  
A: Why not?  
B: I haven't got time to go.  
A: Well, you'd better make time.  
B: I suppose you're right. I will.

Presenter: **Band 2.**

- A: What's the matter?  
B: I'm really worried.  
A: What are you worried about?  
B: My sister has to go to hospital.  
A: Oh, no! What's wrong with her?  
B: They don't know.  
A: Don't worry. I'm sure she'll be all right.  
B: I hope so.

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## 1.13

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Learning objectives	Predict the content of two stories from key words orally and in writing.
Language focus	Past simple
Vocabulary	-

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**Note:** This activity can be done as preparation for any reading text.

**Pre-class preparation:** Before the lesson select or make up two short stories within the level of your class. Select four or five words from each story which you will write on the board. These should allow the pupils to form a reasonably good idea of the content without restricting their imagination too much. The activity is more interesting if the choice of words gives scope for different interpretations. Proceed as follows.

### 1 Story 1 - whole class **Sample story:**

Last week my brother had an accident. He was driving to work in his new car when suddenly a lorry came out of a side street right in front of him. He didn't have time to stop and crashed into the lorry. Luckily, he wasn't going very fast, so he wasn't badly hurt, just shocked. His car wasn't so lucky. The garage said they couldn't repair it. You can imagine how angry my brother was!

Selected words: *angry new crashed repair side street*

**A** Write the words you have selected on the board in random order. Explain to the class that you are going to tell them a story in which these words appear. Invite them to tell you what it is about. Accept any suggestions without saying if they are right or wrong. If the pupils seem stuck, give them the first sentence, then prompt them with questions to guess what happened next.

**B** Read out your story and discuss any similarities and differences between it and the pupils' versions.

### 2 Story 2 - group work

**A** Use the second story you have prepared. Write the selected words on the board as before. This time tell the pupils to work in groups. Tell them to discuss what they think the story is about, then choose a group secretary to write it. Set a time limit in advance. Circulate, listening and checking progress.

**Note:** The focus here is on content, so don't correct pupils' work except where errors make it difficult to understand.

**B** Invite the group secretaries to read out their stories. Then read your story for comparison and discussion.

### 3 Dictation

You can follow up by dictating one of the stories you used in Stages 1 and 2.

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<b>Learning objectives</b>	Understand and perform dialogues about possibilities.
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<b>Language focus</b>	Second conditional: <i>If I had a ticket, I'd go to Egypt.</i> Conditional tense
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<b>Vocabulary</b>	Great Pyramids, Nile
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### 1 Oral preparation

Write the question 'What would you do if you had a lot of money?' on the board and ask pupils for examples of what they would buy, where they would go, who they would help, etc.

### 2 Read about and discuss possibilities PB6

**A** Pupils read the first dialogue on PB6 and answer the questions, working in pairs. They should make notes of their answers. Pupils listen to the dialogue in order to use it as a guide when performing their own conversations.

**B** Pupils now read the short text about walking in the mountains and the second dialogue. They continue the dialogue by answering the final question. After listening to the second dialogue as a guide, they then perform the conversation.

### 3 Write about possibilities WB1.14

Pupils first discuss the answers to the questions before writing.

**Cassette Section 5 is the text of the dialogue on PB6.**

**Language work -Reflexive pronouns and tenses**

Pupils complete WB1.15A & B at first orally, then in writing.  
Use the remainder of the Step as a catch-up.

**Catch-up**

No material is provided for the pupils in Catch-up time. In these lessons, you can complete any unfinished material or use your own ideas to revise vocabulary, functions, structures or exercise types. Alternatively, you can use some of the ideas below for revision purposes.

Note that you can also use these activities in other lessons for a change of activity with more focus on games and competitions.

**Oral activities to consolidate functions and structures**

**Games** Those in Unit 1 include:  
Guessing games (Steps 1.4 -1.6)  
Memory game (Step 1.7)

**Memory game** You can play this game with a different picture. It could be a magazine picture, a road safety poster, etc. Show pupils the picture for one minute. They must try to memorize as much as they can. Hide the picture and get pupils to tell you what they remember. Note: If the picture is not big enough for the whole class to see, walk slowly around the classroom letting pupils look at it as you pass.

**Substitution dialogues** Practise the conversations on PB5 and PB6 with substitutions.

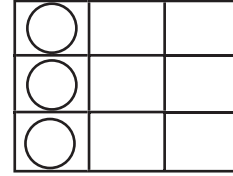
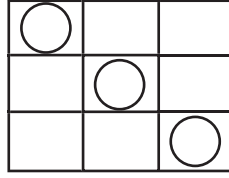
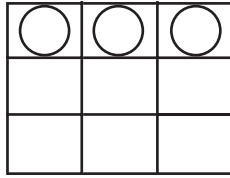
**Note:** You can follow this up by having pupils write the conversations.

**Vocabulary consolidation**

There are a number of ideas in the Introduction on how to help pupils memorize vocabulary. These techniques should be used regularly in five minute sessions at least twice a week. They can also be used in the Catch-up lesson. You could also re-use the

**Word association game** in 1.2. A variation is to restrict the associated words to nouns only, verbs only, etc. Other ideas are as follows:

**Language noughts and crosses** One way of combining categories such as synonyms / opposites, definitions, spelling, word building etc (see Introduction) into a class competition is to play *Language noughts and crosses*. Draw a box with nine squares on the board. Number each square 1 - 9 orally, from left to right, for ease of reference. Divide the class into two teams. One team is the Noughts (O), the other is the Crosses (X). The aim is for one team to be the first to get a continuous row of O's (or X's) either horizontally, diagonally or vertically as shown. Each team tries to stop the other from achieving this aim.



Teams can only put their O or X in the square they choose if they answer a question correctly. If they cannot answer the question, or if they answer wrongly, the other team has the opportunity to try. If the other team get it right, they can then place their O or X in a square.

The teacher should prepare three to four categories such as those given above, with, for example, ten questions in each category. Teams can choose any category until all the questions are used up.

**Note:** This game can also be used to practise functions or structures if the teacher prepares suitable questions.

## Writing

**Writing sentences from jumbled words** Use sentences from the PB or related to topics covered in the Unit. It is a good idea to jumble sense groups rather than individual words, for example:

was cleaning / the taxi driver / his taxi

This helps pupils see how sentences are made up of groups of words. Being able to identify words which go together, ie sense groups, will help them read faster and this in turn will help them grasp the meaning of a sentence more easily.

Reading sentences word by word overburdens short-term memory and hampers comprehension of the whole.

**Improving a story by combining sentences / adding detail** (See Step 1.11.)

Choose or make up a suitable story in advance. Make sure it is short enough to write on the board.

**Predicting a story from key words** (See Step 1.13.)

## Spelling / Dictation / Punctuation

See Introduction.

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## Unit 1 Word list

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at the moment

cafe

chalk

cloth (= *fabric*)

come along (= *come too*)

come over/round

cylindrical

decide (to)

either

\*from time to time

gentlemen

Great Pyramids

\*had better

housewife

kilometre

litter bin

made of

metal

missing (parts)

Nile

object (*n*)

\*on one's own

park (a car)

\*puzzle

rectangular

repair

roof

scene

shape

square

\*start on (a task)

statement

suppose

sure (= *of course*)

take (How long will that take?)

thick

thin (= *not thick*)



Unit 2	Summary	Air travel
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**Note:** All reading activities include vocabulary work. These are not specified in the Summaries.

Step	Materials	Skills	Language focus
<b>1/2</b> PB7 WB12	<b><i>Airlines in the Arab World</i></b> - three factual texts	Reading: Understanding text organization - sequence of events, statement and supporting details Writing a paragraph	Time adverbials Past passive
<b>3/4</b> PB8 WB12/13 CS6/7	Pictures, written and recorded texts describing airline jobs Language study	Reading and listening to identify jobs Listening for language  Writing requests and instructions	<b><i>Can! Could you ... ?</i></b> <b><i>May I ... ?</i></b> Imperative + <b><i>please</i></b> <b><i>Will you .... please?</i></b>
<b>5</b> PB9 WB14	<b><i>Changing places</i></b> Two descriptive texts	Understanding personal descriptions	Present / Past simple tenses
<b>6-8</b> PB10-12 WB15-19 CS8/9	<b><i>Ahmed flies to London</i></b> - conversations and announcements  Language study	Listening for specific information, reading to check; listening and completing sentences Conversation practice Language study and practice	<b><i>Will passengers please ... ?</i></b> <b><i>have to</i></b> for obligation  <b><i>Would you mind</i></b> verb + <b><i>ing</i></b> ?
<b>9-11</b> WB20-24	Two short stories  Language study	Reading for detail Writing answers to personal questions /reasons for past events Language study and practice	Connectives: <b><i>when, but, because, so</i></b>  Past perfect
<b>12</b> WB24-26	An information gap exercise A word puzzle	Asking for and conveying information	<b><i>Wh-</i></b> and <b><i>Yes / No</i></b> questions
<b>13</b> PB13 WB33	<b><i>The early days</i></b> - a narrative text	Reading for the main events	Present simple Past tenses
<b>14</b> PB14 WB27/28	<b><i>Hussein TV reporter</i></b> Descriptive texts	Understanding descriptive texts Reference	Yes / No questions Present perfect tense
<b>15</b> PB15	Revision and catch-up	-	-

<b>Learning objectives</b>	Understand the main points in three texts which introduce the theme of the Unit.
<b>Language focus</b>	-
<b>Vocabulary</b>	Dhahran, Djibouti, Sharjah, Asmara, Hong Kong, Jordan, airline, government, domestic, own (v), owner, advanced, comfort, however, passenger, beginning (n), jet, Pakistan, *Airbus 310, *Sri Lanka

### 1 Introduction of topic and text

**A** Write the topic of the Unit, Air travel, on the board. Ask pupils to think of all the words they can relate to air travel.

Write them on the board. Present *airline* and *passenger*.

**B** Prepare the pupils to read the texts as follows. Elicit the names of Arab World airlines. Tell the pupils they are going to read about the history of three of them. Ask questions to elicit what they already know. For example, *Which is the oldest? Who owns (Gulf Air)?* (Present **own** and *owner*.) *Which countries does it fly to?* Make a chart like this on the board.

	Gulf Air	Emirates	Yemenia
When was it started?			
Who owns it?			
Where does it fly to?			

Fill in the chart with any information the pupils offer. Don't tell them if they are right or wrong; tell them they can check when they read the texts.

### 2 Read for specific information PB7

**A** Books open. Tell the pupils to scan the texts to find the answers to the questions on the board. You can tell them to underline the relevant information lightly in pencil, or write notes.

**B** Elicit the answers and write them up in note form. Correct any wrong information. Check understanding of the new and old place names and *government*. Note that the texts do not say who owns EMIRATES or Yemenia.

**C** Use the information on the board to elicit a brief oral summary of each text.

### 3 Work out meaning of words from context PB7

Write the following phrases on the board and pronounce them:

Airbus 310

domestic airline

Tell the pupils to find them in the text about Yemenia and try to work out their meaning. Let them work in pairs. If they seem to be having difficulties, stop them and direct them towards the clues in the text.

Ask, for example:

What kind of plane did Yemenia start with?

How are modern planes different from old ones?

Is an Airbus a bus or a plane?

What kind of plane is it? (one of the world's most modern passenger planes.)

Elicit / present the remaining new vocabulary.

### 4 Vocabulary revision

**A** Use the texts to revise the reading and writing of dates and figures. For example, write **1987** on the board and ask: ***How do you say it? How do you write it in words?***

**B** Read the phrase ***one hundred and four thousand passengers*** aloud for the class to repeat. Elicit the other numbers of passengers mentioned in the second text. (A hundred thousand; four million.)

### 5 Discussion

Invite the pupils to comment on what they have read and learned in the lesson.

<b>Learning objectives</b>	Write a paragraph describing a sequence of events. Recognize details supporting a statement and paraphrase them in writing.
<b>Language focus</b>	Time adverbials: <i>in the samelfollowing year, a year later</i> , etc Past passive
<b>Vocabulary</b>	phrase, connect, paragraph

### 1 Preparation - time adverbials PB7

Focus on the use of time adverbials as follows. Write the dates **1950, 1974** *this year's date* on the board in a column. Tell the pupils to read the first paragraph of the text on Gulf Air and tell you what happened in these years. Elicit the answers and the phrases used in the text. Elicit or explain why a time phrase is sometimes used instead of a date. (It adds variety.)

### 2 Read for specific information Write a paragraph PB7 WB2.2A/B

**A** Introduce WB2.2A. Tell the pupils to write their answers in pencil so that they can make corrections as necessary during the class check.

**Answers:**

EMIRATES began in October.

It flew to Egypt, India and Sri Lanka.

**B** Introduce WB2.2B. Present the new vocabulary in the rubric. The aim of the exercise is to get pupils to use a suitable time phrase instead of a date. Explain this. If necessary, prepare the paragraph orally before telling the pupils to write it. Circulate, helping and checking.

**C** Class check.

Sample answer:

Emirates began in October 1985. In that year it flew to Egypt, India and Sri Lanka. A year later it began flying to Jordan and Pakistan as well. In the following year an Emirates Airbus landed in London.

### 3 Read to find supporting details Complete a sentence PB7

**A** Ask a pupil to read aloud the last sentence of the first text. Ask:  
Why can you now fly in comfort to Asia? What happened in 1997?

Tell the class to read to find out.

**B** Ask another pupil to read out the last sentence of the text on Emirates. Ask: **Why?** Tell the pupils to read the rest of the text, and elicit the reason. (Because it is carrying more and more passengers and flying to more places.)

**4 Write a paragraph WB2.2C**

Introduce WB2.2C. Pupils read about Yemenia and make notes. They then close their Pupil's Books and write a paragraph about Yemenia, using only their notes.

**5 Discussion PB7**

Invite class discussion of what has been read and elicit views on airlines and any other information some pupils may have.

<b>Learning objectives</b>	Understand and talk about what people do in their jobs.
<b>Language focus</b>	Present simple for habitual actions
<b>Vocabulary</b>	check-in clerk, booking clerk, chef, engineer, label ( <i>n</i> ), weigh, luggage, choice, make sure that, on time, cost ( <i>v</i> ), maintenance unit, catering unit

### 1 Preparation of task PB8

Books open. Ask a pupil to read the text at the top of the page aloud. Ask the class if they know any other people who work for airlines. Tell them to look at the six pictures. Ask: ***Are these people in a plane?*** Elicit answers, for example:

2 and 4 are in a plane.

6 is in an airport.

### 2 Read to match job descriptions with pictures Listen to check PB8 CS6

**A** Introduce the matching task. Tell the pupils to do it individually in their Copy books, then check their answers with a partner. Circulate, checking spelling. (Note that pupils do not need to understand every word to do the task.)

**B** Play CS6 and let the pupils check their own answers. Do a class check like this:

T: Picture 1. What is he?

P: He's an engineer. etc

**C** You can use the cassette for pronunciation practice.

**Note:** *Steward* and *Stewardess* or *air-hostess* used to be the terms used for male and female in-flight staff. Both are now known as *flight attendants*.

### 3 Read for detail / vocabulary PB8

Ask questions to elicit exactly what the six people do in their jobs. Deal with the rest of the new vocabulary now. Encourage pupils to work out the meaning for themselves. Elicit or present associated parts of speech where relevant, for example, *choice* (*n*), *choose* (*v*), *check-in* (*clerk*) (*adj*), *check in* (*v*).

### 4 Play a game

You can play either ***What do you do?*** (see Step 1.5) or ***What am I?*** (see Step 1.6).

#### Cassette Section 6

1E I'm an engineer.

2A I'm an air-hostess.

3B I'm a booking clerk.

4F I'm a pilot.

5D I'm a chef.

6C I'm a check-in clerk.

<b>Learning objectives</b>	Identify people's jobs from what they say. Recognize polite requests and instructions and express them in writing.
<b>Language focus</b>	Modals <i>can / could / may</i> for requesting Imperative + <i>please</i> Auxiliary <i>will</i> for instructions
<b>Vocabulary</b>	polite, politely, customer, waiter, language, situation, *take over

### 1 Listen to identify people's jobs WB2.4A CS7

**A** Introduce WB2.4A.-Ask: *What does a (pilot) do?* to elicit a brief description of each job. Then play the cassette, pausing after each Band to let the pupils write the number.

**B** Do a class check like this. Ask:

T: What's number 1?

P: Number 1 is an air-hostess.

Elicit answers from several different pupils before confirming. In case of disagreement, replay the cassette.

### 2 Listen for language WB2.4B CS7

**A** Books closed. Play the cassette again. After each Band, ask:

Who is talking to whom?

What does the speaker want the other person to do?

Elicit the actual words used and write them on the board next to the speaker, as follows. Explain the italicized words and phrases.

Speakers	Language
1 air-hostess to another air-hostess	Can you help me, please?
2 booking clerk to customer	Could you give me your name, please?
3 engineer to another	Can you <i>carry</i> on here?
4 check-in clerk to passenger	May I have your ticket please?
5 captain to co-pilot	<i>Take over</i> , please.
6 chief chef to worker	Will you prepare the chicken, please?

**B** Underline the phrases with modals *Can you*, etc, and *please*. Explain that some of these ways of speaking are more polite than others. Then introduce WB2.4B. Explain that sections called *Language study* in their Workbooks explain some of the rules of English and are there for their reference. Go through the language and the explanations. Elicit or explain the reason why the speakers used the different forms: how polite you are depends on who you are talking to; it is not necessary to be as polite to a friend or colleague as to a customer. Elicit why the captain is telling rather than asking the co-pilot to take over (because he is the chief; the co-pilot can't say *No* ). Explain that *Will you* ... is an order here, not a request, for the same reason.

### Language note:

The form *Will ..., please?* can also function as a request, for example, sister to brother: *Will you help me with my homework, please?* In this case, the person being asked can easily refuse. The pupils do not need to know this at this stage.

### 3 Write requests / instructions appropriate to a given situation WB2.4C

**A** Introduce WB2.4C. Prepare the first two or three orally. Encourage the pupils to add a reason for the request where appropriate.

Possible answers:

- 1 Can you open the window, please? (It's hot in here.)
- 2 Could you open the door for me, please?  
(I'm carrying too many things.)
- 3 Please go away. (I'm doing my homework.)
- 4 Can I have some orange juice, please?
- 5 Will you let me out at the bank, please?

**B** Carry out a class check. Elicit different answers orally. Then collect the Workbooks for correction.

### Cassette Section 7

Presenter: **Number 1.**

Air-hostess: Sameera, can you help me, please? Can you get a newspaper or a magazine for the man in Seat 17C? I have to get an orange juice for the woman in 22A.

Presenter: **Number 2.**

Booking clerk: Gulf Air! Sorry, sir, we don't fly to Jeddah on Fridays. Saturday?

Yes, sir. We have a flight leaving at 10.30 in the morning, arriving Jeddah at 12.55. I'll check, sir. Yes, sir, we have seats available on that flight. Of course, sir. Could you give me your name, please?

Presenter: **Number 3.**

Engineer: Yousif! I have to look at the Airbus that's just arrived from Kuwait.

The pilot isn't happy. Number 1 engine is giving trouble. Something about an oil leak! Can you carry on here? I'll be back as soon as I can.

Presenter: **Number 4.**

Check-in clerk: Good morning, madam. May I have your ticket, please? Thank you. Is this all your luggage?

Woman passenger: Yes.

Check-in clerk: Smoking or non-smoking?

Woman passenger: Non-smoking, please.

Check-in clerk: This is your boarding card, madam. The flight leaves from Gate 7. We'll be calling passengers at 11.10. Have a nice flight.

Woman passenger: Thank you.



Presenter: **Number 5.**  
Pilot: Alpha, Foxtrot, Charlie, 107 to control. Over!  
Air-traffic controller: Come in, 107. Over.  
Pilot: We've reached our cruising height of 33,000 feet. I will maintain my present altitude on a course of 235 degrees as instructed. Over.  
Air-traffic controller: Roger, 107. Have a good flight. Over and out.  
Pilot: Take over, please, Zuhair. I'm going back to have a word with the passengers.  
Co-Pilot: OK, captain. I've got control.  
Presenter: **Number 6.**  
Chief chef: The menu for the morning flight to London is chicken kebab or fried hamour with rice or potatoes. Yousif, will you prepare the chicken, please? Ali, will you see to the fish dish?

<b>Learning objectives</b>	Understand two descriptive texts. Compare information in two texts.
<b>Language focus</b>	Present / past simple
<b>Vocabulary</b>	as a (student), to get your hands on, degree (university), journalism, journalist, to continue, studies, TV station, ordinary (people), to restore

### 1 Focus on the pictures and heading PB9

Use the pictures, the title Changing Places and the short introductory text to establish what the reading is about. Ask the pupils who they think is travelling from Sana'a to London and who is travelling the other way. Tell pupils that they will meet these men again in Units 3 & 5.

### 2 Read to find the main information PB9 WB2.5A & B

**A** Explain that the True/False statements in WB2.5A and the questions in WB2.5B focus on the main information in the texts. Ask the pupils to skim the texts as quickly as they can to establish which statements in WB2.5A are True or False and to answer the questions in WB2.5B.

**Answers:**

#### WB2.5A

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

#### WB2.5B

- 1 From Manchester.
- 2 Two.
- 3 Fifty.
- 4 To Sana'a.
- 5 Old buildings.
- 6 An architect.
- 7 For twenty-five years.
- 8 Restore old buildings.
- 9 They are wonderful.

**B** Pupils correct the False sentences in WB2.5A in writing.

- 2 Ahmed has six brothers and sisters.
- 3 His best subjects at school were English and History.
- 7 Exeter is in the south-west of England.
- 8 Ahmed doesn't like London because it is too big.

### 3 Read to compare information PB9

Ask the pupils to make a table of three columns. They should write Ahmed and Paul at the top of the columns two and three and the following words down column one.

Born

Brothers and sisters

University degree

Why is he going to England / Yemen?

Why did he chose Sana'a / Exeter?

Pupils then fill in the table with the relevant information.

### 4 Writing a paragraph -optional

Using their answers to WB2.5A & B and the notes in their tables, pupils can reconstruct one of the texts on PB9.

<b>Learning objectives</b>	Extract specific information from conversations and announcements relating to a plane journey. Understand details in written conversations and deduce meaning.
<b>Language focus</b>	-
<b>Vocabulary</b>	aisle, blind ( <i>n</i> ), boarding card, emergency exit, feet (measurement), hand luggage, lamb, local time, menu, non-smoking, pleasant, reservation, row, smoking, view.

**Note:** The texts on PB10, 11 and 12 are used over three lessons, so the new vocabulary can be presented in three stages. Step 2.6 uses a Listening activity to give the pupils the gist of the whole story first. This is followed by work on some of the new vocabulary and reading of PB10 only.

### 1 Introduction to text PB10-12

Elicit the title on PB9 and the meaning of IY 742. (It is the flight number, and IY is the abbreviation for Yemenia.) Use the pictures and the captions to elicit what the texts on these pages are about. Ask questions, for example:

Who are the two men in the first picture? (Ahmed and a booking clerk)

What's Ahmed doing? (Tell the pupils to read the caption and try to work out the meaning of making a reservation.)

Who are the two people in the second picture?

Where are they?

What's on the computer screen? (A seating plan of the plane.)

Can you find the word aisle? (silent s and rhymes with 'while')

What does it mean?

What happens next? (Elicit the next caption and tell the pupils that this text is an announcement in the airport.)

Look at page 11. Where's Ahmed now?

What's he doing?

(Choosing lunch.) What's the time?

Find the word MENU. What does it mean?

Elicit the whole sequence of events in this way. Ask the pupils to try to work out the meaning of *view*, *blind*, *emergency exit* and *local time* at the appropriate points in the sequence.

### 2 Listen for specific information and read to check PB10-12 WB2.6A/B CS8

**A** Pupil's Books closed. Elicit the instruction in WB2.6A and tell the pupils to read the whole exercise silently and quickly. (They should be able to do the task without knowing the meaning of *lamb* and *feet*. However, if anyone asks about these words at this stage, encourage the class to try to work them out.)

**B** Play CS8. While the pupils are doing the task, circulate and check how well they are able to do it. If necessary, let them hear the cassette a second time.

**C** Tell the pupils to scan the texts in their Pupil's Books to check their answers.  
Set a time limit.

**D** Carry out a class check.

**Answers:**

- 1 8.15
- 2 next to the window
- 3 chicken
- 4 33,000 feet
- 5 beautiful mountains
- 6 apple juice (He asked for apple juice, but he was given orange juice.)
- 7 wet and windy (15°C is not considered cold in England.)
- 8 on time

When all the answers have been checked, ask one pupil to read out all the correct statements. 'Ahmed's flight left at 8.15. He sat next to the window.' etc. Check the meaning of *lamb* and *feet*.

### **3 Read for detail /vocabulary PB10-12**

**A** Tell the pupils to read the first conversation silently. Then ask questions to check detailed understanding. For example:

If you want to go somewhere by plane, what do you do first?

(Make a reservation. / Buy a ticket.)

How many flights are there from Sana'a to London on Sundays?

What time does it leave? (Eight fifteen.)

What's another way of saying '8.15'? (A quarter past eight.)

How long does the ten thirty flight take? (Remember there is a time difference between Yemen and the UK.)

**B** Follow the same procedure as in Stage 3A with the second conversation on PB10. Elicit the meaning of *hand luggage*, *smoking*, *non-smoking*, *row*, *boarding card* and *pleasant*.

**Cassette Section 8 is the text of the conversations and announcements on PB10-12.**

<b>Learning objectives</b>	Consolidate vocabulary. Understand details in short texts and deduce meaning. Extract information from passenger announcements.
<b>Language focus</b>	<i>Have to</i> for obligation Auxiliary <i>will</i> for instructions
<b>Vocabulary</b>	about to, American, Arab, Eastern Turkey, exactly, grapefruit, lemon, mineral water, miles per hour, pineapple, soft drinks, speed, delay M, not yet, magazines, *ladies and gentlemen, *announcement, *cigarette, *Rhodes

### 1 Label a picture WB27A

**A** This exercise revises vocabulary. It should not take long. The pupils should do it without preparation. They can look at their Pupil's Books if necessary, but it is better if they try to label the pictures, then look at their Pupil's Books to check. While they are doing it, draw nine boxes in two columns on the board so that you can write the answers in them,

**B** Elicit the answers by asking: What's this label? (pointing to the top left box, then the one under it, etc.)

**Answers:**

hand luggage	exit
emergency exit	life jacket
window blind	aisle
window seat	seat belt
	row

### 2 Read for detail / vocabulary PB10-12 CS8

**A** Ask a few questions about the texts on PB10. Then tell the pupils to read all the texts on PB11 and 12 silently and make notes of anything they don't understand and of new vocabulary.

**B** Ask some questions to check understanding and elicit the meaning of new vocabulary. Deal with the two announcements fully, in preparation for the next activity in the Workbook.

**C** Tell the pupils to listen to the whole recording and follow in their books. Play CS8. To revise *departure lounge*, ask:

Did Ahmed board the plane immediately after checking in, or did he have to wait?  
Where did he wait?

Elicit *departure lounge* and write it on the board.

### 3 Listen for specific information; complete conversations WB2.7 BCS9

**A** Ask a pupil to read the instruction aloud, Prepare the activity by getting the pupils to predict how the conversations will end. Tell them to read the first incomplete conversation silently and quickly. Ask where Fuad and Aziz are. Then ask what Fuad may say. (Explain that *have to* has the same meaning as *have got to*.)

Try to elicit suggestions such as these:

We have to board the plane.

We have to go to the departure lounge.

Elicit predictions about each conversation in the same way.

**B** Tell the pupils they will hear the five announcements now and they must make notes of what the passengers have to do. Play CS9.

**Note:** You may want to demonstrate note-taking by playing only Band 1 first, then eliciting and writing up the kind of information the pupils should have written.

For example:

- 2 wait in dep. lounge
- 3 go to Gate 2
- 4 fasten seat belts
- 5 remain seated / stay in seats

**C** Choose two pupils to take the parts of Fuad and Aziz and ask them to perform the first conversation. Let the class correct the completion sentence and suggest alternatives. Use different pairs of pupils to perform each conversation in this way. Then tell the pupils to complete the conversations in writing, at home if there is no time in class.

### Homework

Select ten of the new words presented in Steps 2.6 and 2.7 and tell the class to learn them in preparation for a vocabulary quiz or test in the next lesson. You can tell them to mark the selected words in the list at the end of their Workbooks.

### Cassette Section 9

- Presenter: **Band 1.**  
Announcer: Will passengers on flight IY 742 please go to the departure lounge? (Repeat)
- Presenter: **Band 2.**  
Announcer: We are sorry to announce that flight IY 742 to London has been delayed. Will all passengers please wait in the departure lounge? (Repeat)
- Presenter: **Band 3.**  
Announcer: Will all passengers please go to Gate 2 where flight IY 742 is now boarding? (Repeat)
- Presenter: **Band 4.**  
Announcer: We will shortly be landing at London Gatwick. Will passengers please fasten their seat belts? (Repeat)
- Presenter: **Band 5.**  
Announcer: We have now landed at London Gatwick. Will passengers please remain seated until the plane stops moving? And please make sure that you take all your belongings with you. Thank you for flying Yemenia. (Repeat)

<b>Learning objectives</b>	Recognize and express a polite request. Make conversations.
<b>Language focus</b>	<i>Would you mind verb + ing ...?</i> + negative response showing agreement
<b>Vocabulary</b>	Not at all, left (= <i>remaining</i> )
<b>1 Vocabulary quiz</b>	See Introduction for suggestions.

## 2 Focus on functional language PB12 WB2.8A/B CS8

**A** Play the two conversations on PB12 while the pupils follow in their books. Ask:  
 What does the air-hostess want Ahmed to do?  
 What does she say exactly?  
 Why does she use *Would you mind?*

Elicit or explain that in the first conversation the air-hostess is sorry for disturbing Ahmed. In the second, she is sorry because she hasn't got what he wants. So she asks him to do something in a way that is very polite and shows she is sorry.

**B** Go through the explanation in WB2.8A. Tell the pupils to find and write Ahmed's answers. Check that they understand why the answer is negative.

**C** Introduce Exercise B. Do the first one orally with the class. Encourage pupils to think of different possibilities and to include a reason for the request. Tell them to finish the exercise on their own, then compare answers with a partner.

**D** Class check, Have one pupil read his request aloud and another pupil respond with No, of course not or No, not at all. Possible answers:

- 1 (I'm sorry, sir. There aren't any window seats left.) Would you mind having an aisle seat?
- 2 Would you mind helping me with my shopping? (I can't carry it all.) / Would you mind carrying some of my shopping for me? (I've got too much.)
- 3 (I know you're busy, but) would you mind bringing me a cup of tea?

## 3 Make conversations PB10-12 WB2.8C/D CS8

**A** Introduce WB2.8C. Play the first conversation on CS8 while the pupils follow in their Workbooks. Play it again line by line for repetition. Practise with the substitutions shown on the computer screen.

**B** Introduce WB2.8D. You can follow the above procedure for the remaining conversations. The menu and list of soft drinks on PB11/12 provide substitutions for numbers 2 and 3.

**C** Choose four pupils to take the parts of Ahmed, the booking clerk, the check-in clerk and the air-hostess. Get them to perform the conversations for the class in the correct sequence. If there is time, repeat with other groups of four.



<b>Learning objectives</b>	Revise / learn past participle forms and the past participle tense.
<b>Language focus</b>	Past perfect tense Irregular past tense forms and past participles
<b>Vocabulary</b>	perfect (tense), by the time

### 1 Language revision WB2.9A

Revise the past perfect tense by going through the explanation of the past perfect in the Workbook. (The diagram is called a 'time line'. It is a useful way of representing and explaining how different tenses convey different times. This line shows that the plane went *before* the person got to the airport.) Point out the comma at the end of the *when* clause if it comes first in the sentence.

### 2 Revise regular / irregular past forms and past participles WB2.9B

**A** Introduce WB2.9B. As well as revising irregular verb forms, tense the aim is to remind pupils how regular verbs form their past and past participle by adding (e)d. Point this out. Then tell them to complete the table and compare their answers with a partner.

**B** Carry out a class check.

### 3 Language practice

**A** Write this clause on the board:

When I got home from school yesterday, ...

Ask the class to think of ways of completing this clause by adding an event that had already happened. Give them an example:

... my mother had gone out.

If you need to give the class some ideas, here are some suggestions. Give them only the subject, not the whole clause.

... my (mother) | had cooked my favourite thing.  
| hadn't cooked anything.

... my (uncle) had arrived from Abu Dhabi.

... my (little brother) had broken my bicycle.

... my parents had left for Bahrain.

Alternatively, you could dictate these first and then ask the class to make substitutions.

**B** Use the following activity to practise forming questions with the new tense.

Say to the class:

At 9 o'clock last night, my father / brother had still not arrived home and we were very worried. What do you think had happened?

Tell the class they can find out by asking you questions beginning with *had*.

If necessary, give them some nouns as clues. For example:

accident - Had he had an accident?

cinema - Had he gone to the cinema?

restaurant - Had he gone to a restaurant?

friends - Had he gone to visit friends?

car - Had his car broken down?

football match - Had he gone to a football match? etc

You must be able to tell them what had happened, of course. Suggestion:

He had fallen asleep in his office.

### **Homework**

Tell the pupils to learn the irregular past and past participle forms on WB page 21 in preparation for a test.

<b>Learning objectives</b>	Describe past and earlier past events orally and in writing.
<b>Language focus</b>	Past perfect
<b>Vocabulary</b>	period = lesson, go wrong, unlucky

### 1 Revise irregular past forms WB2.9B

Tell the pupils to cover up the columns headed *Past simple, Past participle in* WB2.9B using a piece of paper or their Pupil's Book. Then give them a quick test as follows:

- T: Number 1, past simple?  
 P: talked  
 T: Number 11, past participle?  
 P: done

### 2 Combine sentences using *when* and past perfect WB2.10A

**A** On the board draw a time line like the one in WB2.9A. Under the two crosses, write three or four pairs of events, for example:



- |                                |                          |
|--------------------------------|--------------------------|
| a) The film started.           | b) I switched on the TV. |
| a) The first lesson finished.  | b) I got to school.      |
| a) My friend did his homework. | b) I got to his house.   |

Elicit which events happened earlier: the ones labelled a). Get pupils to use the past perfect to combine the sentences with *when*.

**B** Introduce WB2.10A. Prepare it orally if necessary. Tell the pupils to write the answers. Circulate, checking progress.

**C** Class check.

#### Answers:

- 1 The school bus had left when Hassan arrived at the bus stop.
- 2 The first period had started when he got to school.
- 3 Ali had gone out when Hassan went to visit him.
- 4 His favourite film had finished when he switched on the TV.
- 5 The take-away had closed when he went to buy a burger.

**3 Write answers to questions using past perfect WB2.10B**

**A** Prepare WB2.10B orally. Remind pupils that we can use *before* and *by the time* in a similar way to *when*. Present any new past participles needed for Question 3.

**B** Tell the pupils to write their own answer. Circulate, helping and checking. When they have finished, you can tell them to get into pairs and ask each other the questions.

<b>Learning objectives</b>	Understand and give reasons for past events using past perfect. Combine sentences using connectives and write a continuous paragraph.
<b>Language focus</b>	Past perfect Connectives: <i>when, but, because, so</i>
<b>Vocabulary</b>	-

### 1 Preparation WB2.11A

Introduce Exercise A. Tell the pupils to cover up the right-hand column with a piece of paper. Read the story in the left-hand column aloud or ask a pupil to do so. Point out that the story is not very interesting without any explanation of what happened. Tell the pupils to look at the right-hand column. Ask: ***Why couldn't the storyteller get any vegetables?*** etc to elicit the reasons. Elicit the tense used and what it shows. (That these things had happened before the storyteller got there.) Get the pupils to retell the story including the reasons.

### 2 Read a story and supply reasons for events WB2.11B

Introduce Exercise B. Tell the pupils to read the story silently. Then ask questions to elicit reasons. For example:

Why do you think Rashid started walking home?

Why couldn't he get into his house?

Why was his brother riding Rashid's bicycle?

Elicit various suggestions. Then tell the pupils to choose the best and write them in their Workbooks. Circulate, helping and checking.

### 3 Write the story as a paragraph WB2.11C

**A** Prepare the paragraph orally. Elicit various ways in which the sentences can be combined using the connectives given.

**B** Tell the pupils to write a first draft in their copybooks. Go round checking these and pointing out errors. Encourage the pupils to correct these themselves. Only let a pupil write in the Workbook when the draft has been approved. Pay particular attention to the correct use of commas.

#### **Sample paragraph:**

Yesterday Rashid went to the supermarket on his bicycle. He came out of the shop twenty minutes later, but his bicycle had gone / disappeared, so he started walking home. When he finally got to his house, he could not get in because (he had left his keys inside). He sat in the garden feeling very angry. Suddenly his brother arrived, riding Rashid's bicycle. He had (found it outside the supermarket).

<b>Learning objectives</b>	Exchange information about people's flights and make inferences. Revise vocabulary by doing a word puzzle.
<b>Language focus</b>	<i>Wh-</i> and <i>Yes / No</i> questions
<b>Vocabulary</b>	-

**Note:** The information gap activity in WB2.12A is repeated in later Units.

### 1 Preparation - vocabulary

Revise key language needed to do the information gap activity. You can do this by going over the story of Ahmed's flight to London on PB10-12.

### 2 Exchange information and fill in a chart WB2.12A

**A** Tell the pupils to get into pairs and decide quickly who will be pupil A and who will be pupil B. Tell the A pupils to look at WB page 24 and the B pupils to look at page 26. Introduce the task. Explain that they have to ask and answer questions to complete the chart. The questions they need to ask are in the left-hand column. They will have to change the name of the person, so dots are printed instead of a name. Tell them they will have to work out the answers to the last question after they have filled in all the information in the chart.

**B** Use two pupils to demonstrate the questions and answers using *Mr Wilson*:

- B: Where did Mr Wilson fly to?  
 A: London.  
     What did he see from the plane?  
 B: Nothing. It was cloudy.  
 A: What did he eat? etc

**Note:** The final question is a matter of opinion. Tell the pupils they will answer it after they have filled in their charts.

**C** Tell the pupils to do the exercise in pairs and fill in their charts. Circulate, listening and observing. Make sure the pupils are not getting the information by looking at their partner's page.

**D** Class check. When all the information has been checked, elicit all the details about each passenger like this:

Mr Wilson flew to London. He didn't see anything from the plane because it was cloudy. He had chicken and rice to eat and he said it was terrible. The plane arrived late.

Then ask: *Do you think he enjoyed the flight?*

Note that you can get the pupils to write a paragraph about each of the passengers. They should end the paragraph with an opinion. For example:

I don't think he enjoyed the flight.

### 3 Do a word puzzle WB2.12B

**A** Introduce the word puzzle. Use the two words already circled to show that the pupils have to read down the columns as well as across. Tell the pupils to do the puzzle individually, using pencils, then to compare their answers with a partner.

**B** Elicit the twelve words and write them in two columns on the board, like this:

Across	Down
seat	engineer
pilot	land
luggage	flight
aisle	airline
plane	ticket
airport	exit

**C** Check comprehension by means of a short quiz. For example:

He makes sure planes are safe and ready to go. What is he?

It means the opposite of take *off*.

What must you buy to travel on a plane? etc

**Learning objectives** Understand a narrative text.

**Language focus** Present / past simple, past perfect

**Vocabulary** reach (= *get to*), clear (water), taxi / taxied, bumpy, magnificent, iron (= *metal*), courtyard, sunset, sight, wedding, laughter, fill, come up to, lift off, some day, go down (sun), sound, \*landing stage, \*party (= *group*), \*text

### 1 Preparation for reading PB13

**A** Use the title, picture and introductory text at the top of the page to establish the topic. Elicit what a flying boat is. (A plane that lands on water.) Elicit where the plane in the picture is landing. (On the Creek in Dubai.) Direct the pupils to the heading in the handwritten text if necessary.

**B** Ask questions which will make the pupils think about the text before reading. (It is most probably a diary entry because it is not addressed to anyone.) For example:  
Is the text a newspaper article? a postcard? a letter?  
a diary?  
What tells you?  
What do you think it is about?  
When was it written?

### 2 Read to find the main events PB13 WB2.13A

**A** Introduce WB2.13A. Explain that by answering the questions, the pupils will have a summary of the main events in the text. Tell them that they do not need to understand every word to do the task and they should not stop when they come to a new word. Present *wedding party* only. Then tell them to read silently and write the answers.

**B** Elicit the answers.

**C** Elicit an oral summary of the text using the information in the Workbook exercise.

### 3 Vocabulary work PB13 WB2.13B

**A** Introduce WB2.13B. Make sure the pupils understand the definitions. Do 1 and 2 with the class to check everyone knows how to do the task. Then tell them to finish the exercise.

**B** Carry out a class check.

**Answers:**

- |           |          |            |              |
|-----------|----------|------------|--------------|
| 1 reached | 2 taxied | 3 huge     | 4 courtyard  |
| 5 hurried | 6 sunset | 7 laughter | 8 lifted off |



**C** You can deal with the remaining new vocabulary in a similar way. Give the pupils a synonym, antonym, definition or associated word form and tell them to find the relevant word in the text.

**D** Ask questions which elicit further details and practise the new vocabulary.

For example:

How long did the flight from Bahrain to Dubai take?

Where were the three cars waiting?

What did the writer do after he had washed? etc

#### **4 Discussion / transfer PB13**

**A** Ask the class what things are mentioned that were different in 1937 from today. Elicit these points: no flying boats today; planes don't land on Dubai Creek; visitors don't stay in the fort in Sharjah; it takes only about an hour and a half to fly from Bahrain to Sharjah.

**B** Ask the class what differences someone would find coming back to their town after a long time. Ask them if they think the changes are good or bad.

<b>Learning objectives</b>	Understand the first part of a serial story.
<b>Language focus</b>	Present perfect for indefinite time versus past simple for definite time
<b>Vocabulary</b>	reporter, (hot air) balloon, North Pole, racing car, jungle, Arabian (Gulf), trade route, Iraq, Pakistan, treasure, still (still there), *submarine, *Rub al Khali, *Mesopotamia, *Industan

### 1 Revise Language WB2.14A

**A** Introduce the exercise. Prepare it orally. Elicit the rules for the use of present perfect and past simple. (Both tenses are used to talk about things that happened in the past, but present perfect is used when the exact date or time is not known.) Tell the pupils to write the answers. Circulate, checking their work.

**B** Give the pupils further practice as follows. Write the following infinitives on the board:

eat	drink	make
see	fly	drive

Elicit the past and past participle forms and write them up. Then ask questions using *Have you ever ... ?*, for example:

Have you ever eaten frogs' legs?

Have you ever seen a gorilla? etc

When pupils answer *Yes, I have*, elicit further details, beginning with the question *When did you ... ?* Continue in open pairs.

### 2 Preparation for reading PB14

Elicit the page title and present **reporter**. (A TV reporter collects interesting stories that can be made into TV programmes.) Tell the class that this is the introduction to a serial story they will read in several episodes during the year. Tell them that the five numbered pictures at the top of the page illustrate some of Hussein's adventures. Elicit what they can see in each picture. Tell them to scan paragraphs 1 and 2 to find **jungle, hot air balloon, racing car** and **North Pole** as they need them. Present **submarine**. (Note that you do not have to restrict the language you present to that listed above.)

### 3 Scan for information PB14

**A** To elicit the five sentences in paragraph 1 about Hussein's activities, say:  
So, what has Hussein done? Look at paragraphs 1 and 2 and give me a sentence for each picture. Number 1?

**B** Briefly direct the pupils' attention to the margin questions *Yesterday? Last week? When?* Ask: *When did Hussein do all these things?* (The answer should be *I don't know*.)

**C** Tell the pupils to follow paragraph 3 while you read it aloud. Then tell them to look at the picture below. Explain that it is now Saturday and the picture on the screen is from Hussein's TV programme. Explain that the last text on the page is also from the programme.

**4 Read for detail and predict the next episode** PB14 WB2.14B / C

**A** Introduce the reading tasks. Give them the pronunciation of *treasure* and tell them they can work out the meaning from the second text. Tell them to do the exercises individually, then discuss their answers in pairs.

**B** Do a class check by having different pupils ask and answer the questions. The answer to Exercise B, Question 5 is *I don't know*. The answer to Question 6 is *No or I don't know*. The aim of this question and Question 4 in Exercise C is to prompt the pupils to predict what is going to happen in the next episode.

Ask the pupils to use the Language Review on PB15. They should read through the tables and do the exercises. Re-use any suitable ideas from Catch-up Step 1.15. Additional ideas are as follows.

### Oral activities to consolidate functions and structures

Past perfect practice Prepare a list of situations like those below. Get the pupils to supply explanations using because +past perfect (see Step 2.11). Make the activity into a group competition. The group which can give a suitable and grammatically accurate explanation gets 2 points. If the explanation is grammatically incorrect, offer other groups the chance to correct it and win a bonus point.

#### Situation

Hamad didn't have his books yesterday ...

#### Possible explanation

because he had left them at home.

Huda couldn't eat her dinner...

because she had eaten too many cakes in the afternoon.

Abdulla. was very tired last night

because he had played football all afternoon

Alternatively, you can make up another story like the one in WB2.11B and get pupils to write it out complete with reasons.

### Practice of polite requests

- 1 Further practice of polite requests can be incorporated into a game of *Language noughts and crosses*. Make up ten new situations similar to those on WB13 and 18 and proceed as explained in Step 1.15.
- 2 Another way of revising polite requests is as follows. Write a list of responses on the board, for example:
  - Yes, of course not.
  - Not at all.
  - I'm sorry, I can't. I'm cleaning my car.
  - I'm sorry. I've hurt my back.

Tell the class to work in groups or pairs and think of an appropriate request for each response. During the class check, elicit as many examples as possible.

**Note:** This is a useful way of practising question formation. Any type of responses may be used.

**Picture-prompted conversations** Tell the pupils to look again at the pictures of Ahmed on PB12. Ask them to imagine the conversations between Ahmed and the air-hostess. Build up the dialogue on the board. Let the pupils do most of the work. They can refer to other pages of their books to find the appropriate vocabulary or structures. Practise the conversation in open, then simultaneous pairs. Circulate to help with language and pronunciation/ intonation. Finally, let some pairs role-play the conversation for the class.

**Note:** This technique can be used with any suitable picture.

## Vocabulary

Use the word lists at the end of the Workbook to revise new vocabulary.

Use only the words presented so far like this: (Pupils have their books closed.)

Spell 'aisle', please.

What does it mean? (Elicit Arabic equivalent.)

What's (Arabic) in English?

Spell it, please.

**Word building:** Make nouns from these verbs: choose, cost, delay, reserve, label, laugh, own.

**Two-word and three-word verbs** Choose some of those that are known from the list at the end of the Workbook. Ask the pupils to use them in sentences.

For example:

break down (a door)

come back / from / in / out / out of /

come over / round / up to

get away / back / in / into / on / up

get to (= reach)

look after / at / back to / down at / for / forward to

put away / back / in / on / out (a fire) / up (a tent / pictures)

## Unit 2 Word list

about to + <i>inf</i>	Hong Kong	programme
advanced	however	racing car
*Airbus 310	hurry up	reach (= <i>get to</i> )
airline	ice	reporter
aisle (seat)	iron (= <i>metal</i> )	reservation
American	jet	restore
*announcement	journalism	*Rhodes
Arab	journalist	*Rub al Khali
as a (student)	Jordan	row ( <i>n</i> )
Asmara	jungle	Sharjah
balloon	knee	sight
beginning ( <i>n</i> )	label ( <i>n</i> )	situation
blind ( <i>n</i> )	*ladies and gentlemen	smoking
boarding card	lamb	soft drink
booking clerk	*landing stage	some day
bumpy	language	sound ( <i>n</i> )
by the time	laughter	speed
check-in clerk	left (= <i>remaining</i> )	*Sri Lanka
chef	lemon	studies
choice	lift off	submarine
*cigarette	local	summary
clear ( <i>adj</i> )	luggage	sunset
come up to	magazine	*take over
comfort	magnificent	taxi/taxied
connect	make sure that	test ( <i>n</i> )
continue	may (in requests)	trade route
cost( <i>v</i> )	menu	treasure
courtyard	*Mesopotamia	Turkey
crew	miles per hour	TV station
customer	mineral water	view (= <i>what is seen</i> )
degree (university)	miss (a flight)	waiter
delay	non-smoking	wedding
Djibouti	North Pole	weigh
domestic	Not at all.	window seat
driven	not yet	Would you mind verb + <i>ing</i> ?
Eastern	on time	
emergency exit	ordinary	
engineer	own ( <i>v</i> )	
exactly	owner	
feet (measurement)	paragraph	
fill	*party (= <i>group</i> )	
following year	passenger	
get your hands on	period (= <i>lesson</i> )	
go down (sun)	*phrase	
government	pineapple	
go wrong	pleasant	
grapefruit	polite( <i>ly</i> )	
hand luggage	prepare	

Unit 3	Summary	Living abroad	
Step	Materials	Skills	Language focus
<b>1</b> PB16 WB29 CS10	A telephone conversation about a new villa A text describing the villa	Listening for specific information and reading to check Working out pronoun references	Phrases of location Pronoun reference
<b>2</b> PB17 WB30 CS11	Illustrated household goods A telephone conversation	Working out meaning using word stems Listening for specific information Talking about future needs	Compound nouns <i>will / won't need to / have to + inf</i>
<b>3</b> PB18 WB31 CS12	A Store guide + texts of conversations in the store information gap activity	Using a Store guide Listening to / repeating conversations Asking for and giving information	Direct / Indirect questions
<b>4</b> PB19/20 WB32/33 CS13	Local information in adverts A conversation and language table	Asking for and giving information orally and in writing Language work	Indirect question formation
<b>5</b> WB33/34	Two texts describing location of people and of furniture	Reading for detail Writing a description of a room	Phrases of location
<b>6/7</b> PB21 WB35/36 CS14	Written directions Recorded conversations about directions	Reading and listening for detail Asking for and giving directions	Phrases of direction Imperative <i>When</i> + present, + imperatives
<b>8</b> PB22	A jumbled conversation in a bakery Language tables	Reading: Understanding the logical sequence of a conversation Making conversations	Indirect questions Demonstratives and replacive <i>one</i> Sense verbs + adj

Step	Materials	Skills	Language focus
<b>9</b> PB23 WB37 CS15	A recipe in pictures	Reading for detail Writing a set of instructions in paragraph form	Imperatives Link words: First, <i>After that, etc</i>
<b>10/11</b> PB24 WB37 CS16	A cartoon / picture story	Reading for detail and listening to check Retelling the story orally and in writing Combining parts of sentences	Connectives: <i>When, and, but, so</i> Pattern: Imperative + infinitive
<b>12</b> WB39/40 CS17	Talk and listen' conversations	Conversation practice	Various functional expressions
<b>13/14</b> PB25 WB41 CS18	<i>Hussein - driving for treasure</i> Serial story - second episode	Reading skills: using text features (a report) to extract main points; skimming and scanning for details. Working out meaning from context. Preparing a summary.	Infinitive of purpose
<b>15</b> PB26	Revision and catch-up		



<b>Learning objectives</b>	Understand details in a telephone conversation and in a description of the ground plan of a house.
<b>Language focus</b>	<i>There is / are</i> + adverbial phrases of location
<b>Vocabulary</b>	villa, verandah, store cupboard, passage, guest room, study (n), lead out onto, *arch, *open onto, *off (the kitchen), *lead off

### 1 Introduction to topic

**A** An English family, the Archers, are moving to the Gulf. The family consists of Mr Paul Archer, his wife, Jill, their son, Martin, aged seventeen, and their daughter, Carol, aged sixteen. Mr Archer came to the Gulf first on his own so that he could find somewhere for his family to live. Write the names of the family on the board. Ask the class what kind of home they think the Archers will want and briefly discuss the types of accommodation they can choose from in this country. For example, are there houses and flats to choose from? Do the houses have gardens? Elicit or present *villa*.

**B** To revise vocabulary, ask what rooms the Archers will need in their new home. Elicit the essential rooms - a kitchen, living room, three bedrooms and a bathroom and the spelling of these.

### 2 Listen for specific information and read to check PB16 WB3.1A/B

**A** Ask a pupil to read the instruction in Exercise A aloud. Then elicit the rooms in the list. Focus on the plan of the villa. Tell the class that the bottom of the plan is the front of the villa. Draw a rectangle on the board and indicate the front door. Ask the class how many doors, rooms and windows there are. Draw CS10 these into the rectangle on the board so that you have a rough copy of the plan in the Workbook. Ask where you are when you walk through the front door of a house. Elicit *In the hall*. and label the hall on your plan. Revise the language of directions by asking the class to predict what some of the rooms on the plan are. For example:

Look at the hall. What do you think this large room on the right is?  
And this smaller room opposite the front door?

**Note:** Don't present new vocabulary.

**B** Tell the pupils that Mr Archer is phoning his family in England to tell them about the house he has found. They should listen and label the plan. Tell them they can write abbreviations, for example K = kitchen, LR = living room, etc. Play CS10.

**C** Use your board drawing when you elicit the answers. Don't confirm the answers at this stage. Point to the rooms and ask: *What's this room?* Tell the pupils to scan the text on PB16 to check their answers and correct them if necessary.

**D** Carry out a class check and label the plan on the board.

### 3 Work out meanings in context PB16 WB3.IC

**A** Introduce Exercise C. Pronounce the items in the list, but don't explain them before telling the pupils to do the exercise.

**B** Elicit the answers and the meanings of the new words. Label the plan on the board. Ask questions about the text to focus on the remaining new vocabulary and to elicit details of the description. For example:

How does Mr Archer describe the hall?

Where is the living room?

How does he describe it?

etc

### 4 Language work: pronoun reference PB16

**A** Tell the pupils to number the lines of the text 1 to 20. Then ask them to circle the words you read out. Read out the words listed below with the line references. Tell the pupils to draw a line with an arrow head to the words each of the pronouns looks back to.

This (line 5) = dining room

It (line 5) = dining room

which (line 6) = glass doors

it (line 9) = kitchen

This (line 9) = a small room

one (lines 14/15) = bedroom

it (line 17) = the biggest bedroom

it (line 18) = the biggest bedroom

which (line 19) = another, smaller room

**B** Carry out an oral class check.

### 5 Describe the layout of a house

Rub the labels off the plan on the board. Then tell the pupils to close their books and look at the board. Ask them to give you a description so that you can label the plan again. Get them started like this:

This is the front door. When you come in through the front door,  
where are you?

### Cassette Section 10

Presenter: Paul Archer phones his family in England with some good news.  
His daughter, Carol, answers the telephone.

Carol: 6921.

Paul: Hello, darling. Daddy here. Carol:

Carol: Dad! Lovely to hear you. How is everything?

Paul: Oh, fine. No problems. Listen, Carol, is Mummy there?  
I've found a house.

Carol: Really? That's great! No, she isn't. She's gone shopping.  
Anyway, what's it like?

Paul: Well, er it's big. It's got three bedrooms, a kitchen and

Carol: No, no! Not like that! Take me on a tour.

Paul: Where shall I start?

Carol: At the front door, of course!

Paul: Well ... you come in through the front door into a long hall and immediately on your right is the living room.

Carol: Is it big?

Paul: Yes, quite big. Bigger than the one that you're in now.

Carol: OK. Go on.

Paul: Where was I? Oh, yes, the living room. There's an arch from the living room through to the dining room.

Carol: Oh, that's nice. So you can walk straight through.

Paul: Right. And the dining room has big, glass doors which open onto a sort of verandah at the back.

Carol: A verandah! Great! We can sit out there and eat our meals!

Paul: Well, yes. But not in the summer. It's too hot. Anyway, what was I saying?

Carol: The living room is on your right as you come in through the front door. Then you can look through an arch into the dining room, which has big glass doors opening onto a verandah. Right?

Paul: Yes, exactly. Now, back in the hall. The kitchen is straight opposite the front door. It's very nice, everything modern and up to date.

Carol: Oh, good! Mum will like that. She's always wanted a modern kitchen.

Paul: Yes! Well, then there's a sort of - um - passage leading off the hall on the left. The bathroom is at the end of the passage. And next to that, on the left again, is a nice, big bedroom. It has two windows and it looks out onto the front garden. I thought that you could have that room and Martin can have the room next to it. What do you think?

Carol: Sounds fine. But what about you and Mum?

Paul: We'll have the room opposite yours. It's also next to the bathroom, but on the right. And it looks out onto the back garden.

Carol: My room and Martin's room - they both look out onto the front, right?

Paul: Yes, that's right. But, of course, nothing is fixed yet.

Carol: Course not. Are there any more rooms? What about upstairs?

Paul: It hasn't got an upstairs, dear. Everything is on one floor. It's a villa.

Carol: That's good. No stairs to climb! Dad, sounds great! But I think Mum's just come back from shopping. Shall I get her?

Paul: Yes, please. See you soon. Take care.

Carol: Bye, Dad. Mum! It's Dad on the phone. He's got a house.

<b>Learning objectives</b>	Vocabulary development. Extract details from a telephone conversation. Express future needs and requirements orally.
<b>Language focus</b>	<i>will / won't need to have to</i>
<b>Vocabulary</b>	household, object, sheet, pillow, mattress, cooker, sink, mirror, tap, wash basin, toothpaste, toothbrush, towel, table lamp, coffee table, rug, frying pan, kettle, iron, ironing board, shower, shower curtain, cutlery, lampshade, dining table, *which (rel pronoun)

### 1 Use pictures to work out meanings PB17

Present the page title, *Household objects*. Write each of the new items on the board one by one. Say the word or phrase in English, get the pupils to repeat it in chorus, then find it on page 17 and translate it.

### 2 Language work

Draw attention to the way in which some English nouns are made up of two words and what kinds of words these can be. The compound nouns here are:

**wash basin** (verb + noun) A basin for washing your hands in. Compare with a basin, which is usually a plastic bowl for washing dishes in.

**toothpaste / toothbrush** (noun + noun) Paste for cleaning your teeth / A brush for brushing your teeth with. Compare with brush, which is the object with which you sweep the floor, and with *hairbrush and clothes brush*.

**table lamp** (noun + noun) A lamp which sits on a *table*.

**coffee table** (noun + noun) A table on which you would put cups of tea or coffee. Compare with dining table, a large table at which you would sit and eat a meal.

**frying pan** (verbal noun + noun) A pan used for frying food in, as opposed to a pan used for boiling food in.

**ironing board** (verbal noun + noun) A board (with legs) used for ironing clothes on. Compare with blackboard.

**shower curtain** (noun + noun) A curtain used in a shower. Compare with *curtain*.

### 3 Categorize vocabulary PB17 WB3.2A/B

**A** Tell the pupils to read the instruction in WB3.2A silently. Then elicit the task. Tell them to write the items only under one heading even though they may be found in more than one room.

**B** Elicit the answers orally and allow reasonable variations. For example, a towel may be found in a bedroom or kitchen though the more likely place is the bathroom. An item such as a cooker won't be found anywhere other than the kitchen. A lampshade would come under the heading 'All rooms.'

**C** Introduce Exercise B. Tell the pupils to work in pairs and add the objects they think of to the lists.

**D** Elicit the objects that the pupils have added. Write them on the board and ask if everyone agrees. Make sure they have all written the following in their Workbooks because they are needed for the next task.

Living room: sofa, bookcase, armchair, carpet

Bedroom: bed

Kitchen: fridge

All rooms: curtains

#### **4 Listen for specific information** WB3.2C CS11

**A** Elicit the instruction in Exercise C. Tell the pupils that Mr Archer is again telephoning his wife in England. Play CS11.

**B** Elicit the answers orally. Get the pupils to use this pattern when they answer: *There's a fridge in the kitchen.* Replay the cassette if there is a lot of disagreement.

**Answers:**

fridge, cooker, dining table and chairs, armchairs, beds and mattresses

Ask the class what Mr Archer says about the armchairs. (They don't look very comfortable.)

#### **5 Make statements about definite and possible future needs** WB page 30

Write the following on the board:

The Archers		will need to / have to buy...
		won , t

Invite the pupils to make statements about the Archers using the pattern above. When they have used all the objects listed in Exercise C, ask what other objects the Archers may want to buy. Give them an example such as They may want to buy some pictures.

## Cassette Section 11

- Presenter: Paul Archer is talking to his wife, Jill. He has described the new villa to her. Now Jill wants to know what is already in the house and what they will have to buy.
- Jill: The house sounds fine, darling. Absolutely great. I'm so glad that we've got a place to move into. Oh! Is there any furniture in the house?
- Paul: Yes. Some. Not a lot. We'll have to buy a number of ...
- Jill: Can we buy things there? Things that we need?
- Paul: Yes. Of course. We can get everything that we need here. That's not a problem.
- Jill: Oh, good. That makes things easy. Now, what have we got? What's in the house at the moment?
- Paul: I'm not sure that I can remember. Let me think.
- Jill: Start with the kitchen. Is there a fridge, for example?
- Paul: Yes. There's a large fridge. There's a cooker - electric, I think. What else? Lots of shelves and cupboards.
- Jill: Is there any kitchen equipment?
- Paul: What? You mean pans and ...
- Jill: Pans, cutlery, plates, cups. That sort of thing.
- Paul: No, no, no. Nothing like that. We'll have to buy all those.
- Jill: OK. That's fine. What about the dining room?
- Paul: The dining room? Well, there's a dining table and chairs. That's it, I think. Nothing else. And there's not much in the living room either, just a few armchairs. But they don't look very comfortable, so I think that we'll have to get new ones. And we'll have to get one or two sofas as well.
- Jill: What about coffee tables, bookcases, things like that?
- Paul: No. We'll have to buy them too.
- Jill: Beds?
- Paul: No problem. There are plenty of beds. All with new mattresses.
- Jill: But no bedding?
- Paul: No. We'll need sheets and blankets. We can buy those. Anything else?
- Jill: No, no. It all sounds great. I'm really looking forward to coming. Oh, wait a minute. I forgot. What about curtains? And carpets?
- Paul: No curtains. No carpets.
- Jill: Good. I'd rather choose my own. That's it, then. Can't think of anything else.
- Paul: Have you got the air tickets?
- Jill: I'm collecting them this afternoon.
- Paul: Good. Well, look, I must go. I'll ring again tomorrow. Love to the children. And take care.
- Jill: You too. Bye.
- Paul: Bye.

### 3.3

PB18

WB31

CS12

<b>Learning objectives</b>	Ask for and give information about where things can be found in a department store.
<b>Language focus</b>	Direct and indirect questions
<b>Vocabulary</b>	electrical (goods), gardening (department), Ladies' wear, Menswear, lighting, goods (pl n), bedding, crockery, glass, fabric, photographic, material (= <i>fabric</i> ), beauty, move into

#### 1 Deduce and revise vocabulary PB18 WB3.3A CS12

**A** Tell the pupils to read the introductory text at the top of PB18 silently. Then ask these questions:

Is Mrs Archer still in England?

What do the Archers have to do?

**B** Introduce the Store Guide. Ask the pupils if they know any shops which have one of these. Ask: How many floors does this store have? Then tell them to read through the list of departments and note down any words they cannot work out. Tell them that they should be able to work out most of them because they are formed from words that they already know. For example, bedding from bed means things connected with beds such as mattresses, sheets and pillows.

**C** Ask questions like these to elicit the meaning of the new vocabulary:

Where would you go in the Store to buy a lampshade?

(To the Lighting department.)

Ask about objects such as these: a rug, camera, a man's shirt, knives, an iron, a shower curtain, a frying pan, a spade, a present for a child, a blouse, a cup of coffee, football boots. To explain the words which cannot be deduced, use them in statements and ask the class what they mean. For example:

If you have a headache and need some aspirin, go to the Pharmacy.

If a lady needs to buy some perfume or make-up, she goes to the Beauty Shop.

I need to buy cups, saucers and plates. I'm going to the Crockery and Glass department.

My sister is in the Fabrics department buying material to make curtains.

**D** Introduce WB3.3A and tell the pupils to do it. Use open pairs to check the answers.

P1: Where can I buy a coffee table?

P2: In the Furniture department on the ground floor.

## **2 Controlled oral practice to introduce new language form** PB18 CS12

Tell the pupils to follow the conversations on PB18 as they listen to them. Play the whole of CS12. Then divide the class into two groups, A and B. Use the cassette for controlled practice. Play the cassette and pause after the first question.

Group A repeats.

Play the response and pause.

Group B repeats.

Play the third line.

Group A repeats.

Change the roles of the Groups so that they all practise asking questions.

**Note:** Don't explain the structure of the indirect questions until the next Step.

After choral practice of the conversations on the page, use open pairs to demonstrate the same exchanges with substituted objects.

## **3 Guided oral practice** WB3.3B

Carry out this information gap activity as recommended in the Introduction, page 15. See also Step 2.10.

**Cassette Section 12 is the text of the conversations on PB18.**



<b>Learning objectives</b>	Understand the gist of a conversation. Use information in advertisements to complete four conversations. Request and give local information politely.
<b>Language focus</b>	Indirect questions
<b>Vocabulary</b>	avenue, stationery, (tennis) court, facilities (pl n), adult, highway, Pleased to meet you., next-door neighbour, remind (That reminds me.), *Urdu

### 1 Scan for information PB19

Introduce this page of advertisements. Tell the class that they contain information about the town where the Archers are now living, but that the Archers have not seen them. Ask: ***What four places can you get information about on this page?*** Elicit the places, then ask some questions about the texts and present the new vocabulary on this page. For example:

Where is the National Museum?

When is it open?

Find a word that means 'copybooks, writing paper and envelopes'.

What kind of classes can children go to at the Art Centre?

Find a word that means the opposite of 'children'. etc

### 2 Listen and read PB20 CS13 Band 1

**Note:** You may prefer to use this text for gist listening first. If so, tell the pupils to close their books. Introduce the text and ,tell the pupils to listen for the names of Mr Hassan's children.

**A** Ask the pupils to read the introductory text at the top of PB20 silently. Ask: ***Who are the two men in the picture?*** Then tell them to follow the conversation as they listen to it. Play Band 1.

**B** Ask a few questions about the text and elicit or present the new vocabulary. For example:

Where does Fuad Hassan live?

How does Mr Archer describe him?

What does Mr Archer say to Mr Hassan when they first meet?

(Nice to meet you.)

Find another expression which means the same. (Pleased to meet you.)

How many children does Mr Hassan have?

Are they with him?

Elicit or present the meaning of ***That reminds me.***

What is it that reminds Mr Hassan that his daughter would like to meet Carol? (He remembers because he has been introduced to Carol and Martin.)

**Note:** You can use this conversation for pronunciation practice in the Catch-up Step or whenever you have time.

### 3 Language presentation: indirect question formation PB20

**A** Introduce the language table at the bottom of page 20. Explain that these are some of the things the Archers might want to know. The pupils should know how to use the table. Invite them to make different questions. They should address their questions to another pupil who uses page 19 to answer. If the answer is not contained in page 19, the pupil can make something up, or say *I don't know*.

**B** Explain that this is another way of forming questions in English. Write these two statements on the board:

The Sheba Bookshop is open on Fridays.

It opens at 9.00.

Ask the pupils to turn these into questions. Use coloured chalk to alter the statements on the board so as to remind the pupils how to form *Yes / No* and *Wh-* questions.

*Is* <sup>t</sup> ~~The Gulf Bookshop~~ <sup>i</sup> ~~is~~ open on Friday/?  
*When does* ~~It opens at 9.00~~/?

Then write these two clauses on the board:

Do you know

Can you tell me

Ask if these are statement or question forms. Elicit question forms and explain that we use these when we want to be very polite and often in impersonal rather than personal situations. Complete the two clauses:

... if the Sheba Bookshop is open on Fridays?

... when it opens?

Point out that since the words at the beginning of both are in question form, there is no need for the next part to be in question form.

### 4 Complete conversations and listen to check PB19 / 20 WB3.4A/B CS13, Bands 2-5

**A** Introduce Exercise A. Tell the pupils to read the first incomplete conversation silently and try to complete it using the information on PB19. Tell them not to write yet. Ask a pupil to complete the first question. Ask the class if they agree. Go through the whole conversation orally. Then tell the pupils to complete all the conversations in writing. Warn them that the information they need may be in the conversation itself and not on PB19. (For example, conversation 3.) Tell them to use the language table on PB20 to check that they are forming the first questions correctly. Circulate and check work in progress.

**B** Tell the pupils to listen and check their answers. Tell them that even if they have not written exactly what they hear on the cassette, they may be correct, so they should interrupt and check with you. They can do this by putting up their hands and saying *Excuse me*. Play the rest of CS13. If any pupils interrupt, stop the cassette and answer the query.

### 5 Transfer WB3.4C

This can be done as homework if necessary.

## Cassette Section 13

**Band 1** is the text of the conversation on PB20.

**Bands 2 to 5** are the text of the completed conversations on WB32 / 33.

Presenter: **Band 2**

Paul Archer: I'd like to learn Arabic. Do you know where I can get lessons?

Fuad: Arabic lessons? Yes. At the Art Centre.

Paul: And can you tell me where it is?

Fuad: Yes. It's just off Wadi Zahr Road.

Presenter: **Band 3**

Martin Archer: I need something to read. Can you tell me which shop sells English books?

Fuad: The Sheba Bookshop is very good for English books, I believe.

Martin: Great! Do you know where it is?

Fuad: Yes. It's in Al Zubayri Road.

Presenter: **Band 4**

Jill Archer: Our children enjoy sports. Do you know where they can go?

Fuad: They can go to the Sports Club off As-Salaam Road.

Jill: Oh, that's excellent! Do you know what facilities there are?

Fuad: There's a swimming pool and there are tennis and basketball courts.

Presenter: **Band 5**

Paul: We're also very interested in Arab culture. Is there a museum here?

Fuad: Yes. There's a very good one, The National Museum.

Paul: Do you know when it's open?

Fuad: Yes. From seven o'clock to one o'clock. But it's closed on Fridays, Sundays and public holidays.

Paul: And can you tell me where it is?

Fuad: It's off Tahrir Square.

<b>Learning objectives</b>	Understand the details in texts describing location.
<b>Language focus</b>	Phrases of position and direction.
<b>Vocabulary</b>	next door to, against (the wall), bookcase, *swings

### 1 Revision / presentation of phrases

**A** Write the following words and phrases on the board in a list. in front of, near, opposite, next to, behind, in the middle, between, next door to, on the other side

Tell the pupils to say them aloud as you write them. If they have forgotten them, they can copy them.

Ask the pupils to use the words and phrases in sentences. They can make statements about objects in the room, about where people are sitting, about buildings in the town where they live and about their own homes. Encourage them to think quickly so that you elicit several examples of each word and phrase in context. Ask a pupil: **Who lives next door to you?** to present the phrase.

**B** Present **against**. If there is already an item of furniture against a wall in the classroom, make a statement about it to contextualize the word. To demonstrate the meaning, ask a pupil to put a chair against the wall to the right of the blackboard.

**Note:** The phrase **to the right** occurs in WB3.5B. The difference between it and **on the right** is quite subtle and difficult to explain. It is enough for the pupils to know that both phrases are used.

### 2 Read for detail WB3.5A/B

**A** Introduce WB3.5A. Make sure that the pupils understand that the numbered boxes represent houses. Elicit the meaning of **swings**. Then tell them to read the text I very carefully and label the houses. When they finish, they should compare their answers in pairs. While they are working, draw of copy of the diagram on the board.

**B** To carry out a class check, ask a pupil: **Who lives here?** If everyone in the class agrees, write the name on the house. If there is disagreement, find out why and discuss the relevant part of the text.

**Answers:**

1 = Salman	2 = empty	3 = Archer	4 = Hassan
5 = Ahmed	6 = empty	7 = Carter	8 = Abdullah
9 = Aziz			

**C** Tell the pupils to read the instruction in Exercise B silently. Check understanding. Then elicit the names of the pieces of furniture and details which distinguish them where possible.

Present **bookcase**. Tell the pupils to label each one with initial letters:

LS = large sofa, SS = smaller sofa, AC1 and AC2 = arm chair  
1 and 2, B = Bookcase, TV, SCT = square coffee table,  
RCT = round coffee table, TL = table lamp, R = rug.

Tell the pupils to read the text and write the letters of the pieces of furniture in the diagram first. When they have finished and have discussed their answers with a partner, they can draw the furniture. While they are working, draw a copy of the empty room on the board and either the pieces of furniture or the letters.

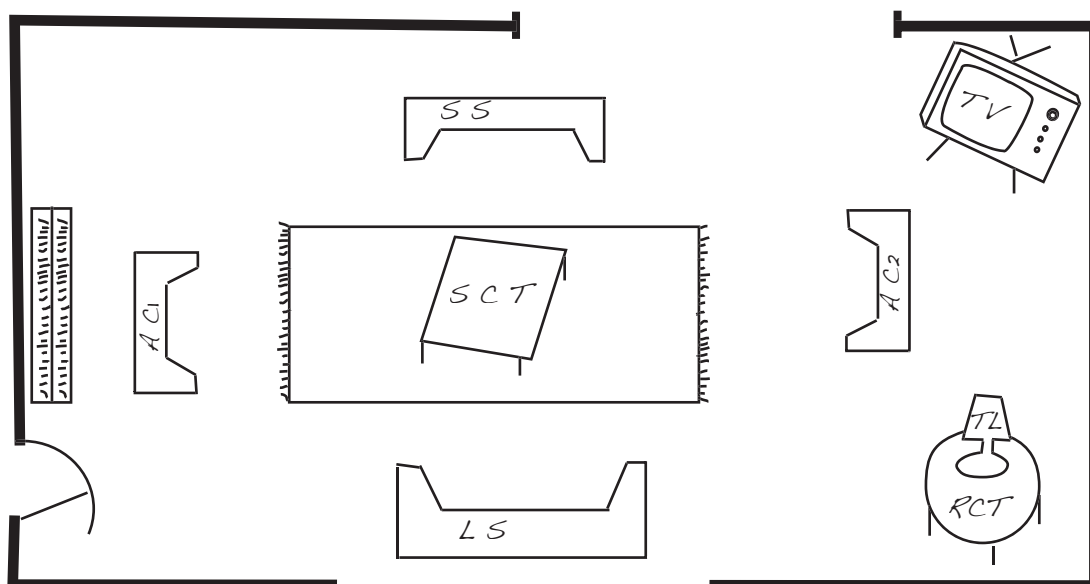
**D** To carry out a class check, ask questions about each piece of furniture without looking at your book. Elicit answers from individual pupils and write the relevant letters in that position in the room. For example:

T: Where's the bookcase?

P: It's against the wall to the left of the door as you come in.

Write letter B in the exact position stated by the pupil. If he has not expressed the position correctly, he must correct himself. If he cannot do this, ask another pupil for a correct statement.

**Answers:**



### 3 Write about position of objects in own room /exchange information

**A** Tell the pupils to draw the shape of the living room in their own house on two separate pieces of paper. They should include doors and windows as in the room in their Workbooks.

**B** Explain this pair activity: you want them to draw the furniture in the room on one of the plans and then write a description like the one they have just read in the Workbook. They must not let their partner see this piece of paper. When they finish, they will exchange their blank room plans and try to draw the furniture in their partner's room plan by listening to his description. When all the furniture is drawn, they compare the two completed drawings.

<b>Language objectives</b>	Understand written and spoken directions. Give directions.
<b>Language focus</b>	Imperatives: <i>Take the first on the left.</i> When + present + imperative
<b>Vocabulary</b>	as far as, left-hand side, right-hand side, *souk

### 1 Revision/presentation of language

Draw a street map similar to those on PB21 with some buildings on it. Use it to revise the language used for giving directions.

Ask the class questions:

How do I get to the ... ?

Can you tell me how to get to the ... ?

Do you know where the ... is?

Elicit answers from individuals and ask the rest of the class if they agree. Prompt this language in the responses:

(You) go | straight on to the ...  
| along / down this street.

Turn left/right at the ...

When you get to the ..., turn right/left.

It's on the right-hand / left-hand side of the street.

### 2 Read for detail PB21

**A** Ask the pupils to read the introductory text at the top of PB21 silently. Ask questions to check understanding. Elicit the labels on the three maps. Explain that the paragraph on the right-hand side of the page contains Mariam Hassan's directions. Tell them to read the paragraph carefully and find out which map matches the directions.

**B** Elicit the answer. (Map C.)

### 3 Give directions PB21

**A** Explain that the other two maps are of different towns. Tell the pupils to work in pairs and use these maps to give two sets of directions to the souks in these towns. Decide whether you want them to do this orally or in writing.

**B** Ask a pupil to direct the class to the souk in Town A. Tell the others to follow his directions and find out if they work. Use the same procedure with Map B.

### 4 Listen for detail WB3.6 CS14

**Note:** These Workbook pages are used for an information gap activity in the next Step. The two maps are different. Therefore the class should be organized into pairs of A and B pupils in this Step because they will need to use their own map in 3.7.

**A** Tell the pupils to read -the instruction silently. To check understanding of the task, ask these questions:

Where is Mr Archer going first? (To the Sweet shop.)

What will you write on your map when you find the sweet shop? (SW)

Where is he going next? (The Supermarket.) etc

Tell them that each time Mr Archer asks for directions he is at the point on the map marked with an arrow. Play CS14.

**B** To check the answers, ask about the location of each place. For example:

T: Where's the Sweet shop?

P: Next to the Post Office.

T: Where's the Supermarket?

P: Next to the Take-away.

T: Where's the Jewellery shop?

P: Next to the Bank.

T: Where's the Bank? (There's more than one.)

P: Opposite the Hotel.

T: Where's the Sports Goods shop?

P: On the corner, opposite the Restaurant

## Cassette Section 14

- Presenter: **Band 1.** Paul Archer asks the way to the Sweet shop.  
Paul: Excuse me.  
Passer-by 1: Yes?  
Paul: I wonder if you could help me? I'm trying to find the Sweet shop.  
Do you ...  
Passer-by 1: The Sweet shop? Easy. Listen, you go down this street and take the third on the left.  
Paul: The third?  
Passer-by 1: Yes. Now, when you get to the Post Office, turn right and the Sweet shop is on the right-hand side of the street.  
Paul: Thank you very much.
- Presenter: **Band 2.** Paul asks the way to the Supermarket.  
Paul: Excuse me. Can you tell me how to get to the Supermarket?  
Passer-by 2: Certainly. Urn, let's see now. You go straight on and take the first on the left. Turn left again immediately and then take the first on the right.  
Paul: Left, left and right.  
Passer-by 2: And the Supermarket is down that street on the left-hand side, next to a Take-away.
- Presenter: **Band 3.** Paul asks the way to the jewellery shop.  
Paul: Excuse me. Can you tell me where the Jewellery shop is?  
I'm looking for a bracelet and ...  
Passer-by 3: Jewellery shop. Jewellery shop. Oh, I know. It's not far.  
You go straight on along this street and take the one - two - the second on the left. Go down there and you'll see a Bank on the right-hand side of the street. The Jewellery shop is next to the Bank, opposite the Mosque.  
Paul: Thank you.
- Presenter: **Band 4.** Paul asks the way to the Sports Goods shop.  
Paul: Excuse me. I'm trying to find the Sports Goods shop.  
Do you know where it is?  
Passer-by 4: No problem. Go down this street and take the first on the left. Go down there and when you get to the Clock Tower, turn right.  
Paul: Right at the Clock Tower.  
Passer-by 4: That's right. Now the Sports Goods shop is on the corner, opposite the Restaurant.  
Paul: Thank you. Thank you very much.



<b>Learning objectives</b>	Ask for and give directions.
<b>Language focus</b>	As for Step 3.6
<b>Vocabulary</b>	-

### 1 Listen for language WB3.6/3.7 CS14

**A** Tell the pupils to work in the same pairs as in the previous lesson and use the same pages of the Workbook as they did before. Ask the A pupils to look at page 35 and the B pupils to look at page 36. Go through the instructions. Then tell the pupils to listen to the four conversations again. As a reminder of the sequence of this type of conversation and also a guide to pronunciation, play CS14.

**B** Practise a shortened version of conversation 2 like this. Tell the B pupils that they are to take Mr Archer's part and ask the A pupils how to get to the Supermarket. Cue both groups with the required language for choral repetition.

Gr.B: Excuse me. Can you tell me how to get to the Supermarket?

Gr.A: Yes. You go straight on and take the first on the left. Turn left again immediately. Then take the first on the right.

Gr.B: Left, left and right.

Gr.A: The Supermarket is down that street on the left-hand side. It's next to a Take-away.

Gr.B: Thank you.

Use a shortened version of conversation 1. The A pupils take the part of Mr Archer this time and ask the B pupils how to get to the Sweet shop.

Gr.A: Excuse me. Can you tell me the way to the Sweet shop?

Gr.B: Yes. You go down this street and take the third on the left.

Gr.A: The third on the left?

Gr.B: Yes. When you get to the Post Office, turn right. The Sweet shop is on the right-hand side of the street.

Gr.A: Thank you very much.

### 2 Ask for and give directions WB3.7

Introduce the task. This is an information gap activity and, although it is quite complex, the pupils should be able to do it without further preparation. Tell them to take one turn each asking for directions. Circulate and listen. Provided mistakes are not interfering with communication, don't try to correct them. Make a note of any language points that need to be worked on and do this later.

### 3 Write directions WB3.7

**A** Demonstrate first. Tell the pupils to read the directions you are going to write on the board, apply them to the maps in their Workbooks and find out which building you are directing them to.

Go along this street and take the third on the left. Then take the second on the left. Walk straight along that street. It's on the right-hand side.  
(The Police station.)

**B** Tell the pupils to choose a building and write directions in the same way. When they finish, they exchange copybooks and Workbooks with their partners and try to work out which building the directions relate to.

**Note:** For the next lesson, ask the pupils to think about their favourite sweets and cakes and, if possible, find out what the ingredients are and how they are made.

<b>Learning objectives</b>	Understand the logical sequence of a conversation.
	Practise conversations in a bakery.
<b>Language focus</b>	Indirect questions
	Demonstratives and replacive <i>one</i>
	Sense verbs: <i>It looks, tastes + adj</i>
<b>Vocabulary</b>	yoghurt, chocolate, cream, apricot

### 1 Read and work out a jumbled conversation PB22

**A** Elicit the page title, then ask a pupil to read the caption at the top of the picture aloud. Ask the class who the two people in the picture are and ask what Martin is saying. Ask the class where the rest of the conversation is. Let the pupils look at the page for a minute and skim the words surrounding the picture. If they don't seem to be able to answer, tell them to look at the words on the right-hand side of the picture and tell you who says them. In this way, elicit the answer that Martin's conversation with the baker is on the page, but it is jumbled up. Tell them to work with a partner; they must work out the correct sequence of the conversation and write it in their copybooks.

**B** To check, ask one pair of pupils to read their conversation aloud. Tell the others to listen and check, interrupting if they disagree.

**Answer:**

Baker: Can I help you?  
 Martin: Yes. Can you tell me what those are made of?  
 Baker: These?  
 Martin: No, those brown ones.  
 Baker: Honey and nuts.  
 Martin: May I taste one?  
 Baker: Of course. Here you are.  
 Martin: It tastes delicious. I'll have six, please.  
 Baker: Anything else?  
 Martin: Yes. May I have some of those round ones too, please?

### 2 Use pictures to work out meaning and revise PB22.

**A** Elicit the names and meanings of the labelled items on PB22.

**B** Invite the pupils to talk about their favourite sweets and cakes. Elicit the ingredients, in Arabic if they don't appear on PB22, and provide the English.

My favourite cakes are ... They're made of ...

### 3 Make conversations PB22

**A** Tell the pupils to skim the tables on page 22 and find out who would use this language - the person buying or the person selling cakes. Then elicit the items in the tables orally so as to correct pronunciation as necessary.

**B** Use open pairs to demonstrate one or two conversations. Then tell the pupils to practise in pairs.

<b>Language objectives</b>	Understand a recipe for making falafel. Write instructions as a paragraph.
<b>Language focus</b>	Imperatives Link words: <i>First, Next, Then, etc</i>
<b>Vocabulary</b>	ingredient, beans, onion, finely, garlic, parsley, cumin, coriander, kg (= <b>kilogram</b> ), tsp (= <b>teaspoon</b> ), soak, pound( <b>v</b> ), form ( <b>v</b> ), chop ( <b>v</b> ), serve, paste, mixture, smooth, flat ( <b>adj</b> ), *clove, *mortar and pestle, *instruction

### 1 Introduction to topic

Discussion: Invite the class to talk about cooking. Do they ever cook anything? What do / can they cook? How do they know what to do and what ingredients to use?

Present **ingredients**. Ask if anyone knows how to make falafel.

### 2 Vocabulary presentation PB23

**A** Elicit the situation illustrated in the picture at the top of PB23: Adel is going to teach Ahmed how to make falafel.

**B** Pronounce each of the illustrated ingredients and elicit the meanings. Ask the class if these are the correct ingredients for falafel.

**Note:** This is just one recipe for falafel. Chickpeas or lentils could be used instead of beans, and cumin is not essential.

**C** Use the nine pictures at the bottom of PB23 to present the remaining new vocabulary and write it on the board. Let the pupils describe each picture first as far as they can.

For example:

T: What do you do first?

P: You put the beans in a bowl.

T: Right. And you have to cover them with water and leave them to get soft. The words for this is 'soak'. etc

### 3 Read to link sentence halves / Listen to check PB23 WB3.9A/B CS15

**A** Introduce WB3.9A. Tell the pupils that the list of verbs is in the same order as the numbered pictures on PB23. Elicit the first two sentences orally so that you can show the pupils how to tackle this task. For example:

T: Look at the first line on the right-hand side. Is this what you do first when you're making falafel - soak all the ingredients together?

C: (Looking at PB picture) No.

T: What's in the bowl in picture 1?

C: The beans.

T: Look at the next ending on the right in the Workbook and the next until you find one with the word 'beans' in it. etc

**B** Tell the pupils to do the rest of the exercise. They should use pencils, not pens.

**C** Tell the pupils to listen to Adel and Ahmed and check their answers. Play CS15.

**D** Carry out a class check. After this, tell the pupils to close their Workbooks and look at the nine pictures on PB23. Elicit the recipe instructions.

#### **4 Write a paragraph WB3.9C**

**A** Introduce Exercise C. Explain that if you are writing down a recipe for someone, you can write the steps in a numbered list:

- 1 Soak the beans in water for 24 hours.
- 2 Crush them in a mortar and pestle. etc

Or you can write them in a paragraph. If you do this, you cannot use numbers, so you must use words to link the steps. Elicit the link words in the exercise and ask which ones they can use only once. (First and Finally.) Elicit the beginning of the paragraph orally. Then tell the pupils to write the paragraph.

**B** Since the paragraphs will vary, it is advisable to collect the books for correction.

**Sample paragraph:**

First soak the beans in water for 24 hours. Then crush them in a mortar and pestle. Next chop the onions finely. Then mix all the ingredients together and leave the paste for half an hour. After that form the mixture into flat, round shapes. Finally fry them in oil until (they are) golden brown and serve (them) hot.

#### **5 Optional extension**

Ask the pupils to work in pairs or groups to discuss and write another recipe. Tell them to list the ingredients first. They can use dictionaries, or ask you for the English names they need. Then they discuss and write the steps required to prepare and cook the dish. Finally one pupil from each group reads out the recipe. If the pupils have worked in pairs and there isn't enough time for this, display all the recipes on the wall, if possible, and encourage the class to read them. Alternatively, collect and read them so that you can comment on them and perhaps read them out in another lesson.

## Cassette Section 15

- Presenter: Adel is showing Ahmed how to make falafel.
- Adel: As I told you yesterday, Ahmed, I soaked these beans in water overnight and now I'm crushing them in this - what's it called?
- Ahmed: Mortar and pestle.
- Adel: Mortar and pestle. Just a bit more. There. That's enough. Hand me the onions, will you please?
- Ahmed: Here.
- Adel: Thanks. Now you chop the onions finely - like this. And when you've done that, you mix all the ingredients together: the beans, the onions and the garlic, parsley, cumin, coriander, a bit of salt and pepper, and mix them all together like this. Do you want to do the next bit?
- Ahmed: Sure.
- Adel: Crush the mixture until it's a smooth paste.
- Ahmed: Like this?
- Adel: You can do it a little faster.
- Ahmed: Hey, this is tiring!
- Adel: You'll get used to it.
- Ahmed: Is that enough?
- Adel: Yes, that's fine.
- Ahmed: Right. What next?
- Adel: A cup of tea.
- Ahmed: Tea? In falafel?
- Adel: No. no! We have to leave the paste for half an hour. Just time to make some tea. just leave it there, Ahmed. We'll come back in half an hour.
- Ahmed: That was very refreshing. Now what?
- Adel: Now we form this mixture into flat, round shapes with our hands, like this.
- Ahmed: Let me try. Like this?
- Adel: A bit smaller actually, Ahmed. About this size.
- Ahmed: Right.
- Adel: When you've done that, you fry them in hot oil - deep oil - for 3 or 4 minutes until they're golden brown.
- Ahmed: Do you eat them cold?
- Adel: Not really. They're best hot. You should serve them hot as a little snack between meals.

# 3.10

PB24 WB37 CS16

Learning objectives	Understand a cartoon story.
Language focus	Imperatives
Vocabulary	stuck, rut, track, put into gear, mat, rev/revved, gentle, gently, deep

## 1 Vocabulary presentation PB24

Read the title aloud and ask what it means. Tell the class to look at the pictures on PB24 to work it out. Write the other new vocabulary from this page on the board and present it.

## 2 Read for detail PB24 CS16, Band 1

**A** Write these questions on the board and tell the pupils to read the story on PB24 silently to find the answers. Tell them to write short answers in their copybooks.

- 1 Who are the three people in the story?
- 2 Where are they going and why?
- 3 What happens?

**B** Elicit the answers orally. Ask questions about some of the other details in the story. Then elicit possible answers to the last question on the page: *Now what are we going to do?*

**C** Tell the pupils to follow the story in their books as they hear it. Play CS16, Band 1.

## 3 Match instructions with pictures / Listen to check PB24 WB3.1-OA/B CS16, Band 2,

**A** Introduce WB3.10A. Elicit the instruction, then tell the pupils to look at PB24. Explain that the six pictures show exactly what they did after the car got stuck in the sand. Ask: *Who gave the instructions?* (Rashid.) Where was Paul Archer? (In the car.) Explain *mat* and *deep*. Then tell the pupils to do Exercise A.

**B** Tell the pupils to listen to check their answers. Play CS16, Band 2: the instructions.

**C** Carry out a class check. Then let the pupils hear the whole of CS16.

**Answers:**

1C, 2E, 3A, 4F, 5D, 6B

## 4 Transfer

Discuss the incident in the story and invite the class to talk about any similar incidents that they know about.

**Cassette Section 16 is the text of the story on PB24.**



<b>Learning objectives</b>	Retell a story orally and in writing.
<b>Language focus</b>	Past simple and connectives: <b><i>When, and, but, so</i></b> Sentence pattern: Imperative + infinitive of purpose
<b>Vocabulary</b>	forwards, *action, *purpose, *ignition key, *accelerator, *increase (v) *steering wheel, *footbrake, *handbrake, *direction, *clutch, *gear stick

### 1 Practise pronunciation PB24 CS16

**A** Tell the pupils to follow the whole story in their books and listen to it carefully because they are going to perform it. Play CS16.

**B** Arrange the class into groups of four. Tell them to take the following parts and practise reading the story aloud:

- 1 Narrator (for the introduction) and Mother
- 2 Mr Archer
- 3 Rashid
- 4 Paul

Walk round the classroom listening to the groups and correcting pronunciation.

**C** Select one group to perform the story at the front of the class.

### 2 Retell the story WB3.11A

**A** Books closed. Imagine that Mrs Archer asked Mr Archer:  
Why are you late? What happened?

Ask the class: ***What did Mr Archer say to his wife?*** Write some notes on the board for each stage of the story. For example:

drove into desert  
found quiet place  
started to teach Martin  
revved too fast  
car got stuck  
Rashid knew what to do  
dug hole under wheel  
put mat under  
I drove - others pushed  
got out/it worked

Use the notes to tell the whole story again as if you were Mr Archer. You might begin ***Well,...*** Use connectives and include ***luckily*** at the end.

**B** Introduce Workbook 3.11A. Tell the pupils to read the phrases silently and compare them with the notes on the board. After a minute or two, ask the class about the differences between what is in the Workbook and the story as you retold it. Elicit the answer that the sentences in the book only tell how they got stuck, not how they got out. Decide whether you want them to write only what is in the Workbook or the whole story in two paragraphs. They may need to write in their copybooks if you want the whole story.

**Note:** At the end of the lesson, collect the books for correction.

### 3 Use a picture to work out meaning WB3.11B

**Note:** The vocabulary in this exercise is not intended to be learned actively. The aim of the exercise is to practise the infinitive of purpose.

Books closed. Elicit the names of parts of a car that the pupils know; some of them may be the same or similar in Arabic. Then introduce the picture on WB88. Pronounce the words in the picture and elicit the meanings.

### 4 Read for detail WB3.11B

**A** Read out and explain the instruction at the top of the exercise on page 38. Present the new vocabulary. Then tell the pupils to do the exercise. They should use pencils.

**B** Carry out a class check, Note that different answers are possible.

**Answers:**

Turn the ignition key to start the engine.

Press the accelerator to increase speed. / to rev the engine.

Press the clutch and move the gear stick to put the car into gear./to change gear. / to slow the car down.

Turn the steering wheel to change direction.

Press the footbrake to slow the car down. / to stop the car going backwards. / to stop the car.

Put the handbrake on to stop the car. / to stop the car going backwards.

<b>Language objectives</b>	Recognize the logical sequence of a conversation. Complete a conversation.
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<b>Language focus</b>	-
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<b>Vocabulary</b>	-
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### 1 Make conversations WB3.12A

**A** Divide the class into pairs A and B. The A pupils look at page 39 and the B pupils look at page 40. Before they begin, tell them to read through their parts to make sure they understand everything.

**B** Let the pupils practise the conversations in pairs. Remind them to look at each other when they are talking. Let them practise until they can perform with confidence.

### 2 Listen for pronunciation / consolidation CS17

Encourage the pupils to listen to the intonation of the speakers. Use the cassette for repetition in preparation for Stage 4.

### 3 Act out the dialogues WB3.12A

Let different pairs act out the conversations in front of the class. Encourage the pupils to copy the intonation of the speakers on the cassette.

### 4 Read and complete a conversation WB3.12B

**A** Tell the class to read all the lines silently and guess what the other person might be saying. Elicit suggestions and discuss whether they are suitable or not. Make sure the pupils understand there is more than one appropriate wording. Possible solutions are as follows:

I'm bored. / I don't know what to do. / What can I do today?

No. I'm not interested in looking at paintings. They're boring. I like sports best.

What can you do there? / Can you swim there?

Oh! Can you tell me where it is ?

**Language note:** *then* in the sentence *You should go to the Sports club, then.* does not refer to time. It can be paraphrased as follows: 'You should go to the Sports club if (as you say) you like sports.'

**B** Tell the pupils to complete the exercise in writing. Pupils can then read out their conversations in open pairs.

## **Cassette Section 17**

Presenter: **Band 1.**

- A: I rang yesterday, but you were out.  
B: Yes. I was at the museum.  
A: Was it interesting?  
B: Yes. I liked the exhibition of jewellery.  
A: Oh, I haven't seen that.  
B: You should. You'll enjoy it.  
A: I'll go sometime next week.  
B: Look at the old photographs too.  
A: Thanks. I will.

Presenter: **Band 2.**

- A: I rang yesterday, but you were out.  
B: Yes. I was looking for a TV.  
A: Did you get one?  
B: No. I couldn't find the right one.  
A: Oh, dear. Can I help?  
B: Maybe. Do you know where there's a good TV shop?  
A: Yes. There's one near the Central Market.  
B: Thanks. I'll go there this afternoon.  
A: I hope that you find what you're looking for.

<b>Learning objectives</b>	Understand the second episode of a serial story.
<b>Language focus</b>	Infinitive of purpose
<b>Vocabulary</b>	weight, torch, result, shark, hold (= contain), protect, chose, sandy, *halves (pl of half), *air tank, *flippers, *wet suit

### 1 Review the story so far and recall predictions PB14

**A** Elicit what the pupils remember about Hussein, the TV reporter, from Unit 2. If necessary, tell them to look again at the pictures on PB14 and elicit some of his adventures.

**B** Ask the pupils what they expect to happen in the second episode. You should be able to elicit that Hussein is going to dive for treasure in the Arabian Gulf.

### 2 Vocabulary work PB25 WB3.13A

**A** Tell the pupils to look at PB25 and elicit the page title. Then tell them to look at the picture. Explain that a diver needs the special equipment which is illustrated in the picture. Elicit the names by asking, for example:

What's the diver wearing on his feet?  
What's he carrying in his hand? etc

**B** Tell the pupils to use the picture to do the task in WB3.13A.

**C** Class check. Ask for explanations of all the equipment:  
What are (air tanks) used for?

### 3 Read for gist PB25

Explain that the text is a report Hussein has written for his TV programme. Features of written reports are:

section headings  
numbered paragraphs  
no paragraph indents  
results or conclusions in separate paragraphs

Ask the class which of these features appear in Hussein's report. You can get a lot of information quickly by reading these main parts first. Tell them to read the headings and the results in italic print. What information do they get about Hussein's dive?

Elicit the answers. (He dived twice. On the first dive he didn't find anything. On the second, he found a ship, but not the treasure.)

### 4 Read for specific

**A** Read aloud the first line of the report: I asked Mansour ...Tell information the class to read the first paragraph quickly and find out who PB25 Mansour is. Elicit an answer as soon as a pupil raises a hand. (He is a local diver.)

**B** Tell the pupils to read the second paragraph to find why they didn't find anything on the first dive. Give them only a short time. If no-one answers quickly, give them a clue by asking: *What happened after they dived into the sea?* Elicit *They couldn't see (anything in the water) because it was very sandy.* Elicit why it was sandy as well as the meaning of *sandy*.

**C** Tell the pupils to read the next paragraph to find out if the water was still sandy on the second dive. Elicit the answer very quickly.

**D** Tell the pupils to read the first paragraph about the second dive to find out what Hussein and Mansour saw after they saw the ship. (Note that this question should help them to skim towards the end of the paragraph to find the information.) Elicit the answer and the meaning of *shark*.

**5 Number sentences in the correct order to summarize the story PB23 WB3.13B / C**

**A** Introduce WB3.13B. Explain that the sentences form a summary of Hussein's report. Tell them to read them through silently. Elicit the first sentence. Tell the pupils to do the task, then check their answers with a partner. Tell them to refer to the text on PB25 if necessary.

**B** Class check.

**Answers:**

3, 8, 1, 4, 6, 2, 5, 9, 7

**6 Listen for consolidation PB25 CS18**

Play CS18 and let the pupils follow in their books. Encourage them to ask about anything they still don't understand, including vocabulary. Invite them to comment on the story.

**Cassette Section 18 is the text of the reports on PB25.**

<b>Learning objectives</b>	Work out meanings in context. Prepare a summary.
<b>Language focus</b>	-
<b>Vocabulary</b>	port, drop anchor, shake one's head, shape, quarter, wreck, bury/ buried, mud, jar, pottery, lie around, mast, sunk, point at, wooden, *surface, *know something like the back of one's hand one's hand

### 1 Work out meaning PB25

**A** Write the following phrases on the board for the pupils to copy, or dictate them. Then tell them to find words and phrases that mean the same in Hussein's report. You can include the paragraph number if you wish.

#### Paragraph 1

- 1 know something very well (... like the back of his hand)

#### Paragraph 2

- 2 the place where ships sail out of and into (port)
- 3 the thing that keeps a ship from moving (anchor)
- 4 made a sign meaning 'No' (shook his head)

#### Paragraph 4

- 5 fifteen minutes (a quarter of an hour)
- 6 what is left of a broken ship (wreck)
- 7 made of wood (wooden)
- 8 covered (buried)
- 9 thick, wet sand and earth (mud)
- 10 things that hold food (jars)
- 11 cups, saucers and plates can be made of this (pottery)
- 12 come to the top (surface)

**B** Elicit the answers. Then deal with the remaining new vocabulary:  
*mast, sail, shape.*

### 2 A game to revise vocabulary Prepare a summary

**A Note:** This activity can be done to revise vocabulary from any text the pupils have read. It should not take more than 3 to 10 minutes of class time. The procedure is as follows. Prepare a summary of the text in advance. (You can often use a Workbook exercise.) Select and mark the vocabulary you want to revise. Read the whole summary to the class. Replace the words you have marked with a funny word, for example **Bzzz**. Read it again, sentence by sentence. Invite the pupils to put their hands up if they think they know the missing word(s). Call on one of the pupils and get the rest of the class to agree or disagree with his answer. With a weak class, you can write the words on the board first in random order.

Here is an example:

Hussein was looking for **Bzzz**. He and Mansour left Bzzz and sailed for 20 kilometres. Then they dropped Bzzz. They dived into the water. The water was very Bzzz because there had been a Bzzz the day before. So they **Bzzz** back to the ship. They dived again the next morning. This time they found the Bzzz of an old ship. The ship had **Bzzz** two thousand years before. Suddenly Mansour saw some Bzzz. He and Hussein had to swim back to the surface quickly.

**B** Elicit a summary of Hussein's report. Then elicit the meaning of all the diving equipment in the picture.

**3 Listen for consolidation CS18**

Play CS18 with Pupil's Books closed. They should now be able to understand everything on the recording.

**4 Write a summary**

Optional: Pupils write a summary for Homework.



Ask the pupils to use the Language Review on PB26. They should read through the tables and do the exercises. Re-use any suitable ideas suggested in previous Catch-up Steps. Here are some more ideas.

### Oral activities to consolidate functions and structures

#### A Practice of indirect questions

Use a map of London or of any big town to practise exchanges. For example:

P1: Can you tell me where the National Gallery is ?

P2: Yes. It's in Trafalgar Square.

#### B Practice of past perfect

- 1 Re-use PB texts as follows. Write incomplete sentences on the board. Pupils look back at the relevant text for the information they need to complete the sentence using the past perfect. For example:

PB25 Hussein - diving for treasure

- 1 Mansour knew the old trading routes because... (he had studied the old maps.)
- 2 The water was sandy because ... (there had been a storm the day before.)
- 3 Hussein saw the wreck after he ... (had been in the water for 15 minutes.)
- 4 He and Mansour swam back to their boat because ... (they had seen two sharks./two sharks had arrived.)

- 2 Use the room plan on WB34 as follows:

Tell the pupils to look at the plan of the living room again. Elicit where the different pieces of furniture are. Then say to the class:

Mrs Archer went shopping.

When she got back, everything had changed.

Carol and Martin had moved the furniture and put everything in a different place.

Draw the plan on the board and draw in the furniture, but in different places. Then elicit the changes orally, for example:

They had put the bookcase in front of the window.

They had moved the TV to the other corner.

The table lamp had gone on top of the TV.

The pupils can copy the new plan from the board into their copybooks, or draw their own. Dictate the introduction: ***Mrs Archer went shopping When she got back, everything had changed.*** The pupils then write about the changes.

#### C Information gap activities

- 1 Get the pupils to think about where they live and draw a plan of their street as in WB3.5A. They then work in pairs. Pupil A explains who lives where in his street and Pupil B writes the names on the plan.

- 2 Do the transfer activity in Step 3.5, Stage 3 if there was no time to do it during that Step.
- 3 Use the maps in WB3.6/3.7 again. Continue the activity described in Step 3.6, Stage 3.

### **Vocabulary consolidation**

**A Chain drill.** Use one category, for example household objects or ingredients for cooking. The drill is carried out as follows:

P1: I went shopping yesterday and bought (a sofa).

P2: I went shopping yesterday and bought (a sofa and a bed). etc

When a pupil can't remember the chain, he is out and the chain begins again.

**B** Miming game to practise adverbs.

Before the lesson, prepare two sets of cards for this game. On one set, write actions for miming. These can be single verbs or sentences. For example:

You are eating.

You are walking down the street.

You are talking to a friend.

You are doing your homework.

On the other set, write known adverbs, for example:

happily, sadly, angrily, quickly, beautifully, slowly, carefully,  
carelessly, heavily, noisily, lazily, proudly, anxiously, sleepily, quietly.

Play the game as follows. Divide the class into two teams. A pupil from one team comes to the front of the class and picks up an action card and an adverb card. He mimes the action in the way indicated by the adverb, for example, walking slowly down the street. The other team has to guess the action and the adverb. Continue the game with pupils from alternate teams.

## Unit 3 Word list

*accelerator	goods (pl n)	put into gear
*action	guest room	quarter
adult	*handbrake	remind (That reminds me)
against (the wall)	highway	result
*air tank	hold (contain)	rev/revved
apricot	*Hoppers	right-hand side
*arch	*household	rug
as far as	*ignition key	rut
avenue	*increase	sandy
beans	ingredient	serve (food)
beauty	*instruction	shake one's head
bedding	iron	shape
bookcase	ironing board	shark
bottom (of sea)	kettle	sheet (= <i>bedsheet</i> )
bright	kg (= kilogram)	shower
bury / buried	know something like the	shower curtain
chocolate	back of one's hand	sink ( <i>n</i> )
chop / chopped( <i>v</i> )	Ladies' Wear	silver
clear ( <i>v</i> )	lampshade	size
*clove (of garlic)	lay ( <i>lie / lay / lain</i> )	smooth
*clutch ( <i>n</i> )	*lead off	soak
coffee table	lead out onto	*souk
cooker	left-hand side	stationery
coriander	*lie around	*steering wheel
court (= <i>tennis court</i> )	lighting( <i>n</i> )	store cupboard
cream	*look out onto	stuck
crockery	mast	study ( <i>n</i> )
crush	mat	surface
curnin	material (= <i>fabric</i> )	*swings
cutlery	mattress	table lamp
deep	menswear	tap
dining table	mirror	toothbrush
*direction	mixture	toothpaste
*drop anchor	*mortar and pestle	torch
east	move/into	towel
electrical	mud	track ( <i>n</i> )
fabric	next-door neighbour	tsp (= <i>teaspoon</i> )
facilities ( <i>pl n</i> )	next door to	underwater
fill up (with)	object (= <i>item</i> )	*Urdu
finely	*off (the kitchen)	verandah
flat ( <i>adj</i> )	onion	villa
*footbrake	*open onto	wash basin
form ( <i>v</i> )	parsley	weight
forwards	passage	*wet suit
frying pan	paste ( <i>n</i> )	wreck
gardening ( <i>n</i> )	photographic	yoghurt
garlic	pillow	
gear (on a car)	Pleased to meet you.	
*gear stick	point at	
gentle	port	
gently	protect	
glass (= <i>glassware</i> )	*purpose	

Step	Materials	Skills	Language focus
<b>1</b> PB27 WB42	Newspaper headlines	Reading for detail Analyzing headline style Writing: expanding headlines	-
<b>2-4</b> PB28 WB42-44 CS19	Various items from a local newspaper	Reading skills: predicting content of a text and scanning Devising and writing questions about the text	-
<b>5</b> WB45-47	Language study	Language study and practice	Reported statements
<b>6</b> WB48/49 CS20	Two recorded monologues	Listening for specific information Reporting what speakers	Reported statements said in writing
7/8 PB29 WB49/50 CS21	A newspaper diary of local events and TV programmes	Oral practice using a questionnaire Writing statements Listening for gist and inference Planning an evening's activities orally and in writing	Language of likes, dislikes, preferences <i>going to + inf</i>
<b>9</b> PB30 WB50/51	Two letters to a newspaper	Reading for detail, language and text organization Using link words to complete a text	<i>I think / believe that</i> <i>I agree / disagree, etc</i> <i>First, also, finally, for example</i>
<b>10</b> WB52-54 CS22	Talk and listen' conversations Punctuation	Making conversations Study rules for commas and punctuate a paragraph	Various functional expressions
<b>11/12</b> PB31/32 WB53/55 CS23	Transcripts of four opinions recorded by a reporter and his newspaper article	Listening for gist and reading to check answers Reading skills: comparing texts by skimming and scanning Writing: reporting what someone said (paragraph)	Reported statements

Step	Materials	Skills	Language focus
<b>13/14</b> PB33 WB56 CS24	Serial story: <i>Hussein</i> Language study	Reading skill: using text features (a report) to extract main points; skimming and scanning for details, distinguishing main ideas and details. Language study and practice	Past perfect
<b>15</b> PB34	Revision and catch-up	-	-

<b>Learning objectives</b>	Understand newspaper headlines and expand them into full sentences.
<b>Language focus</b>	-
<b>Vocabulary</b>	headline, tour, spread (v), ring road, Minister, complete ( <i>adj</i> ), escape

### 1 Introduction to topic

**A** Pupil's Books closed. Write two headlines from a local newspaper on the board. Ask the class where they would expect to find them and present **headline**. Elicit the typical features of headlines. These include the following:

They are printed in large type size.

They are usually short and not written as full sentences.

**B** Elicit the purpose of headlines. (To attract the reader's attention and give him/her an idea of what the article is about.) Ask the pupils which of the two articles they would read first and why. Elicit what they think both articles are about.

### 2 Read and match pairs of headlines PB27

**A** Pupil's Books open. Elicit the page title, the explanation beneath and the task. Elicit how many headlines there are. In order to encourage skimming and scanning, do one example with the class. Ask:

What's headline number 1 about?

Which other headline has any of the same words?

Elicit the answer. (Number 7: club, Italian)

**B** Tell them to continue individually and note their answers on a piece of paper. Set a time limit.

**Note:** Don't present any new vocabulary at this stage. Write the new words on the board in preparation for the next stage.

**C** Class check.

**Answers:**

1+7, 2+9, 4+8, 5+11, 6+10 (Number 3 has no matching headline)

### 3 Work out meaning in context PB27

**A** Tell the pupils to find each of the words you have written on the board and try to work out what they mean.

**B** Elicit the meaning.

**Language note:** *green desert* is the name given to areas of the desert which have been cultivated,

#### 4 Expand headlines into sentences PB27 WB4.1

**A** Elicit the text in the box at the bottom of the page. Then ask the class to make headline number 10 into a complete sentence. Elicit different answers until you get the correct one: ***A name is wanted for a new music group.*** Write the words missing from the headline on the board under their headings:

Article	(Part of Verb)
A, a	is

Then elicit the words missing from headlines 2, 4, 9 and 11 and write them on the board too. They are:

2	A	will
4		There is ( <b>Note:</b> It is not possible to separate 'There' from 'is')
9	The, a	is going
11	The	is

**B** Introduce WB4.1. Tell the pupils to complete the exercise individually and check their answers with a partner when they have finished.

**C** Class check.

**Answers:**

- 2 A National museum will open soon. (Soon shows future.)
- 4 There is good news for drivers.
- 9 The Minister is going to open a home for local treasure next week.
- 10 A name is wanted for a new music group.
- 11 The green desert is spreading.

**D** Elicit complete sentences for headlines 1, 3, 5, 6, 7 and 8 orally. Focus on the words in the headlines that tell the reader when the event has happened or is going to happen. (Time phrases ***soon, next week, in next 5 years*** = future  
Verb in present simple ***escapes, opens*** = recent past.  
Verb infinitive to open = future.  
Where there is no such time marker, the headline often refers to something that has just been announced publicly.)

<b>Learning objectives</b>	Develop the skill of predicting the content of a text.
<b>Language focus</b>	-
<b>Vocabulary</b>	Coastguard, grab / grabbed, fortunately, welcome, suggestion, lone, *turn (bad), *Pilot M, brave, helicopter, excited, performance

### 1 Predict the content of a newspaper article PB28

Tell the pupils to read headline 3 on PB27. Then ask them what they expect the newspaper article to contain. Try to elicit questions and write them on the board. Give them the question words.

What was his name?  
 When did it happen?  
 Where did it happen?  
 Why did the fisherman nearly drown?  
 How did he escape drowning? etc

Get them to predict answers to the last two questions.

### 2 Listen for gist / specific information WB4.2A CS19

**A** Introduce CS19. Explain that the pupils are going to hear a conversation which will help them answer some of the questions in Stage 1. Play the first part of the cassette up to *Here we go*. Elicit who is talking and where they are. Present *Coastguard*.

**B** Introduce WB4.2A. Tell the pupils to look at all the words in the box. Replay the cassette; the pupils do the task.

**C** Elicit the words the pupils have circled in their Workbooks and elicit / present the meaning of *grab*. Then elicit answers to the questions on the board. Write them up in note form. Leave a blank if no information was supplied or if the pupils cannot remember it. Tell them to copy the question words and the notes on the board into their copybooks.

### 3 Read for specific information / detail PB28

**A** Tell the pupils to scan the article on PB28 for the information to answer all the questions they have written.

**B** Elicit the answers, then tell the pupils to read the article again to find any additional information contained in the story. Elicit this and the meaning of *lone*.

### 4 Complete a gapped text PB28 WB4.2B

**A** Introduce WB4.2B. Explain that the text is from another newspaper story about the same event. Tell the pupils to try to complete it without looking at their Pupil's Books first. After they have done this, they can look at PB28, then check their answers with a partner.



**B** Class check.

**Answers:**

fisherman, drowning, kilometres, boat, Coastguard, helicopter, almost/  
nearly, pulled / grabbed /rescued, sinking, stupid, lucky, saved

## **5 Discussion / transfer**

Invite the pupils to comment on the newspaper story. Ask if anyone knows of similar incidents or has had a similar experience himself.

## **Cassette Section 19**

Rashid: The sea looks a bit rough today, Captain.

Captain: Yes, it does, doesn't it? I think a wind is blowing up, Rashid.  
Well, five minutes more and we'll ...

Rashid: Hey, Captain, look! Quick! Over there! I think there's something in the water.

Captain: Where? I can't see anything.

Rashid: Almost straight ahead. About two kilometres.

Captain: Yes. I can see it now. It looks like ... yes ... definitely ... we've got  
somebody in trouble. Here we go.

Captain: How many people can you see, Rashid?

Rashid: One. He's alone. But he's sinking. We've got to get to him quickly.

Captain: We're going down. Get out that life-belt.

Rashid: Look out, Captain, we're nearly in the water. If we go any closer ...

Captain: Go on. I can hold it here. Grab him.

Rashid: I've got him, Captain.

Captain: Right, let's get out of here.

## 4.3

PB28-30

WB43

**Learning objectives** Develop the techniques of skimming and scanning.

**Language focus** -

**Vocabulary** advertisement, pharmacy/ pharmacies, Minister, Head (= chief), history, series, talk (n), travels (pl n), sunrise, humidity, tide, \*HE (= *His Excellency*), \*max (= *maximum*), \*min (= *minimum*)

### 1 Preparation for scanning PB28-30

Note that the pupils only scan PB28-30 in this Step. Each page is studied in more detail in later Steps. Explain that newspapers usually contain more than news stories; they also provide other useful information. Tell them to skim each page to find out what it contains other than news. Explain that they only need to read the page titles and the headings in large print. Elicit the contents other than stories and present the new words:

- PB28 Prayer times  
Late-night *pharmacies*
- PB29 What's on - diary of events in the evening and  
TV programmes
- PB30 Letters to the newspaper  
An *advertisement* for a restaurant

### 2 Scan for specific information PB28-30 WB4.3

**Note:** WB4.3 is divided into three sections, building up from simple questions to give practice in skimming and scanning to more complex ones requiring closer reading. Deal with one section at a time and check it as a class before going on to the next.

**A** Introduce the Workbook exercise. Prepare the first section as follows (see TP R2). Tell the pupils to read questions 1 to 8. Check comprehension. Then elicit the key word(s) in each question and tell the pupils to circle these. For example:

What TV programme begins at 9.30 ?

Elicit where they will find the answers. Explain that when they do the task, they should

- 1 locate the right text by means of the heading.
- 2 find the answer by looking for the key words in the text rather than reading the whole text.
- 3 write the answer.

**B** Tell the pupils to answer Questions 1 to 8 as quickly as they can. Make the exercise into a competition and set a time limit to encourage them to work faster. When the time limit is up, stop the class and elicit the answers.

**Answers:**

- 1 The World of Sport.
- 2 24 hours a day, every day.
- 3 At 15.12.
- 4 At the Crescent hotel.
- 5 In Manama.
- 6 On Wednesday.
- 7 The Minister of Transport.
- 8 Rashid Ali. (Present **Head** = chief.)

**C** Introduce the second section, Questions 9 to 14. Explain that the questions are slightly different this time. Read out the first two or three and elicit where the answers will most likely be found. Present **history** (Question 12). Tell the pupils to do the task. Then elicit the answers and check comprehension of vocabulary.

**Answers:**

- 9 At 9.00,
- 10 The Sheraton Hotel.
- 11 The Fort Pharmacy.
- 12 Dr Mohammed Yousif Al Shafar. (Present series.)
- 13 (The answer may be Yes or No depending on the individual.)
- 14 Meeting the Poets.

**D** Follow the same procedure with Questions 15 to 18, but tell the pupils that they will have to read more closely to answer Questions 15, 16 and 17.

**Answers:**

- 15 It was the first time a music group from the school had appeared on TV.
- 16 It hasn't got a name yet.
- 17 It will help traffic move more quickly.
- 18 Things were better then.'

### 3 Vocabulary PB28

Use the information on the weather to elicit / present the remaining new vocabulary: **sunrise, humidity, max, min, tide.**

### 4 Write questions PB28-30

**A** Give the pupils further practice in scanning as follows. Tell them to write three more questions similar to those in WB4.3, Section 1, on a piece of paper. Circulate while they are writing, checking grammar.

**B** Divide the class into groups. Explain that the groups are going to have a competition, as follows. One group asks six questions one by one. After each question the other groups scan for the answer. The first to find the correct answer gets a point. When group 1 has asked all its questions, another group takes over, and so on until all the group have had a turn.

**Note:** This activity could be carried out using real English- language newspapers.

<b>Learning objectives</b>	Understand two newspaper articles.
<b>Language focus</b>	Reported speech
<b>Vocabulary</b>	dawn, nightfall, noon, ceremony, holy, poet, move off, rush-hour, traffic jam, traffic lights, crossroads, His Excellency, suggestions, report (v), *stand for

### 1 Vocabulary work PB28 WB4.4A, B, C

**A** Use the Prayer times on PB28 to elicit the meaning of **dawn**, **nightfall** and **noon**. Then tell the pupils to match the Arabic and English words in WB4.4A.

**B** Revise what the pupils already know about the newspaper stories on PB28 from the headlines on PB27. Ask, for example:

Who opened the ring road?

Does the group have a name?

Introduce WB4.4B and C. Check that pupils understand the definitions and questions. Present **stand** for. Tell them to do the exercises and check their answers with a partner when they have finished.

**C** Class check.

**Answers:**

- 4.4B 1 ring road                      2 ceremony                      3 rush-hour  
       4 traffic jam                      5 fly-over                      6 crossroads                      7 add
- 4AC 1 His Excellency.  
       2 Fly-overs (instead of traffic lights and crossroads) will help traffic move more quickly.  
       3 They will ask people for ideas / suggestions.

### 2 Introduction to reported speech PB28

Use the margin questions to the right of the text to introduce the use and form of reported speech. The aim is to encourage pupils to deduce as much as they can for themselves. (Note that the structure will be presented in more detail in the next Step.)

**Answers and points to include in discussion:**

- 1 Examples of 'reporting' verbs: **said**, **added**. Elicit the tense (past) and the reason (the interview happened yesterday).
- 2 **was** is past tense because it follows the past tense reporting verb **told**; if the reporting verb is past tense, any verb that follows must also go into the appropriate past form.
- 3 **saves** is present tense even though the reporting verb **added** is past. This is because it is inside inverted commas; these are the exact words the Minister used at the time of speaking.

<b>Learning objectives</b>	Understand the rules for sequence of tenses and pronoun change in reported speech.
<b>Language focus</b>	Reported speech: sequence of tenses, pronoun change
<b>Vocabulary</b>	wherever, necessary, marvellous

Go through the presentation in the Workbook. A possible procedure is as follows.

### 1 Language presentation reported speech WB4.5A

**A** Elicit what the pupils remember about reported speech from the previous lesson. Ask, for example:

What verbs do we use to report what somebody said in the past?

What tense is used after *said, told, etc*?

What happens if the speaker's words are inside inverted commas?

**B** Introduce WB4.5A by reading out the teacher's words at the top of WB page 45. Deal with each pair of exchanges in turn. Have different pupils read the text in the speech bubbles aloud. Then focus on the verbs listed beneath. Elicit or explain that the ones on the left are those used in the example of direct speech. Elicit how they change in reported speech and tell the pupils to fill in the gaps on the right. You will need to explain that a past tense in direct speech can either stay the same or change to past perfect.

**C** Write a summary of the sequence of tenses on the board:

<b>Direct speech</b>		<b>Reported speech</b>
Present	→	Past
past perfect	→	Past perfect
Past	→	Past or Past perfect
can	→	could
will	→	would

**D** Read out the rubric at the bottom of WB page 46. Tell the pupils to read the first pair of exchanges again. Elicit that words like *I, my, we* also change in reported speech. Tell the pupils to find more examples in the other texts. Elicit and write a list of the changes on the board.

### 2 Transform direct to reported speech WB4.5B/C

**A** Introduce the exercise. Do Number 1 orally as a class. Tell the pupils to complete the exercise individually, then check their answers with a partner. Tell them to refer to WB4.5A if necessary.

**B** Class check. Have different pupils read out what they have written and get the rest of the class to confirm or correct the grammar.

**Answers:**

- 1 Aziz told me that the game began at seven. He said that he would meet Fuad outside the bank. They could take a taxi from there.
- 2 Hamid said that he had only been out twice this/that week. He saw/had seen a film on Monday and visited/ had visited his friend on Thursday.

**C** Pupils now write something their friend told them the day before: WB3.5C. Ask the pupils to prepare their reports orally in pairs before writing. Check their answers.

<b>Learning objectives</b>	Develop listening skill. Use information heard in two monologues to report two people's opinions of a holiday.
<b>Language focus</b>	Reported speech
<b>Vocabulary</b>	wife, horrible, *castle

### 1 Introduction to topic

Write **Holidays** on the board. Elicit who has been away on holiday and where they went. Use the information in WB4.6A as a basis for questions about their holiday.

For example:

How did you travel?  
What was your flight/journey like?  
Where did you stay?  
What was the hotel like? etc

### 2 Listen for specific information WB4.6A CS20

**A** Ask a pupil to read the instruction in WB4.6 aloud. Elicit the meaning of **wife**. Tell the pupils to read the statements silently and quickly, underlining any words they don't know. Check comprehension. Present **horrible** and **castle**.

**B** Explain that they are going to hear Betty first. Warn the pupils that Bill and Betty come from the North of England and have different accents to those they usually hear. Play Band 1, twice if necessary; the pupils do the task.

**C** Follow the same procedure for Band 2.

**D** Do the class check as follows. Ask:

T: What did Betty say about the flight?  
P1: She said (that) they had a terrible flight.  
T: Did Bill think it was a good flight?  
P2: No.  
T: What did he say?  
P3: He said (that) they had a horrible flight. etc

**Note:** *that* after a reporting verb is optional; you can explain this to the pupils.

### 3 Write answers to questions using reported speech WB4.6B CS20

**A** Tell the pupils to do WB4.6B. Circulate while they are writing, helping and checking.

**Note:** With a good class, you can play CS20 again and elicit what else Betty and Bill said about the food. The pupils can then include these details in their answers.

**B** Elicit the answers and write them on the board so that the pupils can check and correct their own work.

**Answers:**

Betty said that the food was delicious.  
Bill said that the food was awful.

#### 4 Listen for idiomatic expressions CS20

**A** Write the following on the board:

The people in the hotel are *very nice*.

*I want to come back very much.*

Explain that Betty uses two expressions in her letter that are similar in meaning to those in italics, but more idiomatic. Tell them to listen to the cassette again and put their hands up when they hear the equivalent expressions. Play Band 1. Elicit the expressions and write them on the board:

ever so nice

I can't wait to come back.

**B** Repeat the procedure for the following expressions from Band 2:

**Meaning**

Our room is not very good.

also

I want to get home very much.

Bye for now.

**Expression used:**

Our room is nothing to write home about

on top of that

I can't wait to get home.

Cheers.

**C** Invite the pupils to comment on these two different opinions of the same holiday. (Use mother tongue.)

#### Cassette Section 20

Presenter: **Band 1.**

Wife: Dear Elsie, Well, here we are. We had a terrible flight, but I've forgotten it now. We're staying at a beautiful little hotel. It's called 'La Vista' and it's near the beach. Our room is very small, but then, you can't have everything, can you? The food is delicious and I can get a lovely cup of tea. And the people in the hotel are ever so nice. Very friendly. Just like at home. We've visited lots of interesting places and we're having a lovely time. I can't wait to come back next year. I hope that you and your family are well. Love, Betty

Presenter: **Band 2.**

Husband: Dear Fred, Well, we finally arrived after a horrible flight. It was terrible. I thought that I was going to die. We're staying at a horrible little hotel. It's called 'La Vista' and it's about three kilometres from the beach. Our room is nothing to write home about. It's much too small for the wife and me and it's above an all-night restaurant. Which reminds me, the food here is awful. I haven't had a good cheese sandwich for a week. And the people! They never stop talking. Boring, boring, boring. And on top of that, we've visited hundreds of boring castles. I can't wait to get home. I hope that you are looking after my pigeons. Cheers, Bill



<b>Learning objectives</b>	Express likes / dislikes / preferences about TV programmes, orally and in writing.
<b>Language focus</b>	<i>I like / don't like ... very much. I quite like ... I don't like ... at all. I prefer ... to ...</i>
<b>Vocabulary</b>	Arabic (= <i>the language</i> ), (news)broadcast, nature(series), comedy, serial, cartoon, channel, episode, closedown, chance, (not) at all, prefer, preference, *arts (programme)

### 1 Vocabulary presentation and practice PB29

**A** Write these words on the board and tell the pupils to look for them in the Television Programmes section of PB29 and try to work out what they mean: channel, cartoon, closedown, serial, episode, nature

**B** Elicit the meanings. Then present **broadcast**, **comedy** and **arts programmes**. Ask questions which will familiarize the pupils with the new vocabulary. For example:

What's the name of the Nature Series on Channel 1?

What's Episode 5 about?

When can you see a news broadcast?

What kind of programme is **Roots**?

What's on at 4.15 on Channel 2?

Are there any comedies in the TV programme? (Probably **Marhabah**.)

Are there any Arts programmes? (Meeting the Poets)

### 2 Fill in a questionnaire in pairs WB4.7A

**A** Introduce WB4.7A. To demonstrate the activity choose a pupil to ask you the questions. Check comprehension of the short responses.

**B** Tell the pupils to do the task in pairs. Circulate to listen and make sure everyone is participating.

### 3 Write sentences about own likes and preferences WB4.7B

**A** Introduce WB4.7B. Read out the rubric. Present **preference** and the related verb **prefer**. Prepare the exercise orally. Ask different pupils to read the model sentences aloud. Elicit further sentences following the same patterns. Tell the pupils they should be true sentences.

**B** Tell the pupils to write five sentences or more in their copybooks. Tell them they should use each pattern at least once. As you circulate and check, encourage pupils to correct their own mistakes.

**C** Ask some pupils to read one of their sentences aloud. Invite the others to respond. For example:

P1 I quite like plays.

P2 I quite like plays, too.

P3 I don't like sports programmes at all.

P4 I like sports programmes very much.

<b>Learning objectives</b>	Develop listening skill. Use a newspaper diary of events and TV programme to make plans for an evening's activities orally and in writing.
<b>Language focus</b>	See Step 4.7 + <i>I'd rather ...</i> , <i>How about ...</i> , <i>I'm not interested in ...</i> <i>Going to</i> for intention
<b>Vocabulary</b>	stay in, exhibition, painting ( <i>n</i> ), artist, yr (= <i>year</i> )

### 1 Introduction to topic and vocabulary PB29

**A** Invite two pupils to read aloud the two-line exchange at the top of PB29. Check comprehension. Ask the class how they can find out what's on if they want to go out. (By looking in the newspaper.)

**B** Tell the pupils to look at the *Diary* section. Ask questions to get them to scan the text. Elicit the meaning of or present the new vocabulary. Ask for example:

What's happening tonight at the Bilquis Hotel?

Where can you go if you want to learn about French cooking?

What time does the Video Games Competition start? etc

**Note:** The *Diary* gives times using the 24-hour clock, but when speaking, we would say 'seven o'clock' rather than '19 hundred hours.'

### 2 Listen for gist / inference PB29 WB4.8A CS21

**A** Ask a pupil to read the text in WB4.18A aloud. Then ask the class who they are going to hear speaking and what they have to listen for. Explain that they will hear the kind of programme, not the actual name. Tell them to look at their Pupil's Books while listening. Play CS21. Tell the pupils to write the name in their Workbooks.

**B** Elicit an answer and ask the rest of the class if they agree or disagree. If only a few pupils have got the right answer, play the relevant part of the cassette again and repeat the procedure.

### 3 Language focus CS21

Write the following language on the board:

Let's ....

There's.....

Here's something interesting.

How about ....

No, I don't like ....

I'm not interested in ...

I'd rather ....

Yes, I like ....

All right.

Then tell the class you are going to play the conversation again. You want them to call out when they hear any of the expressions on the board. Play CS21. When a pupil calls out, ask him to repeat what he heard.

#### 4 Plan an afternoon's and evening's activities PB29 WB4.8B

Divide the class into groups or pairs. Introduce WB4.8B and use two pupils and yourself to demonstrate the activity. Practise short conversations using the language on the board and the information on PB21. For example:

- T: What shall we do first?  
P: Let's (go to the cooking lesson at the Sheraton Hotel).  
T: No, I'm not interested in (cooking). I'd rather (watch cartoons on TV).  
P: OK.  
T: What shall we do next?  
P2: There's (international chess at the Crescent Hotel).  
T: No, I don't like chess. How about going to the Video Games Competition?  
P2: All right.

**B** Tell the pupils to continue in their groups or pairs and agree on three activities. Then tell them to write their plans in their Workbooks. Circulate, listening and encouraging.

**C** Have some pupils report their plans to the class.

#### Cassette Section 21

- Wife: Let's go out this afternoon.  
Husband: Must we? I'd rather stay in and watch TV.  
Wife: Oh! I wanted to see that exhibition of paintings by local artists.  
Husband: Well, you can. Ask your sister if she wants to go. It's Ladies afternoon, isn't it?  
Wife: Oh, yes, so it is. Mmm! No, I don't think I'll bother. All right then.  
What's on TV?  
Husband: There's a programme about poets at 6. Should be good.  
Wife: No, thank you. That doesn't interest me. Not one bit.  
Husband: Oh! Well, there's something interesting later. It's called 'There's only one Earth'.  
Wife: What's it about?  
Husband: It's about animals. Animals in danger.  
Wife: Oh, no! I don't like programmes like that. They make me sad. I'd rather watch something cheerful. Something that'll make me laugh.  
Husband: Well, there's 'Marhabah' at eight o'clock. No, no, wait a minute.  
You like answering questions, don't you?  
Wife: Answering questions? What do you mean, answering questions?  
Husband: Oh - you know! Questions on history, geography, who did what? When? That sort of thing.  
Wife: I see. Yes, I like answering questions.  
Husband: Good. Now I know which programme you'll want to watch.

<b>Learning objectives</b>	Understand two letters expressing opinions. Analyze organization.
<b>Language focus</b>	<i>I think / believe that ... I agree / disagree</i> Link-words: <i>First, also, Finally</i>
<b>Vocabulary</b>	(in my) opinion, agree, disagree, public (opinion), totally, air conditioner, latest, fresh, miss (the old days), *(television) set, *education(al)

### 1 Introduction to texts PB30

**A** Focus on the page title and ask the class why people write letters to newspapers. Use mother tongue to elicit the reason - that people feel strongly about something and want to bring it to the notice of the public. Briefly discuss the fact that not all letters sent to newspapers are printed. They have to be very well written and on subjects that the public who buy the newspaper will want to read. Ask the pupils if they ever read letters in newspapers; do they know anyone who has had a letter printed?

**B** Point out that *Public opinion* is the heading used in this newspaper for the section where they print readers' letters. Ask if anyone can translate the phrase. Focus on the salutations in both letters and elicit or explain that *Dear Sir*, or *Sir*, is the correct way to address a letter written to the Editor of a newspaper, even if the Chief Editor may be a woman. The standard ending is *Yours* followed by the full name of the writer. Elicit what is missing at the top of the letters. (The writers' addresses.) Tell the pupils that these would have been on the letters, but some newspapers don't print them.

**C** Ask the class what both letters are about. (This revises Step 4.3.) Elicit *A report in the newspaper called 'Things were better then.'* Ask what this means and, if necessary, tell the pupils to look at the last paragraphs of the letters. The subject of the newspaper report was that life was better in the past than in the present. Present *agree* and ask the pupils if Yousif Saleh and Khalil Ahmed agree with the report. Elicit the answers quickly and the phrases in the first paragraphs that show this. Present *totally*. Ask the class to put the two writers' opinions into their own words. Point out that they can do this by reading just the first and last paragraphs of both letters. Elicit some answers and summarize them with a clear statement, for example:

The writers have totally different opinions. Yousif Saleh thinks that life was better in the old days. Khalil Ahmed thinks that life is much better now.

## 2 Find phrases introducing opinions and work out vocabulary PB30 WB4.9A / B

**A** Explain to the pupils that when we are giving a personal opinion rather than expressing a fact, we use certain phrases to make this clear. Introduce WB4.9A and tell the pupils to read the two letters to find the phrases. Elicit the answers:

In my opinion, I believe that, I think that

**B** Introduce WB4.9B. Tell the pupils to do it on their own, then check their answers with a partner. (They should be able to do it quickly.) Class check.

**Answers:**

- |                 |         |            |
|-----------------|---------|------------|
| 1 totally       | 2 agree | 3 latest   |
| 4 by themselves | 5 miss  | 6 disagree |

## 3 Read for detail and analyze the organization of the letters PB30

**A** Ask the pupils what the second paragraphs of both letters contain and elicit the answer that this is where the writers give the reasons for their opinions. Ask what reasons Yousif Saleh gives. Elicit them and write them on the board. During this stage guide the pupils towards an understanding of how the letter is organized into main points and supporting details. Build up an outline on the board like this:

Things were better then.	
Reasons	Details
1 Life was quieter	no noise from air-conditioners, fast cars, jets
2 No TV	heard news from friends now people sit alone
3 Food was better	fresh fish from the sea, not from the fridge

**B** Tell the pupils to read the second letter and find three reasons why this writer thinks life is better now. Tell them to write notes under the headings **Reasons** and **Details**.

**C** Elicit the answers and build up an outline on the board as before.

Things are better now.	
Reasons	Details
1 TV teaches us a lot	children today know more
2 Food is better	can buy more fresh food
3 Better roads	journeys much quicker now

**D** Ask questions to elicit the linking words that help make the organization clearer.  
What words does the writer use to introduce each reason?  
(*First, also, Finally*) .  
What phrase does he use to introduce more details about TV?  
(*for example*)

**4 Complete a gapped letter using link-words** WB 4.9 C

**A** Introduce the Workbook exercise. Explain that the text is another reader's letter about the same subject as those on PB30. Check that the pupils understand the task. Tell them they may need to use the words in the box more than once.

**Note:** This can be done as homework if necessary.

**B** Class check.

**Answers:**

First, also, For example, Finally, for example

**5 Discussion / transfer**

If there is time, invite the pupils to give their own opinions about the subject.

Otherwise leave this stage until the next lesson or a Catch-up Step.

<b>Learning objectives</b>	Recognize the logical sequence of a conversation. Punctuation.
<b>Language focus</b>	-
<b>Vocabulary</b>	wild (in the wild), wildlife, tourist, for one thing, waste of time.

### 1 Preparation - topic

**A** Write the following statement on the board and present *wild*.

Wild animals should not be kept in zoos.

Invite the pupils to agree or disagree, giving reasons. Ask the class to vote for or against the statement by a show of hands. Count the votes and make a note of the results. (You will need these in Stage 3.)

**B** Write on the board:

Tourists are good for the country.

Present *tourist*. Proceed as above. Leave both statements and the numbers who agree and disagree with each of them on the board.

### 2 Make conversations WB4.10A CS22

This activity is similar to the one in Unit 1. See Step 1.12 for the suggested procedure. The stages are:

**A** Pupils read their half of each conversation. Check .  
comprehension of vocabulary.

**B** Demonstrate.

**C** Pupils practise; teacher listens.

**D** Play the cassette; you can use it for pronunciation / intonation practice.

Pupils perform.

**Note:** The conversations can be used again.

### 3 Transfer

Tell the pupils you want to take another vote on the statements discussed in Stage 1. Explain that you want to find out if anyone has altered their opinion after practising the conversations. Count the votes and compare the two sets of results. If they are different, find out which pupils changed their minds and why.

### 4 Punctuation WB4.10B

**A** Go through the presentation on WB page 53/54. Elicit the punctuation rules.  
These are:

- 1 Use a comma before *so* and *but*; no comma before *and*
- 2 Use a comma after a subordinate clause in initial position;  
no comma when the subordinate clause is in final position.

**B** Tell the pupils to punctuate the text on WB page 54. Revise the use of other punctuation marks before they begin. When they have finished, correct the exercise immediately. You can either

- a) write the unpunctuated text on the board and invite different pupils to come out and correct it using coloured chalks, or
- b) get pupils to dictate the text to you with punctuation marks.

**Answer:**

Dear Sir,

You said that animals were happier in the zoo, but I cannot agree. When I go to the zoo, I get angry because the animals look very unhappy. I think that this is because they are in cages. You would not like living in a cage, so why should animals? If you leave them in the wild, they will be a lot happier.

Yours  
Fuad Rashid

**Cassette Section 22**

Presenter: **Conversation 1. Band 1.**

- A: I went to the zoo yesterday.  
B: Oh, did you enjoy it?  
A: No, I didn't.  
B: Why not?  
A: I don't enjoy looking at animals in cages.  
B: Why not? They're happy in the zoo.  
A: No, they're not. They're happier in the wild.

Presenter: **Band 2.**

- A: I went to the zoo yesterday.  
B: I never go to the zoo.  
A: Why not?  
B: I don't want to see animals in cages.  
A: There's nothing wrong with animals in cages.  
B: I disagree. Wildlife should live in the wild.  
A: Well, I believe that animals are happier in a zoo.

Presenter: **Conversation 2. Band 1.**

- A: I see that there are lots more tourists this year.  
B: Yes, and in my opinion, they should all stay at home.  
A: Stay at home? Why?  
B: Well, for one thing, they can't speak our language.  
A: But they don't have to speak it.  
B: Anyway, travel is a waste of time.  
A: I disagree. Travel teaches us a lot.  
B: Not if you can't speak the language.

Presenter: **Band 2**

- A: I see that there are lots more tourists this year.  
B: Oh, that's good news.  
A: In what way is it good?  
B: They bring money into the country.  
A: But we can get money in other ways.  
B: It's not just money.  
A: So what else is it, then?  
B: We can learn a lot from each other.



<b>Learning objectives</b>	Understand and summarize opinions expressed in four statements by members of the public.
<b>Language focus</b>	Language of opinion
<b>Vocabulary</b>	passer-by, selfish, care about, truth, generation, middle-aged, plenty of, *summarize, *Take it or leave it

### 1 Preparation for listening

Books closed. Explain that newspaper reporters sometimes interview people on the street to find out their opinion on topics of everyday interest. They then write an article reporting these opinions. Tell the class they are going to hear a reporter interviewing four people. Explain that he wants to know their opinion on the following topic. Write on the board:

Young people today are lazy and selfish.

They don't care about anybody except themselves.

Present the new vocabulary. Discuss the statement briefly with the class and elicit their opinions.

### 2 Listen for gist WB4.11A CS23

Introduce WB4.11A. Present *passer-by*. Check that the pupils understand *half agrees*. Play CS23, pausing after each band only to let the pupils write the answers.

### 3 Read to check PB31 WB4.11A

**A** Tell the class to look at PB31. Elicit who the people in the photograph are. (The reporter and a passer-by.) Elicit or explain that the four texts are the exact words of the four passers-by interviewed by the reporter. This is indicated by the use of inverted commas. The reporter would have recorded what people said. Tell them to scan the four texts to check their answers.

**B** Class check.

**Answers:**

1 st passer-by disagrees

2 nd passer-by agrees

3 rd passer-by disagrees

4 th passer-by half agrees

### 4 Read for detail PB31

Tell the pupils to read what the first passer-by said to the reporter and find out why she disagrees. Elicit the meaning of, or explain, the new vocabulary. Ask the pupils if they think the first passer-by is young or old. Elicit the answer young and the words in the text that show this. (I'm not lazy. etc) Do the same with the other three texts.

## **5 Summarize opinions PB31 WB4.11B**

**A** Introduce WB4.11B. Prepare it orally. Elicit the following:

- 1 st passer-by: Young people are not lazy and selfish.
- 2 nd passer-by: Young people are lazy and selfish.
- 3 rd passer-by: Young people are kind and helpful.
- 4 th passer-by: All young people are not the same.

**B** Tell the pupils to write the sentences in their Workbooks. Note: Pupils will fill in the last part of the table in the next lesson.

## **6 Discussion PB31**

Invite the pupils to comment on the opinions expressed by the four passers-by.

**Cassette Section 23 is the text of the interviews on PB31.**

<b>Learning objectives</b>	Report what people have said in writing.
<b>Language focus</b>	Reported speech
<b>Vocabulary</b>	view (= <i>opinion</i> ), abroad, explain, grow / grew older

### 1 Recall the topic

Remind the pupils of the opinions they read in the previous lesson. Elicit the subject and the opinions of the four passers-by interviewed.

### 2 Read for gist PB31 / 32 WB4.12A

**A** Tell the pupils they will find the newspaper report on PB32. Elicit the page title and present *views* and *abroad*. Elicit the names of the people in the photographs.

**B** Introduce WB4.12A. Do the first one with the class. Ask a pupil to read out his notes in WB4.11 about the first passer-by. Ask the class if they agree. After confirming that the first passer-by did not agree that young people are lazy and selfish, elicit some details from the text on PB31 by asking:

Was this person young or old? (Young.)

What did he or she say to prove that young people aren't lazy and selfish? (Can't get jobs.)

Then tell the pupils to look at the photographs in the newspaper article on PB32 and ask: *Which of these three people could be the first passer-by?* (They should eliminate Len Bush because he is not a young person.) Tell them to skim the reports on Mark Peters and Sue Nash to find out which one matches what the first passer-by said. As soon as a pupil is ready to answer, let him answer so as to demonstrate to the class that it is possible to find information in a text quickly. (The first passer-by is Sue Nash.)

**C** Tell the pupils to try to match the other two reports on PB32 with two of the opinions on PB31.

**D** Class check. The pupils should have found that the second passer-by was Len Bush. The interview with Mark Peters is not shown on PB31.

### 3 Complete a gapped report PB31 WB4.12B

**A** Introduce WB4.12B. Tell the pupils to read the incomplete text, then look at PB31 to find out which passer-by Mrs Cooper was. (Third passer-by.)

**B** Remind the pupils of the rules for reported speech. (See Step 4.5.) Do part of the exercise orally with the class. Tell them to finish it individually, then check their answers with a partner.

**C** Class check.

**Answers:**

knew / were / She / came / her / her / did her /  
cleaned / worked / her / She / her / were

**4 Transform direct to reported speech PB31 WB4.12C**

**A** Prepare part or all of the task orally. Elicit the reporting verbs used in the newspaper on PB32 and in WB4.12B. Write them on the board. Then tell the pupils to write the report. You may want them to write a draft first which they can copy into their Workbooks after you have approved it.

**B** Carry out a class check or collect the Workbooks.

**Sample answer:**

John said that there was not an easy answer to the question. He explained that all young people were not the same. Some were lazy and some were not. Some did not care about anything and some cared a lot. He added that it was the same with middle-aged and older people.

**5 Discussion / writing PB32**

**Note:** The writing can be done later if there is no time now. Use the two questions at the bottom of PB32. (The silhouette is intended to show that this space can be filled by any other reader who wants to write to the newspaper. This can be done as a pair activity: the pupils interview each other, take notes, then write a report using those on PB32 as models.

Alternatively, it can follow class discussion.) Take the part of the reporter. Read out exactly what he says at the top of PB31 and elicit opinions from different pupils. Point out that it is not enough to say *I agree or I disagree*. They must support their opinion in some way.

<b>Learning objectives</b>	Understand the third episode of a serial story. Distinguish between main ideas and details.
<b>Language focus</b>	-
<b>Vocabulary</b>	anxious(ly), darken, howl, fill up with, silver, sleepy / sleepily, whole (= <b>unbroken</b> ), lay, no longer, success, clear (v) *bob (v) *bail (v) *drop (= <b>become weaker</b> ), *blow up (storm)

### 1 Recall main points of the story PB33 WB4.13A/B

**A** Books closed. Ask these questions:

Who is Hussein? What does he do?

Then introduce Exercise A and tell the pupils to do it without looking at the Pupil's Book.

**B** Carry out a class survey and write the results on the board like this:

	<b>True</b>	<b>Not true</b>
1	(No of pupils)	(No of pupils) etc

Then tell the pupils to look at PB25 and scan to check their answers. Elicit each answer like this:

- 1 is not true. Hussein and Mansour were looking for treasure.
- 2 is true.
- 3 is true.
- 4 is not true. They found the wreck on their second dive.
- 5 is true.
- 6 is not true. They found only the ship.
- 7 is true.

### 2 Use headings and pictures to predict content PB33

**A** Ask the class: *Who can tell me quickly what happens in this episode?* You want them to use the text clues that they used in the previous episode, so encourage them to answer quickly. If necessary, tell them to read the title, the heading of the report and the result in italics. Elicit the answer that Hussein and Mansour dive again and on this third dive they find the treasure. Elicit the meaning of the title.

**Note:** *at last* means that something happened after a long time or after many problems.

**B** Tell the pupils to look at the pictures. What do you think happens? What do you expect to read about in this episode? (The first picture should indicate a storm; it is very dark and the sky is full of clouds; the sea is very rough. The second indicates that the treasure consists of jewellery and jars.)

### 3 Read for gist PB33

**A** Ask how many sections there are in this report (one) and how many paragraphs. (five) Tell the pupils you want them to read the report as quickly as possible, skim it, and find out what each paragraph is about. To help them do this, you are going to write five paragraph headings on the board, (or you can dictate them quickly), and they should match the paragraphs to them.

- A The morning after the storm
- B Finding the treasure
- C During the storm
- D Before the storm
- E The third dive

Tell the pupils to read and either number the paragraph headings if you have dictated them, or write the paragraph number along with the letter of the correct heading.

**B** Elicit the answers.

**Answers:**

1D, 2C, 3A, 4E, 5B

### 4 Read for specific information / inference PB33

Ask questions about the main points in each paragraph. (These can be answered orally or in writing. If you prefer the students to write the answers, tell them to begin reading as soon as you have written the first question on the board.)

- Para 1: What caused the storm?
- Para 2: What did Hussein and Mansour do during the storm?  
When did it end?
- Para 3: Why had the sharks gone?  
Why did they have to wait before diving again?  
When did they dive?
- Para 4: What had happened to the ship during the storm?
- Para 5: What kind of treasure did they find?

### 5 Read to distinguish main points from details WB4.13C

**A** Introduce Exercise C. Explain that a summary should only contain essential points. Tell them to do the task.

**B** To check the exercise, ask a pupil to read his summary omitting the sentences he has drawn lines through. Tell the others to listen carefully and interrupt if they disagree. Try to explain any errors through discussion. The unnecessary sentences are:

- They could not hear each other.
- Mansour made coffee.
- It was now early in the afternoon.
- The jewellery had red, blue and green stones.

Note that the third sentence above may be more difficult than the others for the pupils to find. An indication of time may be essential in a summary, but it is not essential here.

### Homework

For the next lesson, ask the pupils to read the report, underline any new words and try to work out the meanings.

<b>Learning objectives</b>	Revise vocabulary by playing a game. Write about own experiences - optional.
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<b>Language focus</b>	Past perfect
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<b>Vocabulary</b>	-
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### 1 Play a game to revise the story / vocabulary

Play the game described in Step 3.14, Stage 2. Make it into an inter-group competition if you wish. Use this summary, omitting the verbs:

Hussein and Mansour Bzzz for the sharks to go away. While they were waiting, a very bad storm Bzzz. The boat was in danger of sinking, so they had to Bzzz. The next morning, the storm and the sharks Bzzz. Hussein and Mansour waited for the water to Bzzz. This time they Bzzz the ship.

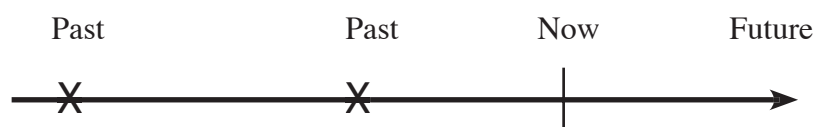
### 2 Work out meaning from context PB33

Get the pupils to underline new words and discuss the meaning in pairs. Go round the class helping and encouraging. Prompt if necessary by asking questions.

**Note:** See Catch-up Step 3.15 for a game to practise adverbs, including those in the Hussein story.

### 3 Revision of the past perfect PB33

Draw the following diagram on the board:



Write *Hussein woke up.* on the board, away from the diagram. Ask the class: *What did he find when he woke up?* Elicit and write these two sentences alongside *Hussein woke up.*

The waves *had gone*.

The sharks *had gone* too.

Ask why the past perfect was used in these two sentences. Elicit the answer *because these events happened before Hussein woke up.* Label the diagram with the three sentences. Ask the pupils to find two other examples of the past perfect in the last two paragraphs

1 1 could see that things *had changed*.

2 The colours *had not changed* in 2,000 years.

**Note:** See Catch-up Step 3.15 for further suggestions on how to use PB texts to revise the past perfect.

#### **4 Listen for consolidation PB33 CS24**

**A** Play the cassette and let the pupils listen to the story. They should understand most of the details now. This is an opportunity to enjoy the story and reinforce what they have read.

**B** Discuss the story. What do they think Hussein will do now that he has found the treasure? Would the pupils like his job? etc

#### **5 Transfer / optional writing**

**A** Ask the class about their experiences on boats. Have they been on one in a storm? Have they been on a boat when it has broken down? If anyone has had such an experience, ask him to tell the class about it. Prompt by asking questions. Help with vocabulary and write up any keywords on the board.

**B** Ask the pupils to write a short paragraph about a personal experience or an imaginary one in class or for homework. They can use the vocabulary on the board to help them. Suggest an introductory sentence for the paragraph, for example:

I had a frightening / exciting experience ( a few months ago / last (year).

To encourage good writing, tell the pupils you will put their stories on the walls of the classroom. They can then read each other's work.

**Note:** Pupils who have not had any experiences in a boat can write about an experience in a car. See Step 3.10.

**Cassette Section 24 is the text of the story on PB33.**



Ask the pupils to use the Language Review on PB34. They should read through the tables and do the exercises. Re-use any suitable ideas suggested in previous Catch-up Steps to consolidate the language and skills taught in Unit 4. Here are some more suggestions.

### Oral activities to consolidate functions and structures

**Plan a weekend's activities** You can give further practice of the language used in Steps 4.7 and 4.8 by getting pupils to plan, for example, a weekend's activities. Prepare for the discussion by eliciting various possible things to do/ places to go. Bring in any brochures etc you can find about your area. Demonstrate how the discussion should take place with some of the better pupils, as suggested in Step 4.8, Stage 4A.

**Practice of the language of opinion** Select a topic you think will interest the pupils and which they are likely to have different opinions about. Present the topic in the form of a statement which they can either agree or disagree with, for example:

English is the most useful subject.

We should all stop watching TV.

Travel teaches you a lot.

Invite the pupils to express their opinions.

### Reading

**Scanning practice** You can select a number of pages in the Pupil's Book and make up your own questions or you can get the pupils to write questions themselves. Then organize a group competition as described in Step 4.3, Stage 4. With a better class, you could bring in copies of the local newspaper for scanning practice. Remember that when scanning it is not necessary to understand everything on the page.

### Language work - reference

Use the texts on PB28. Tell the pupils to number the lines of the text first. Tell them to find the following and work out what they refer to.

#### **Fisherman escapes drowning**

It (line 7) = fly low with the wheels nearly in the water

His partner (line 9) = Captain Mansour's partner

Jim Duffy (line 13) = the fisherman

He (line 14) = Jim Duffy

**New music group at school** the boys (line 13) = the pop music group

### Writing

#### **Continuous text writing**

- 1 Write a newspaper story based on a headline. Give the pupils a choice of headlines and let them work in groups to decide what they think the story is. Then each pupil should write the story individually in his copybook. It need be no more than one paragraph.

**Note:** You could extend this into reading practice by choosing headlines from the local paper and then letting pupils read the original article to compare their versions.

- 2 Write a letter to a newspaper giving their opinion about a particular topic. Select your own topic or let them write about the topics mentioned in the book:

Things were better then. (4.9)

Wildlife should live in the wild. (4.10)

Travel is a waste of time. (4.10)

Young people are lazy and selfish. (4.11)

Make sure you prepare for this orally. First, elicit pupils' ideas. Then show them how to organize their ideas. The letter on WB page 51 should serve as the model. Note: To encourage good writing, tell pupils you will display their stories/letters on the walls of the classroom. Pupils can then read each other's work and choose the best.

## Unit 4 Word list

abroad	grow older ( <i>grow / grew / grown</i> )	report (v)
adventurous	*halves ( <i>pl of half</i> )	rescue
advertisement	*HE (= <i>His Excellency</i> )	result
agree	Head (= <i>chief</i> )	ring-road
air conditioner	headline	rush-hour
anxiously	helicopter	selfish
Arabic (= <i>the language</i> )	His Excellency (title)	serial
artist	history	series
*arts (programme)	hold (= <i>contain</i> )	shape
at all	holy	sleepily
at last	horrible	spread / spread/ spread
*bail	howl	*stand for
*blow up (storm)	humidity	stay in (= stay at home)
*bob	*in danger of	success
brave	in my opinion	suggestion
broadcast	jar	*summarize
care about	latest (= <i>most recent</i> )	sunk (sink / sank / sunk)
cartoon	lie around	sunrise
*castle	*lone	*Take it or leave it.
ceremony	marvellous	talk (n)
chance (= <i>opportunity</i> )	*max (= maximum)	*television set
channel (= <i>TV channel</i> )	middle-aged	tide
chose ( <i>choose / chose / chosen</i> )	*min (= minimum)	totally
closedown	Minister	tour
Coastguard	miss (the old days)	tourist
comedy	move off	traffic jam
complete ( <i>adj</i> )	nature	traffic lights
crossroads	necessary	travels ( <i>pl n</i> )
darken	nightfall	truth
dawn	no longer	*turn (bad)
disagree	noon	view (= <i>opinion</i> )
*drop (become weaker)	opinion	waste of time
*education(al)	painting (n)	welcome ( <i>adj</i> )
Emir	passer-by	wherever
episode	performance	whole (= <i>entire</i> )
escape	pharmacy / pharmacies	wife
excited	*pilot (v)	wild (in the wild)
exhibition	plenty of	wildlife
explain	poet	wooden
fill up with	pottery	yr (= <i>year</i> )
for one thing	prefer ... to	
fortunately	preference	
fresh	protect	
generation	public	
grab / grabbed	quarter	

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**Unit 5****Summary****Other countries, other customs**

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Step	Topic	Activities	Language focus
<b>1</b> for P35 W57	Travellers	Talk and write about pictures.	Present continuous tense  future plans Infinitive of purpose
<b>2</b> PB36/37 WB58/60	A formal invitation to a wedding	Read for detail. Exchange information.	<b>Wh-</b> questions
<b>3</b> PB36/37 WB59 CS25	A conversation	Read for detail and language. Listen for pronunciation. Write language to match pictures. Discussion of differences between British and Arab weddings.	Expressions of thanks/ congratulations
<b>4</b> PB38 WB61 CS26	A recorded conversation/ Illustrated map of Britain	Listen for specific information and take notes. Use a map to practise exchanges.	Expressions of recommendation
<b>5</b> PB39 WB62	Tourist attractions in Britain	Read and make notes; use notes to write a summary.	
<b>6</b> WB63	An itinerary	Write a guided letter.	
<b>7</b> PB39 WB64-66	Language focus	Language study and practice.	Formation of comparative and superlative adjectives
<b>8</b> PB40 WB67/68 CS27	Recorded monologue Descriptive text	Listen for specific information. Skim and scan for specific information; read for detail; make judgements.	
<b>9</b> PB40/41 WB68/69	Descriptive text	Read for detail; use information to make suggestions/ recommendations. Discussion.	<b>You should ...</b> <b>Why not ... ?</b> <b>You can ...</b>

<b>Step</b>	<b>Topic</b>	<b>Activities</b>	<b>Language focus</b>
<b>10</b> WB69-72	Study skill Trips	Use a dictionary. Exchange information.	Wh- questions/past simple tense
<b>11/12</b> PB42 WB73/74	Pictures from Yemen	Classify the pictures. Recommend places to visit, with reasons. Plan a trip for a visitor round Yemen.	should for recommendation
<b>13</b> PB43 WB75	Biographies of explorers	Read for detail.	Pasttense
<b>14</b> PB42/43	Description of place and biography	Write a description or a biography.	-
<b>15</b> PB44	Revision and catch-up	-	-

# 5.1

PB35

WB57

<b>Learning objectives</b>	Interpret and describe pictures about travellers, orally and in writing.
<b>Language focus</b>	Present continuous tense for actions in progress Adverbial phrases of purpose eg <i>on business</i> Infinitive of purpose eg <i>to study</i>
<b>Vocabulary</b>	on business, businessman, purpose

## 1 Presentation PB35

**A** Elicit the page title and the instruction under it. Use the pictures to revise and introduce vocabulary. Ask questions to elicit the name and occupation of each person:

What's the (first) person's name?

What's (her) job?/What does (she) do?

Tell the pupils to look at the first three columns of the table at the bottom of the page to check their answers.

**B** Elicit the different names of the countries illustrated. They are:

America / the United States (of America) / the USA

Yemen

Australia

the UK / the United Kingdom / Great Britain / GB

Focus on the need for the with some of the names. The reason for this is that words like *state* and *gulf* are common nouns; the plus an adjective makes the name specific. *America* and *Yemen* are already specific - there is only one of each of them.

**C** Ask why each person is travelling. Tell the pupils to look at the last column of the table to find the correct phrase. Explain that the two phrases with on are idiomatic. They mean *to do some business* and *to have a holiday*.

## 2 Ask and answer questions PB35

Use the pictures for question and answer practice and reinforcement of vocabulary.

First ask a few questions. For example:

Where's Kate going to? (The USA.)

What's John's job? (He's a businessman.)

Why is John going to the Gulf? (He's going on business.)

Then get different pupils to ask and answer questions in open pairs.

## 3 Talk about pictures PB35

Elicit single sentences about each set of pictures. Tell the pupils to use the table at the bottom of the page.

#### 4 Write about pictures WB5.1

**A** Introduce the Workbook exercise. Elicit details orally. Then tell the pupils to write four sentences. Circulate and check. If there are mistakes, direct the pupils to the table in their Pupil's Books.

**B** Elicit the sentences orally and write them on the board so that the pupils can correct their work themselves.

**Answers:**

- 1 Kate is a student and is going to America to study.
- 2 John is a businessman and is going to Yemen on business.
- 3 Jill is a teacher and is going to Australia on holiday.
- 4 Hassan is a doctor and is going to Britain to visit friends.

**Note:** The place names in sentences 1 and 4 can be expressed differently.  
See Stage 1B.

<b>Learning objectives</b>	Exchange information. Compare weddings in Britain and Yemen.
<b>Language focus</b>	<i>Wh</i> - questions Phrases of time and place
<b>Vocabulary</b>	reception, town hall, invite, invitation, wedding, reply, since

### 1 Introduction PB36 / 37

Present the page title and invite a pupil to read aloud the text under it. Tell the pupils to look at the picture to answer the question. Elicit or present *wedding* and *reception*. (You may want to tell them that this picture shows the reception, which takes place after the civil or religious marriage ceremony has taken place.)

### 2 Read for detail PB36

**A** Introduce the formal invitation and tell the pupils to read it silently.

**B** Ask questions like those in WB5.2 to check understanding.

### 3 Exchange information WB5.2

**A** Prepare this activity to try to ensure that good practice of the structures will follow. Divide the class into two large groups. One group looks at page 58 and the other at page 60. You can get the groups to ask and answer in chorus, or you can use individuals and let the class confirm or correct. In this way you can correct structure and pronunciation.

**B** Give as much controlled practice as necessary. Then tell the pupils to work in pairs exchanging information so that they can complete their invitations. Circulate and check that the pupils are all participating and doing the activity properly.

**C** When the pupils have finished, tell them to check each other's completed invitations.

### 4 Discussion

Invite the class to talk about written invitations they have seen. Ask what they have been for, who sent them, whether they were in the same style as the ones they have been reading. Discuss informal invitations also and try to elicit an example so that the differences can be pointed out. For example:

Ali, I'm having a party at 4 o'clock  
on Friday 25th. Can you come?  
Please phone me.  
Ahmed



<b>Learning objectives</b>	Understand details in a conversation. Recognize and use different ways of expressing thanks and congratulations.
<b>Language focus</b>	<i>Thank you for + verb -ing</i>
<b>Vocabulary</b>	Congratulations, Best wishes for the future, Well done! Many happy returns, glad

### 1 Read for detail PB36 / 37

**A** To recall what the pupils already know about the situation, ask what is happening in the picture. Elicit the names of the three people at the front. Then tell the class to read the conversation silently and answer the questions on page 37. You can tell them to write the answers if you wish.

**B** Elicit and discuss the answers.

### 2 Focus on language PB36 / 37 CS25

**A** Tell the pupils to follow the conversation in their books as they hear it. Play CS25.

**B** Focus on the two questions on page 37. Elicit which expressions are in the conversation and who says them. Then elicit the situations in which the others can be used:

A guest would say *Thank you for having me.*

A host would say *Thank you for coming.*

There are lots of situations in which one can say *Well done!*

*Many happy returns* is used on birthdays.

**C** You can use the conversation for role-play if you wish. The pupils will have to work in groups of three.

### 3 Write exchanges WB5.3

**A** Elicit what is happening in the three pictures and what each person might be saying. The pupils will have to supply names for numbers 2 and 3 in the second picture and several variations are possible for this situation.

**B** Tell the pupils to write the exercise. Set a time limit. When the time is up, tell the pupils to look at page 37 of the Pupil's Book to check their spelling. Then elicit answers orally.

**Possible answers:**

- 1 Congratulations and well done!  
Thank you very much.
- 2 You haven't met my sister. Mrs Brown,  
this is Mary. Mary, Mrs Brown.  
How do you do?  
How do you do? / Pleased to meet you, Mary.

- 3 Thanks for having us.  
Thanks for coming.

**4 Discussion** PB36 / 37

Use the discussion question at the bottom of page 37.

**Cassette Section 25 is the conversation on PB36/37.**

<b>Learning objectives</b>	Use a map to talk about activities. Extract details from a recorded conversation and take notes. Recommend places to go in Britain. Give reasons.
<b>Language focus</b>	<b><i>Why not ... / You should</i></b> for recommending Structure: You can (go fishing).
<b>Vocabulary</b>	*Norfolk, *Edinburgh, *the Lake district, *Scotland, *Wales, *Hadrian's Wall, *scenery, Britain, conversation, recommend, recommendation

### 1 Vocabulary presentation / revision PB38

**A** Books closed. Find out what geographical facts the pupils know about Britain. For example, that it is made up of Scotland, England, and Wales; that the United Kingdom means these three countries plus Northern Ireland; that London is the capital, etc.

**B** Use the map on PB38 to revise the names of activities and to present new place names. Read the page title aloud and invite answers to the question. Tell the pupils to look at the map, not the exchanges in the box at this stage. Elicit answers like this one:

You can go fishing in Wales.

**Pronunciation note:** DEVn NORfuk

### 2 Listen for specific information WB5.4A/B CS26

**A** Introduce Exercise A. Tell the pupils to read the instruction and the items in the box. Check understanding of the situation and of the task. Elicit the implied information that Aref is -staying in Britain for a holiday.

**B** Tell the pupils to listen and tick all the things Aref is going to do. Play CS26. Check the answers. First ask the class how many things they have ticked. If there are wide variations, tell them to listen again. Then check the answers.

**Answers:**

go climbing, visit Scotland, go shopping, go sailing, go fishing

**C** Introduce Exercise B and present ***recommend***. Elicit all the phrases in the exercise orally. Then tell the pupils to listen again and do the task. Play CS26.

**D** Check the answers orally. Elicit statements like this:  
Bob recommends climbing in the Lake District.  
camping in Scotland.  
shopping in Edinburgh.  
sailing in Norfolk.  
fishing in Wales.

### 3 Listen and take notes WB5.4C/D CS26

**A** Introduce Exercise C and present ***recommendation***. Check understanding of the task. Tell the pupils that they can use both writing lines beside each item if necessary. Tell them also that Bob does not always give a reason. Play CS26.

**B** Elicit answers. You may want to play the cassette again with pauses so that the whole class can check their answers themselves.

**C** If you want the pupils to write Exercise D, go through the statements orally first. The writing could be set as homework.

#### 4 Make recommendations PB38

**A** Elicit the two exchanges in the box on PB4 orally. Then invite one pupil to say what he / she would like to do and another to recommend where the first pupil should go and why.

Make sure they use **Why not ... ?** as well as **should**. Encourage them to use their own knowledge of Britain.

**B** Ask **What can you do in Yemen?** Elicit as many answers as possible. Provide new vocabulary if necessary. Then prompt exchanges like those in Stage A.

### Cassette Section 26

- Presenter: Ahmed Said is staying with Bob Farmer and his family. Bob is asking Ahmed what he wants to do and see in the UK.
- Ahmed: Well, there are lots of things I want to do. I don't know where to begin.
- Bob: Why not do something you haven't done before?
- Ahmed: Well, I'd like to go climbing.
- Bob: Climbing? Then you should go to the Lake District. It's very beautiful there and it's got the highest mountains in England.
- Ahmed: Scotland is very beautiful too, I believe.
- Bob: Yes, it is, very.
- Ahmed: Can we go there?
- Bob: Of course. But if you want to enjoy the scenery, why not go camping? It's more exciting than staying in a hotel.
- Ahmed: That's a good idea. I like camping.
- Bob: And when you're in Scotland, you should go shopping in Edinburgh. You can buy things there you won't find anywhere else.
- Ahmed: OK. That sounds fine. And I want to go sailing.
- Bob: Hm. You should go to Norfolk for that.
- Ahmed: And fishing?
- Bob: Yes, you can go fishing in Norfolk too. But, wait a minute, you'll have seen parts of England and Scotland. So why not go fishing in Wales? It's very pleasant there.
- Ahmed: Fine. That suits me. So where should we go first?

**Learning objectives**

Understand two factual texts about places in Britain.  
Write summaries.

**Language focus****Vocabulary**

\*Emperor, \*Romans, attraction, rule (v), defend, border, ruins, pot, coin, scenery, major (*adj*), district, dozens, thousands, year after year, castle, unusual, gift, mile, attend, annual, festival, drama

**1 Preparation for reading PB39**

**A** Present the page title, *Tourist attractions*. Read the instruction and question under it and elicit the names of the three places. Then elicit answers to the question. Prompt the pupils to make predictions about why these places are attractive to tourists. Ask questions like these:

What do you think the scenery is like?

What can tourists see/do there?

Don't say whether their predictions are correct or not.

**2 Read for gist PB39**

**A** Tell the pupils to read the text about Hadrian's Wall very quickly and find out two things: what it is, and why people go there.

**B** To encourage skimming, set a short time limit. When the time is up, elicit answers.

**C** Follow the same procedure with the text about the Lake District.

**3 Read for detail PB39 WB5.5A / B**

**A** Introduce Exercise A and tell the pupils to do it.

**B** Check the answers.

**Answers:**

- 1 protect
- 2 the place where one country ends and another begins
- 3 what remains of buildings
- 4 dishes made of pottery
- 5 money

**C** Introduce Exercise B and tell the pupils to make notes about Hadrian's Wall and the Lake District. Circulate and check progress.

**D** Elicit answers and write them on the board under headings as in the Workbook so that you can remind the pupils how to write notes, if necessary. Check the meaning of the following vocabulary at this stage, or when the notes are complete: *rule (v)*, *scenery*, *major (adj)*, *district*, *dozens*, *thousands*, *year after year*. Ask the class if there are any other words they are not sure about.

#### **4 Write a summary** WB5.5C

You can prepare this orally, if you wish, or elicit a summary from the class and write it on the board as a model. Then clean the board and tell the pupils to use their notes to write a summary of one of the two places.

Circulate and observe so that you can check on common errors of any kind. Check on handwriting too.

#### **5 Work out meanings** PB39

Tell the pupils to look at the information about Edinburgh and try to work out the meaning of these words: *castle, unusual, gift, mile, attend, annual, festival, drama*. Write them on the board.

#### **Homework**

Tell the pupils to make notes about Edinburgh in the last column in Exercise 5.5B and then use their notes to write a short paragraph about Edinburgh.

**Learning objectives** Write a guided letter.

**Language focus** -

**Vocabulary** \*itinerary, \*Perth, \*the Highlands, accept, so far

### 1 Revision

**A** In preparation for this writing task, elicit what the pupils have learned about Britain so far. Ask some pupils to read their paragraphs about Edinburgh to the class; ask others to read aloud their summaries from the previous lesson.

**B** Revise the vocabulary from Steps 4 and 5.

### 2 Preparation for writing WB5.6

**A** Introduce the exercise. Tell the pupils to read the instruction silently. Check understanding and ask if they can work out the meaning *of itinerary*.

**B** Tell the pupils to read the itinerary silently. Then ask some questions about it. For example:

How many days of holiday will they have altogether?

How are they travelling?

Did they drive to Scotland?

Where are they now? Where have they been?

Where are they going next?

**Note:** The northern part of Scotland is known as *the Highlands*, and the southern part, which does not have mountains, *the Lowlands*. Perth is a city in the Highlands, north of Edinburgh.

### 3 Make an outline WB5.6

**A** Ask a pupil to read aloud the beginning of Ahmed's letter - the introductory paragraph. Remind the pupils of the need to plan a longish piece or writing before beginning. Elicit or tell them how to write a plan or outline:

Note down all your ideas.

Group them into paragraphs.

Write paragraph headings - what they are about.

Make notes of the details you want to include in each paragraph.

Ahmed's ideas are in the itinerary. Ask the pupils to look at it and decide how many paragraphs his letter will have and what the topic of each one will be.

**B** Elicit answers and write them on the board. For example:

2 Camping in Scotland *or*

3 Visiting Edinburgh

4 Hadrian's Wall

5 The Lake District

6 Closing paragraph

2 Scotland

3 England

4 Next

5 Closing paragraph

**C** Discuss some of the details that may be included, for example, interesting facts about a place, what Ahmed saw there, what he did there, his opinion of the place, etc. Tell the pupils to complete their outlines with the details they want to include.

#### **4 Write the letter**

Tell the pupils to write a draft in their copybooks, then check it for mistakes and ways of improving it. When they have done this, they can write a final version. This can be done as homework, if necessary. Collect the books for assessment.



Language objectives	Language study and practice.
A Language focus	Comparative and superlative forms of adjectives
Vocabulary	comparison, compared with, comparative, superlative, stress, vowel, consonant

### 1 Work out rules PB39 WB64

**A** Go through the introductory text at the top of Workbook page 64. Elicit what kind of words adjectives are and where they are placed in English. (They describe people and things; they come before nouns and after the verb *be*.) Translate **comparative and superlative**. Explain that you use a comparative form when comparing two things and a superlative when comparing more than two.

**B** Tell the pupils to look for comparative and superlative forms of the adjectives in the table on PB65. Explain that they may only find one form, not both.

**C** Check the answers.

**Answers:**

	oldest
	highest
	deepest
smaller	
	most famous
	most beautiful
	most interesting
more exciting	

Tell the pupils to read the two rules silently. Look at the table above and try to complete the rules.

**D** Elicit the two completed rules. Then tell the pupils to apply the rules to complete the table with the missing forms of all the adjectives.

**Answers:**

older	
higher	
deeper	
	smallest
more famous	
more beautiful	
more interesting	
	most exciting

## 2 Explanation of rules WB65

Go through the explanation on page 65, giving further examples if necessary. Ask the pupils for more examples of adjectives like those in numbered paragraph 1, for example, *fat, lovely, major*, and elicit the comparative and superlative forms.

Ask them for more examples of more adjectives like those in paragraph 2 and elicit the comparative and superlative forms. For example, *useful, hopeless, tiring, tired*. (They are unlikely to know another ending in *ous*.) three-syllable: *traditional*.

Ask for more examples of adjectives like *hot* and elicit the spelling of the comparative and superlative forms.

## 3 Apply the rules WB5.7A/B

**A** The pupils should be able to do Exercise A without preparation. When they finish, tell them to work in pairs comparing their answers. If they disagree, they should look back at the rules and try to work out who is correct.

**B** Carry out a class check.

**Answers:**

thinner, thinnest  
more /most careful  
easier, easiest  
more /most frightened  
more /most dangerous  
harder, hardest  
bigger, biggest  
fatter, fattest  
more /most interesting  
cheaper, cheapest  
happier, happiest  
more /most beautiful  
lovelier, loveliest  
better-known, best-known

**C** Tell the pupils to do Exercise B. When they finish, they should read their sentences to a partner. The partner should listen and say whether the sentence is grammatically correct or not.

**D** Collect this exercise for correction.

<b>Learning objectives</b>	Extract specific information from a recorded monologue. Understand an account of a holiday.
<b>Language focus</b>	-
<b>Vocabulary</b>	*Morocco, *Marrakesh, *Atlas mountains, wander, musician, dancer, story-teller, minaret, tomb, superb, leather, silk, kaftan, endless

### 1 Listen and take notes WB 5.8A/B CS27

**A** Introduce the listening text and Exercise A. Make sure the pupils know what they have to do; point out that they only have space in the exercise to write one or two words, so they must listen carefully for one word or short phrase which summarizes what each person likes. Then play CS27.

**B** Elicit the answers. If there class hear is considerable disagreement, let the the tape again.

**Answers:**

Father: fishing	Daughter: climbing
Son: water sports	Mother: the past/ancient ruins
All four: the sun	Going to: Morocco

**C** Read out Exercise B. Tell the pupils to look at PB40 and say whether there is something to suit all of the White family in Morocco. Discuss this question.

### 2 Skim for specific information PB40 WB5.8C

**A** Introduce the first part of Exercise C. Tell the pupils to start searching the text only when you say **Go**. Stop them after two minutes and find out how many pupils have found all four sets of names.

**Answers:**

Marrakesh, Casablanca, Tangier  
Atlas mountains  
Ibn Battuta  
jackets, skirts, kaftans

**B** Tell the pupils to do the vocabulary part of Exercise C.

**Answers:**

1 wandered	2 musicians	3 minaret
4 endless	5 unfortunately	

### 3 Read for detail PB40 WB5.8D

**A** Tell the pupils to do questions 1 to 5 in Exercise D.

**B** Elicit answers orally. When a pupil reads his/her answer, ask the class if they agree.

**Answers:**

- 1 Anne and her father went into the mountains.
- 2 They wandered round Marrakesh.
- 3 The minaret of the Koutoubia Mosque can be seen.
- 4 ... endless.
- 5 Yes, because she says 'unfortunately our money was not end.
- 6 (Accept reasonable answers.)

**C** Go through the first part of question 6 with the class. Elicit a reason to complete the sample sentence: *Anne probably liked Marrakesh best because she was able to go climbing in the Atlas mountains.* Then tell the pupils to write about the other members in the same way. Don't prepare this orally. It is a better test of the pupils' understanding if they do it without preparation.

**D** Elicit answers or collect the books for assessment.

#### 4 Discussion of the text PB40

Ask the pupils to look at the text again. Find out if there is anything they want to have explained. Deal with other details in the text. Ask if anyone has visited Morocco or knows anything about the country.

#### Cassette Section 27

Presenter: Listen to Mrs White talking about her holiday plans.

Mrs White: Every year, we have the same problem in our family. The question comes up - where shall we go on holiday? And there isn't an easy answer to that question. You see, we're all different. We all like different things. My husband loves fishing, so he has to be near a river, a lake, the sea - anywhere he can go fishing. My daughter, Anne, likes mountain climbing. Mountain climbing! I don't understand it, but that's all she's interested in. Then there's my son, Peter. He has to be near the sea. He likes all sorts of water sports - swimming, sailing, water skiing, wind surfing - water sports of any kind. And me? I'm interested in the past. I love ancient ruins, old buildings, museums, anything that tells me about the past. So you see, we're all different. But there is one thing we agree on. We all like the sun. So we need a country where there's lots and lots of sunshine. And I think we've found the answer to our question. This year we're going to Morocco. It looks great. I think it's got something for everybody.

<b>Learning objective</b>	Understand an account of a holiday. Recommend holiday places to suit people's interests. Discuss the reading texts.
<b>Language focus</b>	<i>Why not! You should! I can</i> for recommending
<b>Vocabulary</b>	and so on, architecture, chest, just like, hundreds, copper, strong spices

### 1 Read for detail PB41 WB5.9A

**A** Elicit the instruction under the picture of Tom Baker on . PB41 Tell the pupils to look at the text below very quickly (skim and scan) and look for the places Tom visited. Ask how they can find place names quickly. (*By looking for capital letters.*) Then elicit Fez (and possibly *Agadir*) and the answer that he did not go to the same places as the Whites.

**B** Introduce Exercise A and tell the pupils to do it. Note that answering the questions will make the pupils deal with some of the new vocabulary. Therefore don't pre-teach it.

**C** Check the answers and deal with new vocabulary as it arises.

**Answers:**

- 1 He wanted to see all of it.
- 2 They are all example of Islamic architecture.
- 3 They use leather to cover them and copper nails.
- 4 He is going to Morocco.

**D** Deal with the remaining new vocabulary and ask any other questions you think necessary.

### 2 Apply information PB40 / 41 WB5.9B

**A** Introduce Exercise B and use the first speech bubble as a model. Read it aloud and ask *Where should I go in Morocco?* If the pupils can't remember, tell them to look at the two texts in the Pupil's Book. Elicit *You should go to the Djemaa El Fna Square in Marrakesh.* Tell the pupils to write three recommendations.

**B** Elicit answers orally. Let the class confirm or correct a pupil's answer.

Answers may vary and should be discussed, but these are definite answers:

- for speaker 2: Agadir or Casablanca  
for speaker 3: Fez or Marrakesh

### 3 Discussion PB40 / 41

Use the discussion questions at the bottom of PB41.

### 4 Vocabulary work WB5.9C

**Note:** This can be done in class or as homework. In either case, it can be oral or written. If you do it orally, you can ask the pupils to use the phrases in sentences. For example:

- We have magnificent ancient mosques in Yemen.  
I've never seen an old castle. I'd like to live in one.

<b>Learning objectives</b>	Understand some features of a dictionary. Exchange information.
<b>Language focus</b>	<i>Wh-</i> questions/past simple tense
<b>Vocabulary</b>	(dictionary) entry, symbol, abbreviation, headword, pronunciation, part of speech, derived word, idiomatic expression, style label

### 1 Study abbreviations WB5.10A

**A** Go through the two paragraphs under the title *Using a dictionary*. Elicit the meaning of *symbols* and *abbreviations*. Explain entry in this context.

**B** Let the pupils do Exercise A on their own before you do any work on the box of abbreviations; this will make them think about the words in the box and try to work out meanings for themselves or use an English-Arabic dictionary, if they have one.

**C** Elicit answers and check the meanings of the words in the exercise. Ask the pupils to give examples of the words where relevant.

**Answers:**

<i>n</i> noun	<i>sb</i> somebody	<i>adv</i> adverb
<i>[U]</i> uncountable eg milk	<i>sth</i> something	~ stands for the headword
<i>[C]</i> countable eg book	<i>pt</i> past tense eg wrote	
<i>pl</i> plural eg books	<i>adj</i> adjective eg old	

### 2 Understand a dictionary entry WB5.10B

**A** Go through the labelled dictionary entry for *dangerous* with the class, explaining the labels as necessary. Then tell the pupils to do the first part of Exercise B - fill in the table.

**B** Elicit the answers.

**Answers:**

headword: hurry  
part(s) of speech: noun, verb  
meaning(s): eager haste, wish to get something done quickly, move or do something quickly  
derived words: hurried, hurriedly

**C** Go through the other information on the right of the entry. Explain *idiomatic expression* - a phrase which has a different meaning from the meanings of the individual words - a different meaning from what you would expect. English has a vast number of these. Examples are: *put up with* = tolerate, *stand up to* = be strong or firm towards someone. Ask the pupils to find two examples in the entry. Elicit *in a hurry* / *Hurry up!* Tell the pupils to write number 7 in the appropriate boxes.

**Note:** (i) When you go through number 8, discuss regular and irregular verbs.

(ii) Explain *style* and *slang* when you go through number 9.

OK is an example of slang.

### 3 Exchange information WB5.10C

**A** Prepare this activity to try to ensure that good practice of the structures will follow. Divide the class into two large groups. One group looks at page 71 and the other at page 72. Tell them to look at the information and questions about Rashid. You can get the groups to ask and answer in chorus, or you can use individuals and let the class confirm or correct. In this way you can correct structure and pronunciation.

**B** Give as much controlled practice as necessary. Then tell the pupils to work in pairs exchanging information so that they can complete all four tables in their Workbooks. Circulate and check that the pupils are all participating and doing the activity properly.

<b>Learning objectives</b>	Read about and describe suitable places for tourists in Yemen.
<b>Language focus</b>	Revision
<b>Vocabulary</b>	fascinating, exhibit ( <i>n</i> ), walled, daily

### 1 Practise scanning for information PB42

**A** Practise scanning by asking the pupils to find what the following numbers and adjectives refer to or describe.

**Numbers:** Write them on the board in this order:

- |   |     |   |      |   |       |
|---|-----|---|------|---|-------|
| a | 70  | b | 8    | c | 1930s |
| d | 300 | e | 1088 |   |       |

Pupils make sentences with the answers as quickly as possible.

**Answers:**

- a Queen Arwa ruled the Sulyahid State for 70 years.
- b Some houses in Shibam have 8 floors.
- c The Palace on the Rock was built in the 1930s.
- d A few houses in Shibam are over 300 years old.
- e The Great Mosque at Jibla was built in 1088.

**Adjectives:** Write these adjectives on the board in this order.

- |   |                |   |             |
|---|----------------|---|-------------|
| a | greatest       | b | superb      |
| c | excellent      | d | magnificent |
| e | most beautiful | f | walled      |

The pupils have to make sentences showing how the adjectives are used.

**Sample answers:**

- a The coast is Yemen's greatest attraction.
- b There are superb exhibits in the museum in Aden.
- c There are excellent fish restaurants in Aden.
- d The magnificent Palace on the Rock is at Wadi Dahr.
- e Jibla is the most beautiful town in Yemen.
- f There is an old walled city in Sana'a.

**B** Continue practising scanning by asking these questions:

- 1 What kinds of buildings in Aden are mentioned?
- 2 Who built the mosque in Jibla?
- 3 Why is the fish in Aden's restaurants very fresh?
- 4 Where can you learn about ancient Arabic culture?
- 5 Why did it take a long time to build the walls at Wadi Dahr?
- 6 What are the tall house at Shibam made of?

Pupils answer the questions orally. Make sure that all pupils understand both the questions and the answers.

**Answers:**

- 1 The museum and restaurants.
- 2 Queen Arwa.
- 3 It is caught daily and it's local.
- 4 In the National Museum in Aden.
- 5 They were built through rock.
- 6 Mud.

Translate or elicit the meaning of new words.



## 2 Writing notes containing additional information WB5. 11

Pupils working in pairs discuss what additional information to give about the tourist sights illustrated on PB42. They should make notes in all three categories for each sight in WB5.11. Ask several pairs of pupils to report what they have written and ask them to check each others work for accuracy.

## 3 Discussion

**Note:** This will be useful preparation for Step 12.

Begin by asking the question at the top of PB42: *Can you suggest any more or any better places for tourists to go in Yemen? / Where do you think they should go? / What should they see and do?* If you wish, you can ask the pupils to work in pairs first and then have a class discussion. Make sure that all the pupils participate. They should give reasons for their suggestions. Encourage them to comment on each other's suggestions, agreeing and disagreeing.

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<b>Language objectives</b>	Plan a trip round Yemen for a visitor. Write an itinerary, then use it to role-play.
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<b>Language focus</b>	Revision
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<b>Vocabulary</b>	Revision
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**1 Plana trip** WB5.12A

Introduce Exercise A. Check that the pupils understand the task. tell them to draft the itinerary in their copybooks, then write a final version in their Workbooks. Remind them that they can ask you for any new vocabulary or spelling they may need, provided they ask in English.

Circulate and check progress during the drafting stage.

**2 Role-play** WB5.12B

**A** Demonstrate this activity with a pupil. Nominate a pupil and say that you will take the part of the visitor. Ask the pupil to begin. During the first demonstration, don't interrupt with too many questions. Carry out a second demonstration with another pupil and this time interrupt with several requests for further information, clarification, etc. If necessary, choose two pupils to role-play before telling the class to role-play in pairs. Circulate to make sure everyone is participating and to observe common errors that need remedial work at a later date.

**B** Invite some pairs of pupils to perform their conversations in front of the class.

<b>Learning objectives</b>	Understand biographies
<b>Language focus</b>	Revision
<b>Vocabulary</b>	accomplish, actual, Alaska, Antarctic, Arctic, based on, Canada, claim (v), colony / ies, continent, detailed, discover, discoverer, explore, extraordinary, extremely, faith, fellow, fictional, found / founded, freeze to death, Goa, Hawaii, Holland, Indonesia, knowledge, link, name something after somebody, native, navigator, Navy, New Zealand, Norway, pilgrimage, Pole, Portugal, Portugese, professional, provide, set off, Tasmania, the unknown, throughout, trader, vast, voyage

NB: None of this  
Vocabulary is  
Testable

### Note on vocabulary

The vocabulary in the reading passages at the end of Units 5, 6 and 7 is non-testable and is not included in the Unit word lists. At this stage of their language learning pupils can choose which words they will learn according to their own interests. In these lessons present the vocabulary only to help pupils understand the text; they can then either forget or remember it at will.

### 1 Topic introduction

Books closed. Write the topic on the board. Then ask the pupils if they know the names of any famous explorers and what they did. Use English or Arabic.

### 2 Vocabulary dictation PB43

Dictate the following words and ask pupils to find out what they mean and to find them in the text.

discover	explore	continent
merchant	trader	navigator
voyage	pilgrimage	

### 3 Read for gist PB43

**A** Elicit the names and dates when the seven people lived and where.

**Note:** *Genoa* and *Florence* are towns in present day Italy, but were then separate states.

**B** Ask the pupils to read the introductory text quickly to find one piece of interesting information. Set a time limit. When you elicit the information, try not to correct it; this is just preliminary reading. Pupils will have the opportunity to read the texts closely later. Follow the same procedure with the texts on the individual explorers.

### 4 Read and work out meaning PB43

Pupils read the texts and try to work out meaning from context. If this is impossible, they should use dictionaries. They should deal with more unfamiliar words than those dictated by the teacher.

**5 Pupils read and do the WB exercises** PB43 WB5.13A/B/C

**A** Pupils read and do the exercises individually.

**B** Carry out a class check.

**Answers:**

- A 1 ... just wanted to find out more about the world.  
2 ... Arab seamen of the 8th and 9th centuries.  
3 ... navigators.  
4 ... stars.  
5 .... 12,000 kilometres.

- B** 1 America  
New Zealand  
2 sail to the Antarctic  
3 sail to Alaska through the North West Passage  
reach the South Pole  
**Note the structure:** X was the first person to do something  
3 Morocco  
Antarctica

- C** 1 True  
2 False  
3 False  
4 True  
5 False

Pupils give reasons for their answers and correct the 'False' sentences.

**6 Follow up** PB43

Use the discussion question on PB43.

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<b>Language objective</b>	Write a description or a biography
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<b>Language focus</b>	Revision
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<b>Vocabulary</b>	Revision
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**Write a description or a biography**

Ask pupils to choose a place of interest in Yemen and write a brief description.

OR

Write a short biography of a famous explorer. They should model their biography on one of the texts on PB43.

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## 5.15 PB44

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<b>Learning objectives</b>	Catch-up and Revision
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<b>Language focus</b>	-
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<b>Vocabulary</b>	-
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Ask pupils to use the Language Review on PB44. They should read through the tables and do the exercises.

Choose any of the activities described in previous Catch-up steps to revise language and skills practised or to deal with material not adequately covered.

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## Unit 5 Word list

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abbreviation	*Emperor	reception
accept	endless	recommend
and so on	exhibit	recommendation
annual	fabulous	*Romans
architecture	fascinating	ruins
*Atlas mountains	festival	rule (v)
attend	gift	scenery
attraction	glad	*Scotland
Best wishes for the future	*Hadrian's Wall	silk
border	headword	since
Britain	hundreds	so far
businessman	idiomatic expression	souvenirs
castle	invitation	story-teller
chest	invite	stress
classify	*itinerary	strong spices
coin	just like	style label
comparative	kaftan	superb
compared with	leather	superlative
comparison	major ( <i>adj</i> )	symbol
Congratulations	Many happy returns.	*the Highlands
consonant	*Marrakesh	*the Lake district
conversation	mile	thousands
copper	minaret	tomb
daily	*Morocco	town hall
dancer	musician	unusual
defend	*Norfolk	vowel
derived word	on business	*Wales
(dictionary) entry	part of speech	walled
district	*Perth	wander
dozens	pot	wedding reply
drama	pronunciation	Well done!
*Edinburgh	purpose	year after year

Step	Topic	Activities	Language focus
<b>1</b> PB45 WB76/77 CS28	Health posters: printed /recorded Discussion.	Read for detail/ vocabulary. Listen for pronunciation. Write sentences.	Imperatives for giving advice
<b>2</b> PB46 WB78	A balanced diet	Read for specific information. Correct false statements. Classify foods.	Quantifiers
<b>3</b> PB46 WB79/80 CS29	Language study 2 short monologues	Language study and practice. Listen and deduce fitness from facts about life style.	Quantifiers
<b>4</b> PB47 WB80/81 CS29	Keep fit exercises	Read for detail. Do a questionnaire on fitness. Write suggestions for getting fitter. Discussion.	Imperatives for giving instructions
<b>5</b> PB48 WB82/83	Anti-smoking poster Language study	Write about a poster. Read and discuss reasons for not smoking. Write sentences. Language study and practice.	Causative <b>make</b> + object + infinitive
<b>6</b> PB49 WB83/84 CS30/31	Recorded & printed interview with a doctor; recorded interviews with patients	Listen for specific information; read to check. Listen for specific information; use it to write about someone.	<b>used to</b>
<b>7/8</b> PB50/51 WB85-87 CS32	A cartoon story: <b><i>Germes and your health</i></b> Language focus	Read for detail/ vocabulary. Write a summary of the story. Language study and practice.	Passive with modals and auxiliaries
<b>9</b> PB52 WB88 CS33	<b><i>A day in the life of a London doctor:</i></b> recorded /printed conversations	Read for specific information.	Imperatives for giving advice Reference pronouns



<b>Step</b>	<b>Topic</b>	<b>Activities</b>	<b>Language focus</b>
<b>10/11</b> PB53 WB88-91 CS34	<i>The casualty unit:</i> pictures and text, recorded /printed Conversation strands	Read for gist/to deduce meaning. Listen and take notes; use them to report events. Make conversations.	Past tense for reporting events  Various functional expressions
<b>12</b> PB54 WB91/92 CS35	A nurse's training: pictures and text, recorded /printed	Match sentences to pictures; listen to check. Work out meanings.	Past passive
<b>13</b> WB92/93	Word formation	Vocabulary practice.	Nouns and verb phrases
<b>14</b> WB93	Chart	Plan and write a composition. -	
<b>15</b> PB55 WB94	Biographer of famous names in medicine	Read for detail/specific information.	Past tense
<b>16</b> PB56	Revision and catch-up	-	-



#### 4 Read for detail PB45 - WB6.1E

**A** Tell the pupils to answer the questions in Exercise E by reading the posters.

**B** Check the answers.

**Answers:**

- 1 Flies, coughs, sneezes and dirt.
- 2 Cover food, use a handkerchief, keep the home clean.
- 3 To show that it is not very healthy food; rubbish is put into a dustbin.
- 4 They can immunize their children.
- 5 Cigarettes and unhealthy food.
- 6 It is better to go to the doctor and try not to get ill (rather than go after you are ill).

#### 5 Language focus PB45

Say to the class *The posters in the clinic give advice. Look at them. What advice does one give about food?* Elicit *Cover it! Keep it cool!* and write it on the board. Point out that both sentences have no subjects. **Cover** and **Keep** are verbs in the infinitive (base) form. Explain that this sentence pattern is called *the imperative structure* and it is used to give advice, warnings and commands.

Give them examples:

Look out!

Come here!

Explain that this sentence pattern often ends with an exclamation mark rather than a full stop, but it doesn't have to.

#### 6 Write about posters WB6.1F

Introduce the exercise and tell the pupils to think of slogans they have read in the Pupil's Book that fit these situations. Tell them to try to write about the posters without looking at the Pupil's Book.

**Note:** If time is short, tell the pupils to do this exercise as homework.

Tell them also to learn the new vocabulary in the posters.

#### 7 Discussion PB45

Elicit answers to the discussion question on PB45. After the discussion, carry out a class opinion survey.

**Cassette Section 28 is the text of the posters on PB45 in the sequence 4, 6, 1, 3, 7, 5, 8, 2**

<b>Learning objectives</b>	Develop vocabulary and understand a description of a healthy diet.
<b>Language focus</b>	Ways of giving advice: <i>should / shou / d not</i> + infinitive and imperatives Ways of expressing quantities: <i>too much / many / little of, less, fewer</i>
<b>Vocabulary</b>	balance, balanced diet, cooking oil, carbohydrates, energy, fat, mostly, nuts, protein, red meat, too little of, too much, too many, less, fewer, vitamin

### 1 Read for detail and vocabulary PB46

**A** Read the page title aloud and elicit or present *diet*. Ask the pupils who they can see in the two pictures at the top of the page. Explain that the nurse, Leila, is giving advice on diet. Tell them to read what she is saying, including the text to the right of the pictures and find out what *a balanced diet* means.

**B** Elicit answers: *Eating the right amounts of different food - not too much of one thing or too little of another.*

To check understanding, ask questions.

For example:

Is rice and only rice for breakfast, lunch and dinner a balanced diet?

Is meat and only meat at every meal a balanced diet?

**C** Elicit the three things Leila says we get from food. Then tell the pupils to study the text and pictures in the middle of the page to find out which foods contain proteins, fats and carbohydrates and why we need these.

**D** Ask questions to elicit the new vocabulary. For example:

What do children need to help them grow? (Proteins.)

What do we get from fats and carbohydrates. (Energy.)

Which foods are high in carbohydrates? (Bread, rice, potatoes, sugar, etcetera.)

What else do we get from food? (Vitamins.)

Write the key words on the board and elicit Arabic equivalents.

### 2 Read for specific information PB46 WB6.2A

**A** Introduce Exercise A. Tell the pupils that they will have to read the language table at the bottom of PB46 to answer some of the questions and that they will have to use their common sense to answer question 10.

**B** Check the answers orally.

**Answers:**

Statements 3, 4, 6 and 7 are correct.

### 3 Write sentences PB46 WB6.2B

Tell the pupils to do Exercise B. Check the answers orally.

**Answers:**

- 1 Proteins help you grow.
- 2 Proteins are found in eggs.
- 5 Vitamins are good for you.
- 8 People should eat fewer sweets.
- 9 People should eat more fruit.
- 10 People should drink less coffee.

### 4 Categorize vocabulary WB6.2C

**A** Introduce Exercise C and tell the pupils to do it in pairs. Tell them to use one of the items in the box twice. They should write in pencil so that they can correct it easily.

**B** Check the answers orally and discuss them.

**Answers:**

Proteins	Fats	Carbohydrates
milk	oil	rice
eggs	butter	potatoes
meat	nuts	bread
fish	meat	sugar

### 5 Apply information

Write a list of the things you had for dinner last night and ask *What did I get from my meal?* Elicit answers as follows:

You got protein from the meat. etc.

Then ask *Was it a balanced meal?*

**Learning objectives** Language study and practice.

**Language focus** Quantifiers

**Vocabulary** countable, uncountable, quantity, fit, unfit

### 1 Study rules WB6.3

Books closed. Revise the differences between countable and uncountable nouns in English. For example:

	countable	uncountable
I need	a pen.	a piece of chalk.
	two pens.	some chalk.

Go through the description of this language point and the examples in the Workbook. The cartoon character's name is **Jack**. Ask questions to elicit the answers under the pictures. For example:

T: What's wrong with Jack?

P: He's sick./ He can't move.

T: Why?/Why not?

P: He's eaten too much rice.

Compare **too** and **very**. For example: **He ate a very big meal.** This indicates only the size of the meal. **He ate too much.** This indicates a harmful result. Ask the pupils to make sentences with these pairs of phrases: **worked very hard / worked too hard; ran very fast / ran too fast.**

### 2 Practise the rules orally PB46

Use the language tables on PB20. Explain that this is general advice for healthy eating. Elicit sentences.

### 3 Practise the rules in writing WB6.3A

**A** Elicit three ways of completing the first sentence in Exercise A:

If you want to stay healthy, you should eat fewer sweets.

eat fewer sweets.

don't eat too many sweets.

Write the three ways of expressing advice on the board. Then tell the pupils to do the exercise. Tell them to use the first and second expressions on the board for the first six sentences and the third expression for the next six sentences.

**B** Carry out an oral class check.

### 4 Transfer WB6.3B

Tell the pupils to read the instruction in Exercise B silently. Then ask one pupil to explain the task. Circulate and check this activity. .

## 5 Listen and make deductions WB6.3C CS29

**A** Present *fit* and *unfit*. Ask the pupils what makes people fit and unfit. Elicit *diet, healthy eating, exercise*. Ask one or two pupils *Do you think you are fit? Why? / Why not?* Then ask questions about the fitness of people in different occupations. For example:

Do you think firemen are fit?  
Why?

**B** Introduce Exercise C. Tell the pupils you will play the cassette twice; they can just listen the first time and make notes the second time. Play CS29 twice. Then give them time to use their notes to write reasons for their answers.

**C** Elicit different answers and let the class comment on them.

### Cassette Section 29

Presenter: Listen to Jassim and Zeinab and then say if you think they're fit or not.

Jassim: Hello. My name's Jassim and I work in a bank. I drive to work and sit at my desk all day. I always have a big breakfast and lunch and dinner. After dinner, I watch television and then go to bed.

Zeinab: I'm Zeinab. I'm a teacher - a sports teacher. At school, we play netball and volleyball. For lunch and dinner I always have a lot of fruit and vegetables with chicken or fish. In the evening I often go for a walk along the beach with my family.

<b>Learning objectives</b>	Understand instructions for physical exercises. Complete a questionnaire about physical fitness.
<b>Language focus</b>	Imperatives in instructions. <i>Wh-</i> questions: <b><i>How many / often / long / far ... ?</i></b>
<b>Vocabulary</b>	(out of) breath, breathe, difficulty, exercise, foot / feet, frequently, infrequently, mark ( <b><i>n</i></b> ), run on the spot, score, step ( <b><i>n, v</i></b> ), total, questionnaire

### 1 Preparation for reading CS29

**A** To remind the pupils about fitness, tell them to listen to Jassim and Zeinab again. Play CS29. Then ask:

Do you think Jassim is fit?

Why not?

Elicit the answer that he can't be fit because he eats too much and doesn't take any exercise. Make sure the pupils understand that two things are needed for fitness, a balanced diet and exercise. Ask ***How does Zeinab get exercise?*** Elicit ***by playing games and by walking.***

**B** Write this heading on the board:

#### **Ways of taking exercise**

Ask the class ***Who takes exercise?*** Elicit answers and write them on the board under the heading. For example, ***walking, running, cycling, playing football, volleyball.***

Then write this heading on the board:

#### **Exercises you can do**

Then say to the class:

You don't have to play games or go outside to get exercise;  
you can do exercises at home to keep fit.

Demonstrate an exercise, for example, running on the spot. Then focus on the two expressions ***take exercise*** and ***do exercises***. Put them in context like this:

If you don't take any exercise, you should do exercises.

Tell the pupils they are going to read about some exercises.

### 2 Read for information PB47 WB6.4A

**A** Tell the pupils to read the three exercises on PB47 and do Exercise A.

**B** Check the answers orally.

**Answers:**

- 1 To stay/keep fit.
- 2 To find out if you are fit.
- 3 breathe with difficulty
- 4 run and stay in the same place
- 5 infrequently



### 3 Complete questionnaire WB6.4B

**A** Introduce the questionnaire and tell the pupils to read the instruction silently. Then ask a few questions to check understanding of the task. If you think it is necessary, go through the six questions like this:

T: How many big meals do you eat every day, (Mariam)?

M: Two.

Ask questions to check that this is an accurate answer. For example:

T: Which meals are these - lunch and dinner?

M: Yes.

T: What do you eat for breakfast? etc

Ask a different pupil the next question, and so on. Then tell the pupils to answer the questionnaire honestly, then exchange books with a partner who adds up the score.

**B** Ask some pupils *How fit are you?* Elicit answers like this:  
I'm very fit. I got 26 marks.

Ask the pupil if he / she agrees with the result of the questionnaire.

**C** Carry out a survey of the fitness of the class according to the results of the questionnaire. Ask the pupils who are in the two lowest categories what they think they should do to get fitter.

### 4 Write suggestions WB6.4C

Introduce the exercise and tell the pupils that they can write about their partners, if they are not very fit, or about someone else they know. Prepare the task by reminding them of Jassim. Read out what he said about himself. (See Step 6.3, CS29.) Ask them to give him some advice. For example:

You should / could walk to work.

If it is too far to walk to work, you should do some exercises in the morning.

You should eat less in the evening.

You should take some exercise after dinner.

You can play a game, go walking or jogging, or do some exercises.

### 5 Discussion PB47

Use the discussion questions on PB47.

**Learning objectives** Interpret an anti-smoking poster.  
Language study and practice.

**Language focus** Causative *make*

**Vocabulary** \*affect

### 1 Talk about pictures PB48

**A** Books closed. Introduce the topic, smoking, and ask the pupils what they think and know about the habit. Ask *Is smoking a good habit?* and elicit all the effects of smoking that the pupils can think of.

**B** Elicit the title on PB48 and tell the pupils to read the introductory text under it. Explain that this poster is in Dr King's surgery and it is intended as a warning to young people against starting to smoke. Read out the sentence in the middle and ask *Why should you say 'No' to the first cigarette? What will happen if you smoke?* Tell them to look at the four pictures to answer this question.

Elicit answers like these:

If you smoke,	you will cough.
	your teeth will go / become yellow.
	your breath will smell.
	the room will smell.

### 2 Write some effects of smoking WB6.5A

Introduce Exercise A and tell the pupils to write the four warnings contained in the poster. Tell them to begin each sentence with *If you smoke*. Circulate and check.

### 3 Discuss and read more effects of smoking PB48 WB6.5B/C

**A** Introduce Exercise B and either tell the pupils to work in pairs and list some other effects of smoking or elicit them from the class and write them on the board.

**B** Introduce Exercise C. Explain that four of the texts match the four pictures on the poster on PB48. Tell the pupils to read all the texts and find the four that match the poster.

**C** Elicit the answers. (They match the four statements in Stage 1B.) Then ask the pupils if any of the other texts in Exercise C match those which they listed in their copybooks or which are on the board.

### 4 Language focus WB6.5D

**A** Go through the explanation of the pattern at the top of WB83. Then elicit different ways of completing the sentences in Exercise D using *make*. Tell the pupils to write sentence completions.

**B** To check the exercise, elicit answers orally. Various answers are possible. For example:

- 1 Eating too much makes you fat / unfit / unhealthy.
- 2 Smoking makes you cough / unfit / unhealthy.
- 3 Exercise makes you fit/healthy / slim.
- 4 Too many sweets make you fat / unhealthy.  
your teeth go bad.

## 6.6

PB49 WB83 / 84 CS30/31

**Learning objectives** Extract information from recorded conversations.  
Use notes to write about someone.

**Language focus** *used to*

**Vocabulary** addicted, teenager, beat (v), impossible, smoker

### 1 Listen for information WB6.6A CS30

Tell the pupils to read the whole of Exercise A silently. Ask a few questions to check that they understand the task. Ask them to predict which statements are true and false. Then play CS30.

### 2 Read to check PB49 WB6.6B

**A** Tell the pupils to read the interview on PB49 to check their answers.

**B** Check the answers orally and get the pupils to correct the first two statements.  
For example:

All kinds of people smoke. / People of all ages smoke. / Young and old people smoke.  
It is very difficult to stop (smoking).

### 3 Read for detail PB49 WB 6.6C CS30

**A** Tell the pupils to do Exercise C as quickly as possible. Then elicit the two words: *teenagers*, *addicted*. Ask the pupils to use these words in sentences.  
For example:

I'm a teenager. I'm (sixteen).  
My brother isn't a teenager. He's only (twelve).  
I'm addicted to icecream / sweets / television.

**B** Tell the pupils to follow the interview on PB49 as they hear it. Play CS30. Then ask if there is anything they don't understand or want to discuss. Discuss the four posters at the top of the page and present the expression *passive smoking* when talking about the third one.

### 4 Listen for information WB6.6D CS31

**A** Introduce Exercise D and tell the pupils to read the first form. Tell them they will hear three interviews and they must listen and fill in all three forms. Play CS31.

**B** Check the answers.

**Answers:**

	1	2	3
Age:	37	26	18
Job:	Driver	Nurse	Student
Used to smoke:	60	25	40
Now smokes:	10	none	none
Stopped smoking?	No	Yes	Yes

**5 Write**      WB6.6E

**A** Introduce Exercise E and tell the pupils that they can combine the information in only two sentences if they wish. Circulate and check.

**B** To check the answers, elicit sentences orally.

**Cassette Section 30 is the text of the interview on PB49.**

**Cassette Section 31**

**Presenter:** Yesterday Tony Newton spoke to some people at Dr King's clinic.  
Listen and make notes

**Band 1**

**Tony:** First I spoke to Mr John Ross. Mr Ross is thirty-seven years old.  
He's a driver from North London. Mr Ross, you went to Dr King's clinic?

**Mr Rosg:** Yes, that's right, I did. It was very helpful. Those films were - oh, and the talks as well - they were very good.

**Tony:** And did you stop smoking?

**Mr Ross:** Yes - for a while. And I felt much better. No coughs. I felt very fit. But, I'm afraid, I started again. Last week.

**Tony:** You're smoking again. You haven't stopped. So the clinic didn't help you.

**Mr Ross:** Well, it did a lot. I used to smoke on average sixty cigarettes a day. Now I only smoke ten. So I smoke less. But I'd still like to give it up completely.

**Band 2**

**Tony:** Next I spoke to Mrs Meg Ward. Mrs Ward, do you mind if I ask how old you are?

**Mrs Ward:** No, not at all. I'm twenty-six.

**Tony:** And what do you do?

**Mrs Ward:** I'm a nurse.

**Tony:** And has the clinic helped you?

**Mrs Ward:** Oh, yes. It was fantastic. I gave up smoking three months ago. I haven't smoked a cigarette since then

**Tony:** Were you a heavy smoker?

**Mrs Ward:** Quite heavy. I used to smoke about twenty-five a day.

**Tony:** Will you start again?

**Mrs Ward:** Definitely not. It was hard to stop, but I have. I won't start again.

**Band 3**

**Tony:** And finally I spoke to Ed Farmer, an eighteen-year-old student. Ed, you used to be a heavy smoker, didn't you?

**Ed Farmer:** Oh, yeah. Forty a day. I used to smoke all the time at home and in school.

**Ton y:** Were you allowed to smoke in school?

**Ed Farmer:** No, they wouldn't allow that. I just never got caught.

**Tony:** Forty a day! That's a lot for an eighteen-year-old.

**Ed Farmer:** Well, I started when I was eleven. The big boys used to smoke a lot. Smoking made me feel big too. Made me feel older and more clever.

**Tony:** And how did the clinic help you?

**Ed Farmer:** Talking to other people there helped. Everybody was trying to stop smoking. So I decided to try too. And it worked. I've stopped now and I don't ever want to start again. Smoking isn't clever. It's stupid.

<b>Learning objectives</b>	Understand a cartoon story and develop vocabulary. Use notes to write a summary.
<b>Language focus</b>	The passive with modals
<b>Vocabulary</b>	boil, cholera, cold (n), disinfect, disinfectant, flu, germ, microscope, run for your life, smallpox, protect, protection

### 1 Read for gist and deduce meanings PB50 / 51 WB6.7A CS32

**A** Read the title of the story and present **germs**. Ask if it is possible to see germs around us and elicit the answer that it is not possible because they are very small. Explain that in this story the artist has drawn germs as cartoon characters. Elicit the names of the germs in picture 2.

**B** Tell the pupils to follow the story as they hear it. Play CS32 so that the pupils can hear the pronunciation of the new words.

**C** Introduce Exercise A and tell the pupils to read the story silently and try to work out the meanings of the words.

**Note:** 'Organism' is included for use in Exercise B.

**D** Elicit the meanings of the words in Exercise A, then check the meanings of other key words.

### 2 Read for information, make notes PB50 / 51 WB6.7B

**A** Introduce Exercise B and tell the pupils to read the story and write notes. Circulate and check progress.

**B** Elicit answers. When each answer is confirmed, write it on the board.

For example:

very small organisms  
cause diseases / make you ill  
in dirty places, bad food and water  
by flies  
cover food  
boil water  
use disinfectant in kitchen and bathroom  
immunization

### 3 Write a summary WB6.7C

Introduce Exercise C. Tell the pupils to write a first draft in their copybooks. When they have done this, they can check it for spelling, grammatical and punctuation errors and try to improve it by linking sentences. Circulate and check this stage of the task so that you can discuss ways of improving the summaries with the whole class.

A suggested summary is as follows:

Germ s are very small organisms which can only be seen with a microscope. They cause diseases such as smallpox, cholera and flu. They are found in dirty places and in bad food and water and they are carried by flies. To protect ourselves against germs, we must cover food, boil water, keep kitchens and bathrooms clean with disinfectant and get immunized.

**4 Listen for consolidation** PB50 / 51 CS32

**A** Tell the pupils to follow the text again as they hear it. Play CS32.

**B** Ask the pupils if there is anything they don't understand in the text or anything they want to discuss.

**Cassette Section 32 is the text of the story on PB50/51.**

**Learning objectives** Language study and practice.

**Language focus** The passive

**Vocabulary** examine

### 1 Language study WB6.8

Go through the explanation of the passive. Use the tables to practise making passive forms in different tenses. Explain that 'we' in these sentences refers to the government in a country. For example:

T: Every year we build a lot of hospitals.

P: Every year a lot of hospitals are built.

### 2 Transform active sentences WB6.8A

**A** Elicit the first sentence. Then tell the pupils to do the exercise themselves.

**B** Elicit the answers orally.

**Answers:**

- 1 A lot of doctors are trained every year.
- 2 A lot of doctors were trained last year.
- 3 No doctors are being trained this year.
- 4 No doctors have been trained yet.
- 5 More doctors must be trained next year.

### 3 Complete sentences WB6.8B

**A** Introduce the exercise and present examine. Use it in a sentence.

For example:

When you are sick and go to see your doctor, he examines you to find out what is wrong.

Tell the pupils to read and complete the sentences, which all need passive verb forms.

**B** Elicit the completed sentences orally.

**Answers:**

- |   |                        |
|---|------------------------|
| 1 be examined                             | 6 be sent              |
| 2 was opened                              | 7 be washed / is eaten |
| 3 be given                                | 8 be taken             |
| 4 be found                                | 9 be finished          |
| 5 has been stolen / must have been stolen |                        |

### 4 List passive verbs WB6.8C

**A** Tell the pupils to do Exercise C.

**B** Elicit the answers and write them on the board.

**Answers:**

- |                      |                    |
|----------------------|--------------------|
| is not protected     | must be kept clean |
| can (germs) be found | must be washed     |
| can be seen          | must be immunized  |
| can be done          | can be cured       |
| are carried          | can be immunized   |
| must be covered      | are immunized      |
| must be boiled       | is immunized       |

<b>Learning objectives</b>	Understand conversations between a London doctor and her patients.
<b>Language focus</b>	Imperatives to express advice Reference pronouns
<b>Vocabulary</b>	call ( <i>n</i> ), ache ( <i>n, v</i> ), general practice / practitioner (GP), pain, patient ( <i>n</i> ), plenty to drink, spoonful, tablets, temperature, surgery, stomach-ache, prescription

### 1 Preparation for reading PB52

Elicit the title on PB52 and tell the pupils to read the text under it. Ask what **GP** stands for and briefly discuss **General practice** and **General practitioner**. Ask these questions to make the pupils look at the headings before they begin reading the conversations:

When does Doctor Patel start work? (At 9.30am.)

Where? (In her surgery.)

Elicit or present **surgery** and **patient**.

What does the doctor do in the evening? (Visits patients in their homes.)

How does she get to them? (By car.)

Look at the last heading. Where do you think the doctor is? (At home.)

How many conversations are on the page? (Three.)

Explain that the doctor gives advice to many more patients every day, but only three are printed as examples of a typical day.

### 2 Read for gist PB52

Tell the pupils to read the three conversations quickly.

### 3 Read for information PB52 WB6.9A.C

**A** Tell the pupils to read all the questions in Exercises A, B and C before they begin writing any answers.

**B** Check the answers orally. Exercise A:

- 1 In her surgery.  
In their homes.
- 2 At her home.
- 3 13 hours.

**Exercise B:**

- |           |           |               |
|-----------|-----------|---------------|
| 1 patient | 2 surgery | 3 pain, ache  |
| 4 stomach | 5 tablets | 6 temperature |

**Exercise C:**

- 1 He's got a stomach-ache.
- 2 She tells him not to eat anything just before he goes to bed and to take a tablet if he gets stomach-ache again.
- 3 A written note of the medicine which a doctor wants a patient to take.
- 4 She didn't take her medicine.
- 5 She's got flu.
- 6 Dr Patel tells her to keep warm and have plenty to drink, but not milk.



#### **4 Text study PB52**

Elicit answers to the questions on PB52.

##### **Answers:**

- 1 your / Tom's stomach
- 2 these tablets
- 3 have chocolates and lemonade at bedtime
- 4 medicine
- 5 of medicine
- 6 (My / Dr Patel's) work

#### **5 Listen for consolidation and pronunciation PB52 CS33**

**A** Tell the pupils to follow the conversations on PB52 as they hear them. Play CS33. Ask the pupils if there is anything they don't understand or anything they want to discuss.

**B** Ask two pupils to read the first conversation aloud. Use CS33 again to correct or improve pronunciation. Choose two more pairs of pupils to read the other two conversations. You can get the pupils to read all three conversations aloud in simultaneous pairs, if you wish.

**Cassette Section 33 is the text of the conversations on PB52.**

<b>Learning objectives</b>	Understand conversations in the casualty unit of a hospital. Develop vocabulary.
<b>Language focus</b>	-
<b>Vocabulary</b>	bandage ( <i>n, v</i> ), casualty unit, clerk, cut ( <i>n</i> ), had better, immediate, medical attention, injury/ies, radiographer, rest ( <i>n, v</i> ), safety pin, sling, swollen, stitch ( <i>n, v</i> ), treatment, X-ray, bone

## 1 Preparation for reading PB53

**A** Books closed. Ask questions to revise the work of a General practitioner briefly. For example:

Where can someone see their doctor in England if they're sick?  
(At the doctor's surgery and in their homes, if they're too sick to go to the surgery.)

What's this kind of doctor called? (A General practitioner/ GP.)

So when do you think people in England go to a hospital?

Accept answers in Arabic if necessary. Elicit the following information:

When they are very ill and need to be cared for by doctors and nurses; when they need to have an operation; when they've had an accident and need to have urgent treatment.

**B** Ask *If we have an accident in Yemen, which part of a hospital do we go to?* Elicit the answer and tell the pupils to look at PB53 to find out where people in England go in an emergency. Present *Casualty unit*.

## 2 Read for gist PB53 WB6.10A

**A** Tell the pupils to read the text under the page title. Check the meaning of *emergencies* and elicit the singular *emergency*. Elicit or present *immediate* and the adverb *immediately*. Tell the pupils to read and do Exercise A. Tell them that they should be able to do it in two or three minutes.

**Note:** Let the pupils try to do the exercise without further preparation. They don't need to know the meanings of new words to do this task.

**B** After only a few minutes, find out how many of the pupils have finished and ask one to read out the completed sentence. Give help with pronunciation as necessary. Ask others who have finished if they agree with the answer. Then, if some of the pupils have not been able to do the task, go through it showing them how to skim and scan the text. Ask questions and tell them where to look for the answers.

For example:

Who is in the Casualty unit? (Saif.)

Does he see a doctor first? (No, he sees a clerk.)

Who does he see next? (A doctor.)

And next? (A radiographer.)

And next? (A doctor.)

**3 Read to workout meanings** PB53 WB6.10B

**A** Tell the pupils to finish or correct Exercise A if necessary, then do Exercise B.

**B** Check the answers orally.

**Answers:**

- |                     |             |
|---------------------|-------------|
| 1 casualty unit     | 5 swollen   |
| 2 immediate         | 6 bone      |
| 3 medical attention | 7 treatment |
| 4 clerk             | 8 rest      |

**C** Ask a few questions to check understanding of the story. For example:  
What's wrong with Saif?  
How did he do it?  
Does Dr Saleh think it is broken?  
What does he say? (Elicit his actual words and present had better.)  
What does the X-ray show?  
What does Saif have to do?

**4 Use pictures to work out meanings** PB53 WB6.10C

Tell the pupils to look at the last box on PB27. Say that you will read out the words and you want them to give you the meaning in Arabic. Go through each of the items. Then introduce Exercise C and present *injury / injuries*. Elicit answers orally and tell the pupils to write them. They are:

a bandage                      stitches                      a sling

**5 Listen for consolidation / pronunciation** PB53 CS34, Band 1

Tell the pupils to follow the story on PB27 as they hear it. Play Band 1.

**6 Discussion** WB6-10D

Ask a pupil to read out the task in Exercise D. Tell the class you want them to work in pairs for a few minutes, then report to the class.

After a few minutes, invite pupils to report.

**Note:** In spoken English, 'Casualty' is normally used alone. For example:

I fell and had to go to Casualty.

That's a bad cut. You should go to Casualty.

**Cassette Section 34, Band 1 is the text of the conversations on PB53.**

<b>Learning objectives</b>	Extract information from recorded conversations between a doctor and his patients and take notes; use notes to report events. Make conversations.
<b>Language focus</b>	Past tense for reporting events.
<b>Vocabulary</b>	cause ( <i>v</i> ), aspirin, infection, sore ( <i>adj</i> ), thermometer, throat

### 1 Recall information WB6.11A

**A** Books closed. Revise vocabulary presented in Step 6.10. Then ask questions to recall what happened to Saif Juma.

For example:

Why did Saif go to Casualty?

What treatment did he get?

**B** Tell the pupils to look at Exercise A and read the card about Saif silently.

**C** Tell the pupils that the information on the card is written in full sentences, not notes. Ask them to change the sentences into notes. Write them on the board. For example:

Reason for visit: hurt arm

How caused:

fell off bicycle

Treatment:

X-ray/arm put in sling

rest arm

### 2 Listen for information, make notes WB6.11A CS34, Bands 2/3

**A** Tell the pupils to look at the next two cards. Elicit the names of the patients. Then tell them to listen to the first conversation between the doctor and Khalid and take notes. Tell them you will play the cassette twice. Play Band 2 twice. Then follow the same procedure with Band 3.

**B** Elicit answers and write them on the board so that you can check spelling and the pupils can make any necessary corrections. For example:

	<b>Khalid Mansour</b>	<b>Hania Ibrahim</b>
Age:	16	14
Reason for visit:	hurt foot	cut hand
How caused:	jumped off wall	sharp knife
Treatment:	bandage	clean with disinfectant
	rest it, 2-3 days	stitch cut

### 3 Report events WB6.11A

**A** Ask the pupils to use the first card to report what happened to Saif Juma. Write the sentences on the board so that you can focus on different ways of expressing the information. For example:

Saif Juma, seventeen, hurt his arm when he fell off his bicycle. or

Seventeen-year-old Saif Juma fell off his bicycle and hurt his arm.

He had an X-ray and his arm was put in a sling. He had to / was told to rest it.

or After an X-ray showed that the bone was not broken, his arm was put in a sling and he was told to rest it.

**B** Elicit reports about the other two patients in the same way. Note that you could ask the pupils to write these three reports as Homework.

**Suggested reports:**

Sixteen-year-old Khalid Mansour hurt his foot when he jumped off a wall. His foot was bandaged and he was told to rest it for two to three days.

Fourteen-year-old Hania Ibrahim cut her hand when she was cutting meat. The doctor cleaned the cut with disinfectant and then stitched it.

**4 Make conversations WB6.11B**

**A** Introduce Exercise B. Choose pairs of pupils to demonstrate conversations first so that you can present the new vocabulary.

**Sample conversations:**

- B: Good morning, (Pupil's name).  
A: Good morning, Doctor.  
B: Now, what can I do for you?  
A: I've got a very sore throat and I feel awful.  
B: How long have you felt like this?  
A: Three days.  
B: Open your mouth, please, and say 'Ah'.  
A: Aa .... h.  
B: Mm, yes. You've got an infection. Take these tablets for five days.  
A: How many do I take, Doctor?  
B: One tablet three times a day.  
A: When should I come again, Doctor?  
B: Come back and see me if you're not better when you finish the tablets.  
A: Thank you, Doctor. Goodbye.  
B: Goodbye, (Pupil's name).
- 
- B: Good morning, (Pupil's name).  
A: Good morning, Doctor.  
B: You don't look very well. What's the problem?  
A: I've got a temperature and I ache all over.  
B: When did it start?  
A: Three days ago. /Yesterday. /Last night.  
B: Let me check your temperature.  
A: (You can't talk. You've got a thermometer in your mouth!)  
B: Forty degrees. You've got flu. Stay in bed for three days and have plenty to drink.  
A: Can't I have some medicine, Doctor?  
B: No, you don't need any, but you could take some aspirin.  
A: Should I come and see you again, Doctor?  
B: No, I don't think you'll need to come again.  
A: Thank you, Doctor. Goodbye.  
B: Goodbye, (Pupil's name).

**B** Tell the pupils to work in pairs and make conversations. They should make at least two so that each can take the part of both the doctor and the patient. If there is time, get a few pairs to perform conversations in front of the class.

**Note:** This exercise can be used again and developed. Encourage the pupils to make similar conversations without using their books.

**Cassette Section 34, Band 1 is the text of the conversations on PB53.**

**Band 2**

Doctor: Name, please.  
Khalid: Khalid Mansour.  
Doctor: How old are you, Khalid?  
Khalid: Sixteen.  
Doctor: All right, Khalid. Now, what's the matter with you?  
Khalid: It's my foot, Doctor. It really hurts.  
Doctor: Mm. How did this happen?  
Khalid: I jumped off a wall.  
Doctor: Yes, it's badly swollen. But you're lucky. No bones broken. Go and see the nurse. She'll bandage it for you. And rest it for two or three days.

**Band 3**

Doctor: And your name?  
Hania: Hania Ibrahim.  
Doctor: How old are you, Hania?  
Hania: Fourteen.  
Doctor: Now, what happened to your hand? That's a deep cut you've got.  
Hania: Yes. I was cutting some meat. The knife was sharp. I cut my hand.  
Doctor: Right. I'll have to clean the cut with some disinfectant and then stitch it. Now, don't worry, Hania. It won't hurt.

<b>Learning objectives</b>	Use pictures to work out meaning of words and phrases describing a nurse's training.
<b>Language focus</b>	Past passive
<b>Vocabulary</b>	blood, burns ( <i>n</i> ), hygiene, immunization, injection, take a temperature, training, treat ( <i>v</i> ), syringe

### 1 Preparation PB54

**A** Read the title on PB54 and elicit or present **training**. Ask who the nurse is and elicit **Leila**. Tell the pupils to read the first three lines of text silently.

**B** Ask questions to check understanding. For example:  
 Where does Leila work?  
 Where was she trained?  
 How many students were there in her class?  
 What does she say about her training?

**C** Read out the next line of text: We **were shown how to ...** and explain that the next three lines of text list the things Leila learned to do. Ask the pupils how many things are listed and elicit seven. Read out the next line of text:  
*We were also taught about ...* and ask how many things Leila lists. Elicit **two**.

### 2 Match pictures and text PB54 WB6.12A

Introduce Exercise A and tell the pupils to read the instruction silently. Elicit the task: **to look at the nine pictures, find the matching text and write it**. Note that they do not need to know the meanings of individual words at this stage. Tell them to write sentences beginning with **She learned how to** if the picture shows something from the first list, or **She learned about** if the picture shows something from the second list.

### 3 Listen to check PB54 WB6.12B CS35

**A** Tell the pupils to listen to Leila and check their answers. Play CS35.

**B** To check the answers as a class, elicit answers orally. (See the tapescript for the correct sequence.)

### 4 Work out meanings PB54 WB6.12C

**A** Tell the pupils to do Exercise C. Tell them to write Arabic equivalents of the words.

**B** Check the answers orally.

**5 Write sentences** WB6-12D

**A** Introduce Exercise D. Elicit the known words and present *syringe*.

Elicit answers. For example:

You use a thermometer to take someone's temperature.

You use a syringe to give injections.

You use a microscope to see very small things such as germs.

You use disinfectant to kill germs.

**6 Discussion** PB54

Use the discussion question on PB54.

**Cassette Section 35**

**Nurse:** As you know, I work at the Balquis Clinic. I come from another country, but I was trained here at the new medical college. There were twenty of us in the class. It was a long and difficult training.

We were shown how to stop bleeding and how to take people's temperature. We were taught about hygiene and how to give people blood. We were also taught about baby care, especially diet and immunization. We were shown how to give injections, how to use a microscope, how to take care of patients and how to treat burns and cuts. A lot, don't you think?



<b>Learning objectives</b>	Revise vocabulary and construct sentences.
<b>Language focus</b>	Nouns derived from verbs; Verb phrases
<b>Vocabulary</b>	infect, inject, painful, prescribe, prevent

### 1 Write nouns WB6.13A

**A** The pupils should be able to do Exercise A without preparation.

When they finish, elicit the nouns orally and get the pupils to spell the words.

**Answers:**

treatment	stitch, stitches
injection	cure
immunization	bandage
prescription	ache
infection	rest
disinfectant	
protection	
prevention	

**B** Ask the pupils if they can think of any other nouns derived from verbs they know that end in *ment*. For example:

enjoyment, statement, payment, argument

### 2 Complete sentences WB6.13B

Tell the pupils to do Exercise B. When they finish, elicit each completed sentence orally.

**Answers:**

- 1 germs, bandage
- 2 stitched
- 3 injection
- 4 swollen, painful, sling

### 3 Make phrases WB6.13C

**A** Introduce Exercise C and go through the example. Explain that the nouns *patients* and *people* have not been crossed out because the nouns can be used with different verbs. Ask them to make phrases with *cure*. Elicit the following:

cure patients / people / illnesses / diseases / aches

Then tell the pupils to write phrases with all the other verbs in Box 1.

**B** Elicit answers and write them on the board.

**Answers:**

prevent illnesses / diseases / infections  
 disinfect cuts / kitchens  
 have illnesses / diseases / a rest / infections / injections / pains / aches  
 take a rest / your temperature / medicine  
 prescribe medicine / a rest  
 bandage cuts  
 stitch cuts  
 stop bleeding  
 give injections

#### 4 Make sentences WB6.14D

You can elicit sentences orally, or tell the pupils to write one sentence with each phrase. In the examples below, the verb phrases are in italics:

You can *prevent illness* by keeping food covered.

Immunization *prevents diseases*.

Using a handkerchief *prevents infections*.

People *disinfect cuts* to clean them.

People *disinfect kitchens* to kill germs.

People who are unfit often *have illnesses / diseases / infections*.

I'm tired and I need to *have a rest*.

I'm going on holiday and I need to *have injections*.

I *have aches and pains*. I think I must have flu.

The doctor told his patient to *take a rest / her medicine*.

If you feel sick, why don't you *take your tempera ture / medicine*? When I saw the doctor, he *prescribed medicine and a rest*.

You should *bandage cuts* to keep them clean.

You need to *stitch cuts* if they are large.

Nurses learn how to *stop bleeding and give injections*.

Learning objectives	Write a composition.
Language focus	-
Vocabulary	habits, personal

**1 Write an outline** WB6.14

**A** Tell the pupils to read the first paragraph of the instruction silently. Ask ***What does 'Prevention is better than cure' mean?*** Elicit the answer, then tell the pupils to look at the outline in the box. Ask how many paragraphs they will write if they use this plan. Elicit and discuss answers. (It could be two or five.) Go through the second paragraph of the instruction.

**B** Discuss ideas for the introductory paragraph. For example:

No-one likes being ill.

Illness can cost people and countries a lot of money: A student who is ill for a long time may have to repeat a year at school or college. An adult may lose his or her job. It is very expensive for a country to provide good medical services. People don't always get completely better after an illness. Even if an illness is cured, it may shorten one's life.

Make some notes on the board of all the ideas suggested.

**C** Ask ***What can people do to prevent illness?*** Go through the four main points listed in the outline, eliciting examples of each. Then tell the pupils to make notes of the things they want to write about. Remind them to look through Unit 3 for ideas, but tell them that they can use their own ideas also.

**2 Write a draft**

Circulate and check progress at this stage. Look for common errors and points about writing continuous text which you can teach and explain to the whole class. Do this when most of the pupils have finished their draft. Tell the class to stop writing so that you can tell them about ways of improving their writing.

**3 Write a final copy**

If necessary, you can get the pupils to do this at home. Collect the copybooks for assessment.

<b>Learning objectives</b>	Understand biographies.
<b>Language focus</b>	Revision

<b>Vocabulary</b>	outstanding, scholar, astronomy, mathematics, work (= <b>book</b> ),
NB: None of this Vocabulary is testable	record (= <b>write down</b> ), translate, anatomy, anatomist, human, control, dissect, discover, circulate, circulation, heart, operation, develop, effective, vaccine, milk ( <b>v</b> ), cow, sore ( <b>n</b> ), chemist, sour, weaken, attack ( <b>n</b> ), full-strength, surgeon, antiseptics, surgery, wound, boundary/ies, Latin, physician, vein, lung, organ (of the body), artery / ies, cowpox, matter, pioneer ( <b>n,v</b> ), microbes, bacteria, carbolic acid

**Note on vocabulary** See Unit 5 Step 13.

### 1 Topic introduction

Books closed. Write the topic on the board. Then ask the pupils if they know any great names in the history of medicine or any of the major developments in medicine. Try to elicit some of the key vocabulary.

### 2 Vocabulary dictation

Follow the standard procedure.

### 3 Read for gist PB55

**A** Elicit the names and the dates when the six people lived. Explain that 'c.' beside a date stands for 'circa', which is Latin for 'about'. Ask the pupils what kind of book they would find texts like these in. Elicit or tell them the answer: **a reference book**. Note that the way the names are printed, with the surname first is a feature of such books. It makes the name easier to find.

**B** Ask the pupils to read the first text quickly to find one piece of information about Al Rhaze. Set a short time limit. When you elicit the information, try not to correct it; remember that this is just the preliminary reading and the pupils have several opportunities to read the texts closely. Follow the same procedure with the other texts.

### 4 Read and work out meaning PB55

Follow the standard procedure.

**5 Read and do exercises** PB55 WB6.1A/B

**Answer key**

**A** 1, 2, 4, 6 and 8 are true.

1 False. He wrote it in Arabic.

3 False. Harvey lived later than Vesalius.

5 False. ... against smallpox.

7 False. Lister used antiseptics ...

**B**

1 Astronomy, mathematics and medicine.

2 They translated them into Latin.

3 They controlled different parts of the human body.

4 It pumps blood around the body.

5 Develop a vaccine against smallpox.

6 Microbes or bacteria in the air.

7 He showed how vaccines work.

8 Surgery.

**6 Follow up** WB6.15C

Books closed. Organize a class quiz: try to divide the pupils into equal teams. You need either two or four teams - A, B, C and D. Pupil 1 from Team A and Pupil 1 from Team B ask each other questions; then pupil 2 in each team asks questions, and so on. A point is scored for each correct answer.

**Answer key**

**C**

1 No, an anatomist.

2 1749 to 1823. / Late 18th, early 19th century.

3 British.

4 A chemist.

5 Antiseptics.

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## 6.16

PB56

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<b>Learning objectives</b>	Revision and catch-up
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<b>Language focus</b>	-
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<b>Vocabulary</b>	-
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Ask pupils to use the Language Review on PB56. They should read through the tables and do the exercises.

Choose any of the activities described in previous Catch-up steps to revise language and skills practised or to deal with material not adequately covered.

## Unit 6 Word list

a day (= <i>every day</i> )	frequently	rest ( <i>n,v</i> )
ache ( <i>n, v</i> )	general practice /	run for your life
addicted	practitioner (GP)	run on the spot
advice	germ	safety pin
*affect	habits	score ( <i>n,v</i> )
aspirin	had better	sling
balance	handkerchief	smallpox
balanced diet	health	smoker
bandage( <i>n,v</i> )	healthy	sneeze ( <i>n,v</i> )
beat( <i>v</i> )	hygiene	sore ( <i>adj</i> )
blood	illness/es	spoonful
boil	immediate	spread
bone	immunization	step ( <i>n,v</i> )
breath (out of~)	immunize	stitch ( <i>n,v</i> )
breathe	impossible	stomach-ache
burns ( <i>n</i> )	infect	surgery
call( <i>n</i> )	infection	swollen
carbohydrates	infrequently	syringe
casualty unit	inject	tablets
cause( <i>v</i> )	injection	teenager
cholera	injury/ies	temperature (take a~)
clerk	keep away	the home
clinic	less	thermometer
cold ( <i>n</i> )	mark ( <i>n</i> )	throat
cooking oil	medical attention	too little (of)
cough ( <i>n, v</i> )	microscope	too much (of)
countable	mostly	too many
cure ( <i>n,v</i> )	nuts	total
cut( <i>n,v</i> )	pain	training
difficulty	painful	treat ( <i>v</i> )
dirt	patient ( <i>n</i> )	treatment
disease	personal	uncountable
disinfect	plenty to drink	unfit
disinfectant	prescribe	vaccinate
dustbin	prescription	vitamin
energy	prevent	X-ray ( <i>n, v</i> )
examine	prevention	
exercise	protect	
fat ( <i>n</i> )	protection	
fewer	protein	
fit ( <i>adj</i> )	quantity	
flu	questionnaire	
fly/ flies ( <i>n</i> )	radiographer	
foot/feet	red meat	

# Unit 7

# Summary

Serving the people

Step	Topic	Activities	Language focus
1 PB57 WB95/96	<b>Four services:</b> 4 texts	Read for detail/ vocabulary. Write sentences. Classify jobs. Discussion.	<b>My job is to ...</b>  <b>most/least + adj</b>
2/3 PB58 WB96-98	<b>Welcome:</b> text about an immigration officer's job Language study	Read for specific information. Correct false statements. Deduce meaning and translate a landing card. Language study and practice. Role play.	<b>must</b> to express necessity  Direct / indirect wh- questions <b>Wh-</b> questions
4/5 PB59 WB99 CS36	<b>Being polite:</b> recorded /printed conversations with immigration officer	Listen/read to identify polite and impolite expressions. Make conversations.	Polite expressions: <b>please, Sir, Madam, I'm sorry, but ..., I'm afraid</b> Questions with <b>Could, Would, Can</b>
6 PB60 WB100 CS37	<b>A responsible job:</b> recorded /printed interview with a policewoman	Listen for information; read to check. Read for detail, to deduce meaning.	-
7 PB57-60 WB101/102	Language study	Language study and practice.	Second conditional
8/9 PB61/62 WB102- 105 CS38	Labelled pictures Language study Recorded conversation	Use pictures to work out meanings. Language study and practice. Describe people. Listen for specific information; use it to describe someone.	Adjective order
10 PB63 WB105	Text and pictures about a fireman's job	Extract main points and details from a text; give further examples from own knowledge. Discussion.	-



<b>Step</b>	<b>Topic</b>	<b>Activities</b>	<b>Language focus</b>
<b>11/12</b> PB64 WB106- 108	2 newspaper reports of a fire; headlines Language study	Use headlines to predict content; skim to check predictions; deduce meaning; read to compare details in the two reports.	Past tenses .
<b>13/14</b> PB65/66 WB108- 110 CS39/40	Recorded/ printed texts about a rescue at sea	Listen for information; use it to report the event - (summary writing) Predict a reporter's questions. Listen to check predictions; read to check. Read to compare details in two texts.	Past tense for reporting events
<b>15</b> PB67 WB111	British laws and description of punishments	Read for detail.	-
<b>16</b> PB68	Revision and catch-up	-	-

<b>Learning objectives</b>	Understand texts about four public service jobs and develop vocabulary. Classify the jobs in terms of usefulness, danger, etc.
<b>Language focus</b>	Pattern: <i>A (fireman's job) is to</i> + infinitive complement
<b>Vocabulary</b>	obey, stupid, motorist, pedestrian, road user, themselves, public service, serve, immigration officer, emigration, treat with respect, air-wing, classify / classification

### 1 Read for gist PB57

**A** Write *public service* on the board and tell the pupils that this is the topic of Unit 7. Elicit the title of PB57 and ask the pupils if they can work out the meaning of the topic from the title and the four pictures. Give them the expression *public sector*, (those things which are run and controlled by the State), and contrast it with private sector, (those which are run by individuals or companies as commercial enterprises).

**B** Elicit the questions under the page title and tell the pupils to read the four texts quickly to answer the questions. Tell them they can make notes if they wish.

**C** Elicit the answers like this:

T: Who's the man in Picture (1)?

P: That's Issa Said and he's a traffic policeman.

### 2 Read for definitions; write parallel definitions PB57 WB7.1A/B

**A** Introduce Exercise A and tell the pupils to do it. Note that they only have to find the answers and copy them.

**B** Check the answers orally. Then introduce Exercise B. Elicit the first one orally, then tell the pupils to write definitions using the same pattern as in Exercise A.

**C** Elicit the sentences orally. For example:

A doctor's job is to take care of/ cure people who are sick.

A housewife's job is to take care of/ look after the house/ the family.

A dressmaker's job is to make dresses/women's clothes.

### 3 Find antonyms & synonyms PB57 WB7.1C

**A** Write *antonym* and *synonym* on the board and pronounce them. Tell the pupils to read the instruction in Exercise C and find out what these words mean. Elicit the answers, then tell the pupils to do the exercise.

**B** Check the answers orally.

**Answers:**

safe	stupid
easy	check
careless	ill
immigration	am / be polite to
obey	

**4 Read for specific information** PB57 WB7.1D/E

**A** Introduce Exercises D and E and tell the pupils to read the texts and write the answers. Tell them to give a reason for their answer to questions E4.

**B** Check the answers orally.

**Exercise D:**

- 1 motorists, cyclists, pedestrians
- 2 people who walk
- 3 follow/carry out rules
- 4 Because some people don't obey the rules.

**Exercise E:**

- 1 If people were more careful, there would be fewer fires.
- 2 He checks people by examining their passports.
- 3 It is part of Islam to be polite to people.
- 4 I don't think so because there will always be people in trouble like this.

**5 Classify jobs** PB57 WB7.1F

**A** Elicit the instruction and the text in Exercise F. Don't go through the exercise orally; tell the pupils to follow the instructions and do the first part on their own. Circulate and check how well they are doing it. When pairs finish writing, tell them to discuss their answers.

**B** Elicit statements from individual pupils and ask the others if they agree or disagree and why.

**6 Discussion** PB57

Use the discussion question on PB57.

<b>Learning objectives</b>	Develop vocabulary and understand a description of an immigration officer's job. Translate a landing card.
<b>Language focus</b>	<i>must</i> to express necessity
<b>Vocabulary</b>	citizen, landing card, disembarkation, including, contain, permission, stamp (v), place of issue, sex, validity, signature, sponsor, permanent, occupation, entry, carrier, ministry of interior, naturalization, visa, relationship, accompanied by

### 1 Read for specific information PB58 WB7.2A/B

**A** Elicit the page title and recall the name of the immigration officer and the definition of his job. Ask the pupils a few questions about the card in the middle of the page. For example:

Who has to fill in this card?  
When?  
Do you know why?

**B** Tell the pupils to read the whole of Exercise A, then read what Ali Abdullah says on PB58 to find the answers.

**C** Check the answers orally, then tell the pupils to correct the statements that are wrong.

**Answers:**

- Statements 1, 3, 5 and 6 are correct.
- 2 Everybody who is not a citizen must fill in a card.
- 4 A passport tells immigration officers which other countries a traveller has visited.
- 7 Some travellers must have a visa.
- 8 Ali stamps their passports if everything is correct.

### 2 Do vocabulary exercises PB58 WB7.2C/D

**A** Tell the pupils to do Exercises C and D.

**B** Check the answers orally.

**Exercise C:**

- |                    |                     |                           |
|--------------------|---------------------|---------------------------|
| 1 sex              | 2 place of issue    | 3 place and date of birth |
| 4 purpose of entry | 5 permanent address | 6 carrier no.             |
| 7 signature        |                     |                           |

Try to elicit the meaning of **validity** and **sponsor** in this context. (Passports are issued for a certain length of time, at the end of which they have to be renewed. In this context, **validity** means *the date when the passport expires*; **sponsor** means the person who supports the application to enter the country.)

**Exercise D:**

- 1 landing card
- 3 job

- 2 the country a person comes from
- 4 permission to enter country.

**3 Translate the landing card** PB58 WB7.2E

**A** Introduce Exercise E. Explain that the card printed on PB30 is a copy of the real Yemeni one. The task is to supply the Arabic. Go through the heading on the card eliciting the Arabic for the first three lines. Check that pupils fully understand that *naturalization* means admitting a person to citizenship of another country. Then tell the pupils to translate all the other words and phrases on the card, including the sentence printed down the left and the words on the back. Note that this is a check of understanding and is also a realistic translation task.

**B** Check and discuss the answers orally.

<b>Learning objectives</b>	Language study and practice. Fill in a landing card; role-play in order to check a partner's card.
<b>Language focus</b>	Direct and indirect questions with question words
<b>Vocabulary</b>	forename, official use

### 1 Study rules WB7.3A

**A** Go through the first part of Exercise A with the class. Elicit the three direct questions orally:

Where do you come from?

What do you do? / What is your job / occupation?

Why have you come here?

Tell the pupils to write these questions, then try to complete the rules.

**B** Write the following on the board:

(A landing card tells Issa) what someone's job is.

(Issa asks:) What is your job?

Go through the word order in the indirect question to show that it is subject followed by verb, as in statements. Compare this with the word order in the direct question.

### 2 Write direct questions WB7.3B

**A** Tell the pupils to do Exercise B.

**B** Elicit the sentences orally. They are:

1 What's your name?

2 What's your passport number?

3 Where was it issued?

4 When was it issued?

5 When were you born? / What's your date of birth?

6 Where have you come from? (Note that this phrase cannot refer to nationality.)

7 What's your permanent / home address?

8 What's your address in Yemen?/Where will you be staying in Yemen?

9 What's your sponsor's name?

### 3 Fill in a landing card WB7.3C

**A** Introduce Exercise C. Tell the pupils to read the UK landing card quickly to find out if there are any words they don't understand.

**Note:** 'Forenames' are those that come before the surname.

**B** Ask the pupils what they have to write in the two boxes at the top of the landing card and elicit the answer **nothing**. Check the meaning of **Block capitals**, **forenames** (= first names ie the names that come before your family name) and **official use**. Then tell them to fill in the card.

#### **4 Ask and answer questions** WB7.3D)

**A** Elicit the instruction in Exercise D. Explain that they have to take the parts of immigration officers and visitors. If you think it is necessary, choose one pupil's landing card and demonstrate the activity. Ask questions about each item in the card in order to check the accuracy of what the pupil has written. If an item is difficult to read because of spelling or poor handwriting, ask the pupil to spell it and correct the item as necessary. Then tell the pupils to work in pairs. Circulate and check this activity.

**B** Invite a few pairs of pupils to do the activity in front of the class.

<b>Learning objectives</b>	Distinguish between polite and impolite language in two conversations.
<b>Language focus</b>	Polite expressions
<b>Vocabulary</b>	foreign language, pretend, out of date, I'm afraid

### 1 Read for detail PB59

**A** Elicit the page title. Then tell the pupils to read the introductory text silently to find out about the page.

**B** Ask questions to check understanding. For example:  
 Who are Khalid and Nasser?  
 Where are they?  
 What are they doing?  
 Why?

### 2 Listen for gist and register CS36

**A** Books closed. Tell the pupils they're going to hear Khalid and Nasser acting the parts of an immigration officer and a passenger who has just arrived at the airport. Tell them to listen and find out if Khalid is polite enough. Play CS36 as far as the end of the first conversation.

**B** Ask the pupils to put up their hands if they think Khalid was polite enough. If a large number put up their hands, tell the class to listen again. If most pupils think he was not polite enough, ask **Why not?** Elicit answers, but don't confirm or correct them.

**C** Introduce the next part of CS36 like this:  
 The teacher tells Khalid what he did and said wrong and Khalid tries again.  
 Listen. Do you think he is polite enough this time?  
 Play the remainder of CS36, or play it from the beginning of the first conversation. Then elicit answers. If the pupils don't comment on how Khalid sounds, ask **Does he sound polite in the second conversation?** Compare his tone of voice in both conversations.

### 3 Identify polite/ impolite expressions PB59

Choose two pupils to take the parts of Khalid and Nasser in the first conversation and another two to take these parts in the second conversation. Then get them to read aloud so that the class can analyze the differences. For example:

Khalid 1: You. Come here.

Khalid 2: Excuse me, Sir. Over here, please.

Elicit the differences. Then ask for other ways of saying the same thing politely.

For example:

Could / Can / Would you come over here, please, Sir?

Would you mind coming over here, please, Sir?



#### **4 Read aloud PB59 CS36**

Tell the pupils to listen to the second conversation again and follow it in their books.  
Play the second part of CS36. Then tell the pupils to practise the second conversation in pairs. They should read it aloud at least twice so that they can change roles.

**Cassette Section 36 is the text of the two conversations on PB59.**

<b>Learning objectives</b>	Distinguish between polite and impolite expressions. Make conversations.
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<b>Language focus</b>	Polite expressions and patterns.
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<b>Vocabulary</b>	impolite, pattern
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### 1 Read and classify statements WB7.5A

Elicit the instruction in Exercise A and tell the pupils to read the sentences and do the exercise.

Elicit the answers orally. Numbers 1, 6 and 8 are impolite.

### 2 Transform statements WB7.5A/B

**A** Elicit the instruction in Exercise B and the content of the box underneath. Tell the pupils to write the three impolite statements in Exercise A politely.

**B** Elicit answers orally. Then elicit as many transformations of all the sentences in A as possible.

### 3 Make notes about a situation WB7.5C

**A** Tell the pupils to read the instruction; in Exercise C silently to find out what they have to do. Then ask questions to check understanding of the situation.

For example:

Who is Pupil A going to be?

What has happened to him / her?

What is he / she going to do?

Who is Pupil B going to be?

**B** Tell the pupils that they are going to work in pairs and they must decide who is going to be A, the visitor, and who is going to be B, the policeman or woman. When they have done this, ask an A pupil to tell you what he / she is going to tell the police. Elicit details following the sequence of the first set of notes. For example:

I'm going to tell him / her what I've lost, where, when and how I lost it. I'm going to give him / her my personal details - my name, address and telephone number. And I'm going to tell the police what I would like them to do. For example, I'd like them to telephone me.

Elicit details from a B pupil in the same way. Then tell the pupils to write some notes. Tell them that they can use the address they used in Exercise 4.3C. Circulate and give help as necessary during this stage.

### 4 Role play WB7.5C

**A** Tell the pupils to use their notes to make up conversations. Tell them to think of the first attempt as a draft; they can stop each other and point out problems or mistakes and they should amend and add to their notes if necessary. When they have done this, they can practise the conversation and they should go on trying to improve it until you tell them to stop.

**B** Invite pairs of pupils to perform their conversations. Get the class to comment on them.

<b>Learning objectives</b>	Extract information from a recorded interview. Understand details in the printed interview.
<b>Language focus</b>	-
<b>Vocabulary</b>	security, tease, suggest, responsible, responsibility, continue, education, definitely

### 1 Listen for information WB7.6A CS37

Tell the pupils to read the whole of Exercise A silently. Ask a few questions to check that they understand the task. Then tell them to listen and do the exercise. Play CS37.

### 2 Read to check PB60 WB7.6B

**A** Tell the pupils to read the interview on PB60 to check their answers.

**B** Check the answers orally. They are:

1 17

2 policewoman

3 at the airport

4 short

### 3 Read for detail PB60 WB7.6C/D

**A** Tell the pupils to do Exercises C and D. They can write the meanings of the first five words in Exercise C in Arabic. Ask the pupils to use these words in sentences.

**B** Elicit the answers orally.

**Exercise C:**

6 suggested

7 education

8 definitely

**Exercise D:**

- 1 Because some people take dangerous things on to planes.
- 2 No, only the luggage with objects that can't be identified when X-rayed.
- 3 Because she is small and her friends think policewomen need to be big.
- 4 Because her job makes people feel safe.
- 5 She wants to continue with her education and perhaps join the air-wing of the police.

### 4 Discuss the text PB60 CS37

**A** Tell the pupils to follow the text as they hear it. Play CS37.

**B** Ask the pupils if there is anything they don't understand or want to discuss. Ask them what they think of the job of a policewoman. In girls' classes, ask if anyone would like this job. Find out what they know about policewomen in Yemen.

**Cassette Section 37 is the text of the interview on PB60.**

**Learning objectives** Language study and practice.

**Language focus** Second conditional

**Vocabulary** \*absolutely

**1 Study language point** WB7.7A

**A** Go through the explanation of the two types of conditional sentences. Ask the pupils to give you more examples of both. Give them some *if* clauses to complete if necessary. For example:

If I go to (India),

If I went to India,

If my friend invites me to her / his house,

If people didn't smoke,

**B** Introduce Exercise A and tell the pupils to do it.

**C** Elicit the answers orally. They are:

If everybody obeyed the rules, our roads would be much safer.

If people were more careful, there would be fewer fires.

If things like these didn't happen, I'd be out of a job.

If they didn't fill in this card, we wouldn't know who was in the country.

**2 Complete sentences with verbs** WB7.7B

**A** Elicit the instruction in Exercise B and tell the pupils to do it.

**B** Elicit the completed sentences orally.

**Answers:**

1 went, would see or goes, will see

2 drove, would win or drives, will win

3 knew, would meet

4 worked, would be or works, will be

5 had, would give or have, will give

6 ate, wouldn't be or eats, won't be

7 walked, would be or walks, will be

8 went, wouldn't be or go, won't be

**3 Write sentences** WB7.7C

Tell the pupils to do Exercise C. To check it, either elicit sentences orally, or collect the books.

<b>Learning objectives</b>	Develop vocabulary and describe people orally. Language study and practice.
<b>Language focus</b>	Adjective order
<b>Vocabulary</b>	beard, clean-shaven, scar, bald, moustache, hat, plain, holdall, curly, straight, striped, trainers, open-necked, tie ( <i>n</i> ), build (of heavy build), feature

### 1 Workout meanings PB61 WB7.8A/B

**A** Elicit the title on PB61. Tell the pupils that this is revision, but there is some new vocabulary on the page. Introduce Exercises A and B and tell the pupils to do them.

**B** Elicit the answers orally.

#### Exercise A:

- 1 hair on the face, under the mouth
- 2 hair on the face, above the mouth
- 3 a mark left on the skin after a cut
- 4 running shoes
- 5 a bag
- 6 something worn around the neck

#### Exercise B:

- |         |                |               |
|---------|----------------|---------------|
| 1 bald  | 2 clean-shaven | 3 open-necked |
| 4 curly | 5 striped .    | 6 plain       |

### 2 Use new vocabulary PB61

**A** Tell the pupils to look at the box at the bottom of PB61. Elicit or present each of the items on the left, beginning with **build**. Elicit the examples and ask for more. Give them the adjectives **heavy** / **slight** to describe a person's build as in **He's / She's of slight build**.

**B** Tell the pupils you want them to make statements about the people on PB61 using the labels and words and phrases from the box. Begin with number 1. For example:

- P1: He's got dark curly hair and a beard.  
 P2: He's wearing an open-necked shirt.  
 T: What about his age?  
 P3: I think he's middle-aged.  
 T: What about his build?  
 P4: He's of heavy build.

### 3 Language study WB7.8

Introduce the explanation of adjective order in WB7.8. Point out that this applies to the use of adjectives to describe things and places as well as people. Go through the seven categories. Ask the pupils to supply nouns which each adjective could describe. For example:

- a good book, a beautiful dress, a boring film, a superb view,  
 a horrible suit

Go through the explanation of the order and the two examples. Then ask the pupils to choose two adjectives to describe some nouns. For example:

girl: a fifteen-year-old French girl / a beautiful young girl

trousers: horrible black trousers / old cotton trousers

#### 4 Write phrases WB7.8C

**A** Introduce Exercise C and elicit the first phrase. Then tell the pupils to do the exercise themselves.

**B** Elicit the answers orally.

**Answers:**

- 1 traditional Scottish dancing
- 2 a famous Arabian traveller
- 3 beautiful blue eyes
- 4 a small brown paper bag
- 5 a superb old Islamic building
- 6 a small blue Japanese car
- 7 a lovely new silk dress
- 8 a fantastic Egyptian film
- 9 an expensive old gold bracelet

#### 5 Describe someone PB61 WB7.8D

**A** Tell the pupils to read the description in Exercise D and find the person on PB61. Give them a few minutes, then elicit answers.

(The correct answer is Number 2) Then tell them to write a parallel description.

Set a time limit and when it is up, tell the pupils to read their descriptions aloud to their partners, who have to try to work out which person on PB61 it is.

**B** When the pupils have finished, ask individuals to read their descriptions aloud to the class and ask *Who is it?*

<b>Learning objectives</b>	Extract information from a recorded conversation; use it to write a description of a person.
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<b>Language focus</b>	Adjective order
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<b>Vocabulary</b>	-
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### 1 Listen for information / identify someone PB62 WB7.9A / B CS38

**A** Elicit the title on PB62 and tell the pupils to read the four lines of text at the top of the picture silently. Then ask a few questions to check understanding of the situation.

**B** Introduce Exercise A. Tell the pupils to listen and tick the correct boxes. Play CS38.

**C** Tell the pupils to use their notes to identify the wanted person on PB62.

**D** Elicit an answer and find out if everyone in the class agrees. If they don't, elicit other answers. Then tell the pupils to listen again and check Exercise A. Finally elicit the correct answer - Number 5.

### 2 Write a description WB7.9C

**A** Tell the pupils to use their answers in Exercise A to describe the man. Tell them to write a draft in their copybooks first and to check it for errors, including adjective order, before writing it in their Workbooks.

**B** Elicit oral descriptions and get the class to correct any errors. For example:  
He's tall and he's got dark hair and a moustache. He's about thirty and he's got a broken nose. He's wearing a white shirt, a green jacket and blue jeans.

### 3 Write parallel descriptions PB62 WB7.9D

Tell the pupils to choose someone on PB62 to describe without letting anyone know which person they have chosen.

### 4 Identify people from oral descriptions PB62 WB7.9D

Ask the pupils to read out their descriptions; the class listen and look at PB62 and try to identify the person described. You can make this into a competition if you wish; the pupils score a point each time they make a correct identification.

### Cassette Section 38

- Presenter: Immigration officers Ali Abdullah and Mohammed Yousif are at the airport. They are waiting for somebody to arrive.
- Ali: Are you sure he's coming today?
- Mohammed: Yes. The police in Dubai telephoned. They said he's on the flight.
- Ali: All right. What does he look like?
- Mohammed: Well, he's British. Quite tall. About thirty. He's got dark hair, a moustache and a broken nose.
- Ali: A broken nose? Well, that makes things easier. What's he wearing?
- Mohammed: Let's see. He's wearing a green jacket, an open-necked shirt - no tie - and
- Ali: What colour shirt? Does it say?
- Mohammed: Yes. A white shirt and blue jeans.
- Ali: That's him! Over there. All right, let's go. Excuse me, Sir. Could you come with us, please? There are some questions we want to ask you.



<b>Learning objectives</b>	Extract main points and details from a text and develop vocabulary.
<b>Language focus</b>	-
<b>Vocabulary</b>	unexpected, trapped, fireproof, unnecessary, fire drill, fire-escape, fire extinguisher, bars (of a gate), smoke-alarm, bend (v), point out, free (v), *apart from

### 1 Find the paragraph topics PB63 WB7.10A

**A** Elicit the title on PB63 and the instruction. Explain *apart from*. Tell the pupils to look at the pictures and predict the things that Fuad Rashid will talk about. Present *trapped* and *bars* during this stage. Let the pupils try to work out the meanings of other new words when they are doing the Workbook tasks.

**B** Ask a pupil to read out the instruction in Exercise A. Check that they can all identify the 'introductory paragraph'. Then tell them to read it and do the exercise.

**C** Elicit and discuss answers. Write the correct answers in a chart on the board.  
The fire brigade

1 **put out fires**

2 **advise on (a) fire prevention** (b) **what to do in a fire**

3 **help in traffic accidents** 4 **unexpected jobs**

Elicit the meaning of *unexpected*.

### 2 Read for details and examples PB63 WB7.10B

**A** Elicit the task in Exercise B and tell the pupils to do it. Warn them that they may not find any details or examples under some of the main points.

**B** Elicit and discuss the answers and write the correct ones in the chart on the board. For example:

The fire brigade

1 **put out fires**  
(none)

2 **advise on (a) fire prevention** (b) **what to do in a fire**  
point out dangerous things (none)  
recommend safety equipment  
check safety equipment

3 **help in traffic accidents** 4 **unexpected jobs**  
put out fires help trapped people  
cut people out of cars

Elicit the meaning of all the new vocabulary during this stage.

### **3 Add examples PB63 WB7.10C**

Introduce and explain Exercise C. Focus on the headings which don't have any examples or details. Ask the pupils if they know of any fires that have been put out by the fire brigade in Yemen. If they do, ask when it / they happened and tell the class that they can write one of these examples under heading number 1. Ask if they know what to do in a fire. Tell them that the second picture on PB63 gives a clue about what to do about smoke: tie a piece of cloth - wet, if possible round your mouth and nose so that you don't breathe the smoke; get down onto the floor. Other things to do are:

#### **A small fire:**

Close windows and doors to reduce the air.

Pour water on it, unless it is burning fat or petrol, or use a fire extinguisher.

Cover it with a blanket.

#### **A big fire:**

Call the fire brigade.

Get out of the building, if possible, or go to the safest place.

### **4 Discussion WB7.10B**

Elicit and discuss the question in Exercise D.

### **5 Discussion PB63**

Use the discussion question on PB63

<b>Learning objectives</b>	Understand two newspaper articles.
<b>Language focus</b>	Past tense for reporting events
<b>Vocabulary</b>	blame, completely, destroy, fire-engine, blaze / blazing, out of control, injure, electrical fault, hero / es, caretaker, hose, rush (v)

### 1 Predict content of articles/read to check PB64 WB7.11A

**A** Read the title and question on PB64 aloud and tell the pupils to read all the headlines and say what they think the articles are about. Don't confirm or correct answers, but ask pupils to give reasons for their predictions.

**B** Tell the pupils to read the two articles quickly and do Exercise A.

**C** Elicit answers. For example:  
Both articles are about a fire which destroyed a school in Salah.

### 2 Read for detail / vocabulary PB64 WB7.11B-E

**A** Tell the pupils to do Exercises B to E.

**B** Elicit answers orally.

#### Exercise B:

- 1 was completely destroyed
- 2 blazing out of control
- 3 injured
- 4 rushed

#### Exercise C:

Elicit answers with reasons.

### 3 Complete sentences WB7.11F

#### Exercise D:

- 1 someone who takes care of a building
- 2 something wrong with the electrical equipment
- 3 a very brave person

#### Exercise E:

Elicit answers with reasons.

**A** Tell the pupils to do Exercise F.

**B** Elicit the completed sentences.

#### Answers:

- |                             |         |
|-----------------------------|---------|
| 1 caretaker                 | 2 fault |
| 3 out of control, destroyed | 4 rush  |
| 5 injured, heroes           |         |

<b>Learning objectives</b>	Compare details in two newspaper articles. Language study and practice.
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<b>Language focus</b>	Past tenses
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### Vocabulary

#### 1 Read for detail PB64 WB7.12A

**A** Elicit the instruction in Exercise A. Then tell the pupils to do the exercise.

**B** Elicit the answers orally.

**Answers:**

Facts 2, 8, 9, 10 and 11 are not in the first article.

All the facts are in the second article.

#### 2 Discuss texts PB64 WB7.12B

Read the questions in Exercise B aloud. Then tell the pupils to look at the extra information in the second article and answer the questions. Note that the information deals with two things - how the fireman was injured and the cause of the fire. Elicit as many opinions as possible. Prompt the pupils with questions if necessary. Likely comments are:

The information about the fireman is interesting. It's good to read about acts of courage.

The cause of the fire isn't interesting and isn't worth including.

The cause of the fire should be included because it could make people more careful about checking electrical equipment.

#### 3 Study rules WB7.12

Go through the explanation of four past tense forms. Elicit the example sentences and the tenses of the verbs in bold print by asking questions. For example:

What is the verb in sentence 1A?

What tense is 'destroyed'?

What is the base form / infinitive of 'destroy'?

Then tell the pupils to read the explanations under the examples. To check understanding, ask for translations of the explanations. Remind the pupils how the past simple tense is formed: add 'ed' to the base form of regular verbs; irregular verbs have to be memorized. Go through the other tenses in the same way.

#### 4 Complete sentences WB7.12C

**A** Tell the pupils to do Exercise C.

**B** Check the answers orally.

**Answers:**

1 passed, was doing

2 visited, had been

3 found, was playing

4 used to do

<b>Learning objectives</b>	Extract information from a two-way radio conversation about a missing boat; use notes to write a report. Predict a reporter's questions; listen and read to check predictions.
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<b>Language focus</b>	-
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<b>Vocabulary</b>	Police Headquarters, out to sea
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### 1 Listen for specific information WB7.13A CS39

**A** Tell the pupils to read the introductory text in Exercise A silently. Ask questions to check understanding. For example:

What are you going to hear?

What is the conversation about?

Tell the pupils to read the whole exercise silently in preparation for listening.

Ask if there is anything they don't understand. Then tell them to listen and do the exercise. Warn them that the answers to questions 6 and 7 are not directly stated in the conversation. They will have to listen for clues and make deductions. Play CS39. Give the pupils a few minutes to complete or think about their answers. Then play CS39 again.

**B** Elicit the answers. If there is disagreement, use CS39.

#### Answers:

1 ... three fishermen.

2 ... yesterday morning.

3 ... south of Zinjibar.

4 ... bad, and getting worse.

5 ... a helicopter.

6 ... four o'clock in the afternoon.

7 ... do not know what has happened to the fishing boat.

### 2 Write a report WB7.13B

**A** This exercise practises summary writing. The information to be summarized is in Exercise A. Introduce Exercise B and explain the situation as follows to help the pupils get the tenses correct and also to give a reason for making the report short:

Imagine that you are writing a short report at 5pm for the evening radio news. You can only write about 40 words. What will you say? Look at Exercise A. Which information will you include? Which will you leave out?

Go through the information and elicit agreement that the information in questions 3 and 7 need not be included. Then elicit the information to be included and write notes on the board. For example:

3 fishermen missing  
left Shuqrah yesterday morning  
police boat searching for them  
weather bad, getting worse  
4 pm police asked for helicopter  
dark soon

**B** Tell the pupils to draft a report in their copybooks. Tell them that they will have to link these facts in order to keep their reports to 40 words. However, they should write the draft quickly, then count the words. If they have a lot more than 40, they should look for ways of reducing the report. Circulate and check so that you can see how much help the pupils need with this activity. If they need a great deal of guidance, tell them not to write the final report in the Workbook. Tell them that you will come back to this exercise and work on summary writing in another lesson. It is better to complete the Stages below in this lesson. You can elicit one good summary before moving onto the next stage, or read out your own summary. For example:

A police boat is searching for three missing fishermen who left Shuqrah yesterday morning. At 4pm today, with the weather worsening, the police called for a helicopter to help them search for the boat before dark.

### **3 Predict questions** WB7.13C

**A** Ask a pupil to read out Exercise C. Then tell the pupils to read their reports and think of questions they would ask one of the fishermen. Elicit questions. You may need to give them some help to get started, but try to let them work out the situation for themselves. They should be able to think of some of the following at least:

Where were you?

What happened?

Was the weather bad when you left?

Did you have any food or drink?

How did you feel?

**B** Tell the pupils to make notes of the questions they would ask.

### **4 Listen and take notes** WB7.13D CS40

**A** Introduce Exercise D. Tell the pupils to listen to the interview with one of the fishermen and do the task. Play CS40.

**B** Don't check this activity, but ask the pupils if they heard any of the questions they wanted to ask. Ask them if they would like to hear the interview again. If so, play CS40 again.

### **5 Read to check** PB65 WB7.13E

**A** Tell the pupils to read the interview and check their notes.

**B** Ask the pupils to answer Yousif's final question. Then discuss the text.

### **Cassette Section 39**

Presenter: A fishing boat is missing. Nobody knows where it is. The boat, with three fishermen in it, left Shuqrah yesterday morning. The boat did not return to Shuqrah yesterday evening. The people in the village were worried. They called the police. Now the police are looking for the missing boat. Here is part of a conversation between a police boat and Police Headquarters.

HQ: Calling Boat 7. Calling Boat 7. Come in, Boat 7. Over!

Boat: Boat 7 here. Boat 7 here. Over!

HQ: Have you seen anything yet? Over!

Boat: No. Nothing. We haven't seen anything. Over!

HQ: What is your position? Where are you now? Over!

Boat: We're about 20 kilometres south of Zinjibar. Over!

HQ: What's the weather like? What's the weather like? Over!

Boat: It's bad. Quite bad. And it's getting worse. There's a strong wind blowing from the north east. Over!

HQ: Can we do anything? Can we help? Over!

Boat: Yes. Yes, you can. A helicopter would help. Repeat. A helicopter. It'll be dark in two hours. We must find that fishing boat before then. We've got to. Over!

HQ: OK. We'll call the air-wing. What has happened to the fishing boat? What do you think? What do you think? Over!

**Cassette Section 40 is the text of the interview on PB65.**

<b>Learning objectives</b>	Compare two texts and develop vocabulary.
<b>Language focus</b>	-
<b>Vocabulary</b>	on board, eventually, confident, occasion, previous, beyond repair, tow (v)

### 1 Read for gist PB66

**A** Books closed. Recall the details of the missing fishing boat. Then tell the pupils to look at PB66. Elicit the page title and the instruction under it. Then ask *What is the newspaper article about?* (They need only read the headlines to answer.) Tell them to read the article quickly and choose the best headline.

**B** Elicit answers with reasons.

### 2 Read for specific information PB65 / 66 WB7.14A

**A** Tell the pupils to do Exercise A.

**B** Elicit answers.

**Answers:**

Numbers 2, 4, 7, 9 and 10 are not in the interview.

All the facts are in the article.

### 3 Comment on the text WB7.13C/7 .14B

**A** Elicit the instruction in Exercise B and tell the pupils to look back at their notes in Exercise C in the previous lesson. Find out if any pupils wanted to know any of the extra information in the newspaper article. Then elicit the questions the newspaper reporter must have asked to get the information contained in sentences 2, 4, 7, 9 and 10. For example:

Could you tell me your name and the names of the other two men on board, please?

Where were you going?

Do you know who called the police?

Who found you? / Did the police boat find you?

How did you get home? / Did you come home in the helicopter?

**B** Ask the pupils if they think the extra information is worth including and why, or why not.

### 4 Work out meanings WB7.14C

**A** Tell the pupils to do Exercise C.

**B** Elicit answers orally.

**Answers:**

1 not bad / OK

3 before

5 were not able to (find the boat)

7 sure

2 stopped

4 could not be mended

6 pulling with a rope

8 after some time / in the end



## 5 Text study PB66

Use the questions on PB66. The answers are:

- (1) when they set off / early on Tuesday morning
- (2) the fishing grounds
- (3) the engine died
- (4) the police on the boat
- (5) the police boat
- (6) the reporter
- (7) the three fishermen

<b>Learning objectives</b>	Understand texts about British laws.
<b>Language focus</b>	Present simple
<b>Vocabulary</b> NB: None of this Vocabulary is Testable	forbid, compulsory, affect, infant, fare (bus -), consider, part-time, gun, shotgun, hunt (v), open a bank account, debt, full-time, parental consent, armed forces, licence, vote, election, contract (n), offender, criminal offence, control (n,v), property, fine (n,v), compensation, apply to, community service, take into care, air pistol, air rifle, guarantor, juvenile, local council, institution

**Note on vocabulary** See Unit 5 Step 13.

### 1 Topic introduction

Books closed. Write the topic on the board and ask the pupils if there are any laws in Yemen which affect them - which say that they must, must not or may (are allowed to) do things at a certain age. Present some of the key vocabulary during this stage and be sure to include the subject of *parental consent*. For example:

Do young people **have to** go to school at a particular age?

Are they allowed to go to school before a particular age?

When may they leave school?

When may they drive a car?

When may they start *full-time* work?

When may they use a *shotgun*?

When may they join the *armed forces*?

### 2 Vocabulary dictation

Follow the standard procedure.

### 3 Read for gist PB67

**A** Ask the pupils to read the introductory text and tell you what it says. Then ask for a summary of the text. For example:

Some laws say you may do something, some say you must do something, others say you must not do something.

Tell the pupils to read the text beside the number 5 and tell you what topics it deals with. Elicit answers and write notes on the board. Focus on ways of shortening words, using abbreviations and omitting words when writing notes.

For example

Age

5

pay fares; go to school

Present and explain the semi-colon: it is used to separate unrelated things in a list and is very useful when writing notes. Ask the pupils whether British children aged 5 may or must pay fares on buses and trains. Elicit must. Then tell them to read all the texts at the top of the page and list the topics in the same way.

**B** Elicit answers and write them on the board. For example:

Age

- |    |  |
|----|--|
| 5  | pay fares; go to school                                      |
| 12 | buy pets   |
| 13 | have part-time job   |
| 14 | use guns   |
| 15 | open PO bank a/c   |
| 16 | leave school; buy cigarettes; get married; join armed forces |
| 17 | drive cars; buy guns   |
| 18 | vote   |

**4 Read and work out meaning PB67**

Follow the standard procedure.

**5 Read and do exercises PB67 WB7.15A**

**Answer key**

**4.3**

- 2, 4, 7 and 12 are true.
- |    |   |
|----|---|
| 1  | False. Not all laws...                      |
| 3  | False. A twelve-year-old...                 |
| 5  | False. ... may use a shotgun or an air gun. |
| 6  | False. ... a Post Office banking account.   |
| 8  | False. ... if their parents consent.        |
| 9  | False. ... sixteen.                         |
| 10 | False. ... seventeen.                       |
| 11 | False. ... when they are eighteen.          |

Pupils correct the false sentences.

**6 Read and work out meaning PB67**

Introduce the second part of the text, which deals with the punishment of young people who break the law. Present *offend*, *offender* and *offence*. Then tell the pupils to read the introductory paragraph and tell you what it says. Ask questions to check understanding. Then go through each section in the same way and deal with all the vocabulary.

**7 Read and do exercise PB67 WB7.15B**

**Answer key**

**4.4**

- |   |   |
|---|---|
| 1 | They cannot be sent to prison.              |
| 2 | When the parents cannot control him or her. |
| 3 | In a juvenile court.                        |
| 4 | Repair any property he or she has damaged.  |
| 5 | The difference between right and wrong.     |
| 6 | Sixteen.                                    |

**8 Follow up**

To follow up, ask the pupils what they think of these laws and how they compare with the situation in Yemen.

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<b>Learning objectives</b>	Catch-up and Revision.
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<b>Language focus</b>	-
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<b>Vocabulary</b>	-
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Ask pupils to use the Language Review on PB68. They should read through the tables and do the exercises.

Choose any of the activities described in previous Catch-up steps to revise language and skills practised or to deal with material not adequately covered.

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## Unit 7 Word list

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*absolutely	fire-engine	plain
accompanied by	fire-escape	point out
air-wing	fireproof	pretend
*apart from	forename	previous
bald	free (v)	public service
bars (of a gate)	hat	relationship
beard	headquarters	respect
bend	hero / es	responsible
beyond repair	holdall	responsibility
blame	hose	road user
blaze / blazing	I'm afraid	rush (v)
build (v)	immigration officer	scar
caretaker	impolite	security
carrier	including	serve
citizen	injured	sex
classification	landing card	signature
classify	ministry of interior	smoke-alarm
clean-shaven	motorist	sponsor
completely	moustache	stamp (v)
confident	naturalization	straight
contain	obey	striped
continue	occasion	stupid
curly	occupation	suggest
definitely	official use	tease
destroy	on board	themselves
disembarkation	open-necked	tie (n)
education	out of control	tow (v)
electrical fault	out of date	trainers
emigration	out to sea	trapped
entry	pattern	treat with respect
eventually	pedestrian	unexpected
feature	permanent	unnecessary
fire extinguisher	permission	validity
fire drill	place of issue	visa

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**Unit 8****Summary**Revision

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Step	Activities	Language focus
<b>1</b> WB112	Revise vocabulary. Understand definitions. Write definitions.	Word order in sentences
<b>2</b> WB113/ 114	Identify jobs. Complete a word tree. Punctuate a paragraph.	
<b>3</b> WB114/ 115 CS41	Improve a paragraph using compound sentences. Write functions. Listen for specific information.	Conjunctions: <i>and, but, so</i>
<b>4</b> WB115/ 116	Write verb forms. Make compound sentences. Write sentences.	Past simple tense Time clauses beginning with <i>when</i> Past perfect tense Conditional tense
<b>5</b> WB117	Write a description. Classify vocabulary	Prepositions of place Adverbials of place
<b>6</b> WB118/ 119	Give instructions orally and in writing. Complete a word tree.	Directions Adverbials of place
<b>7</b> WB119/ 120	Complete sentences/ a paragraph. Write compound sentences.	Past perfect tense Present perfect tense Condition clauses with <i>if</i> Time clauses with <i>when</i> and <i>before</i> Reason clauses with <i>because</i>
<b>8</b> WB121/ 122	Write direct and reported utterances. Revise vocabulary.	Direct speech Reported speech

Step	Activities	Language focus
<b>9</b> WB122/ 123/124	Read an invitation for detailed understanding. Write forms of adjectives. Write a description.	<b>Wh-</b> questions Present simple and continuous tenses Past simple tense Future tense Passive Comparative and superlative adjectives
<b>10</b> WB124	Write a personal description. Answer puzzles.	

<b>Learning objectives</b>	Understand and write definitions. Practise sentence word order.
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<b>Language focus</b>	Vocabulary and word order
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<b>Vocabulary</b>	-
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### 1 Read and write definitions WB8.1A/B/C

**A** Tell the pupils to do Exercises A,B and C, working in pairs. You may want to do Exercise A orally before the pupils write the answers.

**B** Check the answers orally.

**Answers:**

- |          |              |              |
|----------|--------------|--------------|
| <b>A</b> | 1 toothbrush | 2 suitcase   |
|          | 3 camera     | 4 towel      |
|          | 5 passport   | 6 microscope |
|          | 7 bandage    |              |

**B** Possible definitions

- 1 Disinfectant kills germs. It is used to clean wounds.
- 2 A prescription is a description of the medicine you need.  
You get one from your doctor and take it to the pharmacy.
- 3 A radiographer is a man or woman who operates an X-ray machine.
- 4 A thermometer is used to measure the temperature of your body.
- 5 A visa is written permission to go to certain countries.  
It is usually printed in your passport.
- 6 A pedestrian is somebody on foot in a street or road.
- 7 A moustache is hair grown between a man's mouth and his nose.
- 8 A caretaker is a man or woman who guards a building.

**C** When the pupils have read out their definitions to each other, ask them to work in groups of four and prepare definitions of other words and to read them to another group to test them.

### 2 Practise word order

**A** Tell the pupils to do Exercise 1.8D.

**B** Check the answers, including punctuation.

**Answers:**

- 1 Coffee comes from Yemen.
- 2 Arabic and History are Issa's best subjects.
- 3 May I have an apple, please?
- 4 The bathroom is at the end of the passage.
- 5 Where can we buy some stamps, please?
- 6 Rashid went to Egypt last summer.



<b>Learning objectives</b>	Understand speeches to identify jobs. Complete a word puzzle. Punctuate a paragraph.
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<b>Language focus</b>	Vocabulary and punctuation
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<b>Vocabulary</b>	-
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### 1 Read speech to identify jobs WB8.2A

**A** Tell the pupils to do Exercise A.

**Answers:**

- 1 A farmer
- 2 A teacher
- 3 A fireman
- 4 A n immigration official
- 5 A dentist
- 6 A helicopter pilot
- 7 A doctor/nurse
- 8 A policeman

**B** Ask the pupils in pairs to think of things that people in other jobs might say. Then say these to another pair of students who have to guess what job the first pupils were thinking of.

### 2 Complete a word tree WB8.2B

**A** Tell the pupils to do Exercise 8.2B.

**Answers:**

- 1 Bakery
- 2 Fat
- 3 Museum
- 4 Kitchen
- 5 Vegetables
- 6 Hotel
- 7 Brake
- 8 Swam
- 9 Late
- 10 Climb

The missing vertical word is BASKETBALL.

### 2 Punctuate a paragraph WB8.2C

Tell the pupils to do Exercise 8.2C.

**Answers:**

Yesterday was a bad day. My three friends went fishing in a boat. They said that they'd be back at five o'clock. They weren't but I was not worried. Maybe they were catching lots of fish. Six o'clock came and still they hadn't come back. Now I was worried. What could have happened? Had they had an accident or had the engine broken down? I didn't know what to do. Should I go to the police? Just then I saw their boat coming in. That made me very happy.

**Learning objectives**

Use conjunctions to join sentences.  
 Use functions.  
 Listen for specific information.

**Language focus**

Conjunctions: *and, but, so*

**Vocabulary**

-

**1 join sentences to improve writing WB8.3A**

**A** Explain the point of Exercise A, that writing can be improved by using complex sentences instead of a series of simple ones. In this exercise pupils can practise creating complex sentences by joining simple sentences.

**Answers:**

Ahmed was flying home from England, so his father, Mohammed, decided to meet him at the airport. He got into his car, but it wouldn't start. Ahmed was a little late, so he asked his neighbour, Fuad, to lend him his car. Fuad said he was sorry, but he had to drive to Taiz. Mohammed went back into his house and phoned for a taxi. The taxi arrived in five minutes and they went to the airport. When Mohammed arrived, he found that Ahmed's flight was late, so he went to have a cup of coffee and waited for the plane to arrive.

**2 Practise functions WB8.3B**

**A** Ask pupils to think of as many ways as they can of saying what is appropriate in the situations described in Exercise B.

**Suggested answers:**

- 1 May I borrow your bicycle? I have to get to the shops soon.
- 2 I'm very sorry. It was an accident. Are you all right?
- 3 I'm sorry but I'm afraid I don't have any apple juice.  
Would you mind having orange juice?
- 4 Excuse me. Could you tell me the time, please?

**3 Listen for specific information WB 83C CS41**

Pupils listen to Jassim talking about his trip and tick the right boxes in Exercise C.

**Answers:**

- 1 Paris
- 2 Yemenia
- 3 Sunday
- 4 8.15
- 5 Six hours
- 6 A week
- 7 Warm
- 8 With a friend

## Cassette Section 41

Friend: Hello, jassim. I hear you're off to France soon.  
jassim: That's right. I have business in Paris.  
Friend: How are you flying?  
jassim: Yemenia, of course. On the new Airbus.  
Friend: When do you leave?  
jassim: On Sunday morning at 8.15.  
Friend: How long does the flight take?  
jassim: I'm not sure. Six hours, I think.  
Friend: How long will you stay in Paris?  
jassim: A week. That should be enough to finish my business.  
Friend: What's the weather like this time of year?  
jassim: Well, it's not cold. I don't think it's hot either.  
It should be nice and warm.  
Friend: Do you have a good hotel?  
jassim: I don't need one. I'm lucky. I'm staying with a friend.  
Friend: That's good. Well, have a nice trip.  
jassim: Thanks.

<b>Learning objectives</b>	Write verb forms. join sentences. Answer questions.
<b>Language focus</b>	Past simple, past perfect and conditional tenses Time clauses beginning with <i>when</i>
<b>Vocabulary</b>	-

### 1 Revise verb forms WB8.4A

**A** Do Exercise A orally before the pupils write in the answers.

**Answers:**

<b>Infinitive</b>	<b>Past simple</b>	<b>Past participle</b>
1 walk	walked	<i>walked</i>
2 laugh	<i>laughed</i>	laughed
3 start	<i>started</i>	<i>started</i>
4 close	<i>closed</i>	<i>closed</i>
5 buy	<i>bought</i>	bought
6 sell	<i>sold</i>	<i>sold</i>
7 leave	left	<i>left</i>
8 make	<i>made</i>	<i>made</i>
9 get	got	<i>got</i>
10 say	<i>said</i>	said
11 do	did	<i>done</i>
12 give	<i>gave</i>	given
13 drive	<i>drove</i>	<i>driven</i>
14 fly	<i>flew</i>	flown
15 ride	<i>rode</i>	<i>ridden</i>
16 come	came	<i>come</i>
17 go	<i>went</i>	<i>gone</i>
18 see	<i>saw</i>	<i>seen</i>
19 write	wrote	<i>written</i>
20 eat	<i>ate</i>	<i>eaten</i>

### 2 Make compound sentences WB8.4B

**A** Point out to the pupils that the action described in the first of the pairs of sentences happened before the action described in the second sentence in each pair. The Past Perfect tense should, therefore, be used when the two simple sentences are combined.

**Answers:**

- The film had started when Aref got to the cinema.
- Rashid had fallen asleep when the phone rang.
- The shop had closed when Fatma went to buy some milk.
- Somebody had bought the car when Ali arrived at the garage.

### 3 Answer questions about possibilities WB8.4C

**A** Refer students to Pupil's Book page 6 and discuss the the answers to the questions before the pupils write their answers. There are no right or wrong answers to the questions but make sure the pupils have used the conditional tense correctly.

#### **Sample answers:**

- 1 I would call the fire brigade.
- 2 I would make sure that nobody was hurt.
- 3 I would climb in through the window.
- 4 I would tell them to play somewhere less dangerous.

<b>Learning objectives</b>	Write a description. Classify vocabulary.
<b>Language focus</b>	Prepositions and adverbials of place
<b>Vocabulary</b>	-

### 1 Write a description WB8.5A

**A** Refer the pupils to Pupil's Book page 16 for a model of the description of a villa. Discuss how they should start their description and their route through the house. Prepare a description of the villa shown in the plan in Exercise A orally before the pupils write.

#### **Sample description:**

The villa is surrounded by a wall with a gate in it. To get to the villa you go up some steps and across a verandah. You come in through the front door into a long hall. Immediately on your left is the living room. A door connects the living room to the dining room. Immediately on your right is the main bedroom. There is a smaller bedroom next to it. A passage goes across the hall. To your right are the bathroom and a small room that can be used as a storeroom. To your left is the kitchen. There is a door at the end of the passage that leads into the garden.

### 2 Classify vocabulary WB8.5B

Tell the pupils to follow the instructions in Exercise B and write lists of the vocabulary in their copybooks.

#### **Answers:**

<b>living room</b>	<b>bedroom</b>	<b>kitchen</b>	<b>bathroom</b>
TV	lampshade	lampshade	lampshade
lampshade	radio	ironing board	towels
radio	rug	cooker	shower
armchair	pillows	frying pan	soap
sofa	lamp	soap	toothpaste
lamp	mattress	lamp	lamp
CD player	CD player	sink	
books	books	books	
coffee table	sheets	electric kettle	

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<b>Learning objectives</b>	Give instructions/ directions. Complete a word puzzle.
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<b>Language focus</b>	Directions Adverbials of place Expressions of politeness
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<b>Vocabulary</b>	-
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**1 Give directions** WB8.6A

Ask the pupils working in pairs to follow the instructions in Exercise A. Remind them to ask their questions politely, as illustrated. Make sure that both pupils have the opportunity to ask for and give directions.

**2 Complete a word tree** WB8.6B

Tell the pupils to do Exercise 8.6B.

**Answers:**

- 1 Happy
- 2 Park
- 3 Come
- 4 Night
- 5 Pillows
- 6 Post Office
- 7 Cages
- 8 Cutlery
- 9 Diet

The missing vertical word is ARCHITECT.

<b>Learning objectives</b>	Give reasons. Complete sentences. Write compound sentences.
<b>Language focus</b>	Present perfect and past perfect tenses Time clauses beginning with <i>when</i> Condition clauses beginning with <i>if</i> Reason clauses beginning with <i>because</i>
<b>Vocabulary</b>	-

### 1 Give reasons WB8.7A

Discuss possible ways of completing the sentences in Exercise A before pupils write. There are no right or wrong answers. Make sure the pupils' answers are grammatically correct.

#### Sample answers:

- 1 Hassan was crying because *he had lost his bicycle.*
- 2 Laila wouldn't talk to Huda because *she was angry with-her.*
- 3 My brother didn't go to school because *he hadn't done his homework.*
- 4 Aisha can't go to the wedding because *she has lost her invitation.*
- 5 I laughed a lot because *the film was so funny.*

### 2 Complete a story WB87B

Discuss possible ways of completing the story in Exercise B before pupils write. Again there are no right or wrong answers.

#### Sample answers:

There was nobody in the house. Father was at *work*, Mother was *shopping* and the children were *at school*. One window was *open*. A cat *climbed* in. The cat *walked* round the house. Then it fell *asleep* on a rug.

Two hours *later*, somebody *came* in. The cat *woke* up and jumped up to the window. There was a lamp standing near the *window*. The cat *knocked over* the lamp and it *fell* onto the floor. The lamp was *broken*, but the cat got away.

### 3 Complete and write compound sentences WB8.7C/D

Discuss possible ways of completing the story in WB Exercises C and D before pupils write.

#### Answers: C

- 1 when
- 2 before
- 3 if
- 4 because
- 5 before
- 6 if



<b>Learning objectives</b>	Write and report utterances. Revise vocabulary.
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<b>Language focus</b>	Direct and reported speech
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<b>Vocabulary</b>	-
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### 1 Write direct speech WB8.8A

Discuss the answers to Exercise A before pupils write.

**Answers:**

- 1 I'm sorry but I can't meet you tomorrow.
- 2 The weather is bad and it will be dangerous to go walking in the mountains.
- 3 I don't think I'll be late but, if I am, don't wait for me.
- 4 I don't have enough money so I have decided not to buy the car.

### 2 Report speech WB8.8B

**A** Refer pupils to the About the language - reported statements in the Workbook for Unit 4.

**B** Tell pupils to do Exercise B.

**Answers:**

- 1 The teacher said that he/she wouldn't be here tomorrow.  
He / She wanted us to do Exercise 5.7 in our Workbooks.  
He / She would check our work on Wednesday.
- 2 The pilot said that he was very sorry but our flight had been delayed. He hoped that we would not be more than ten minutes late when we landed in Dubai.
- 3 My mother said that my uncle would be here for the weekend and that he was not very well. She told me not to do anything to annoy him when he was here.
- 4 The farmer said that he thought it would rain soon. He said that the rain would be good for the vegetables and that we would have a fine crop this year.

### 3 Revise prayer times WB8.8C

Tell pupils to do Exercise C.

**Answers:**

- |         |   |           |
|---------|---|-----------|
| Fajr    | → | Dawn      |
| Zohr    | → | Noon      |
| Asr     | → | Afternoon |
| Maghrib | → | Sunset    |
| Isha    | → | Nightfall |

<b>Learning objectives</b>	Understand an invitation and answer questions. Write forms of adjectives. Write a description.
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<b>Language focus</b>	<b>Wh-</b> questions Present simple and continuous tenses Past simple tense Future tense Passive Comparative and superlative adjectives
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<b>Vocabulary</b>	-
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### 1 Understand an invitation and answer comprehension questions WB8.9A

Tell pupils to do Exercise A.

**Answers:**

- 1 Mr and Mrs John Walker.
- 2 Peter Clarke.
- 3 His daughter.
- 4 James Hunt.
- 5 Cambridge.
- 6 15th October.
- 7 2.30 pm.
- 8 At the Royal Hotel.
- 9 At 4 pm.

### 2 Write adjective forms WB8.9B

Work through Exercise B orally before pupils write.

**Answers:**

#### **Adjective**

faster  
more expensive  
fatter  
heavier  
more careful  
more famous  
softer  
more beautiful  
healthier  
fitter

#### **Comparative**

fastest  
most expensive  
fattest  
heaviest  
most careful  
most famous  
softest  
most beautiful  
healthiest  
fittest

### 3 Write a description WB8.9C

Discuss the descriptions before they write. Remind pupils of:

- names of buildings
- adverbials of place
- names of furniture
- names of room features
- relevant adjectives

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<b>Learning objectives</b>	Write a personal description.
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<b>Language focus</b>	-
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<b>Vocabulary</b>	As needed
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**1 Write a personal description** WB 8.10A

Tell pupils to read the instructions for Exercise A. Discuss their descriptions before they write. Remind the pupils to:

- make notes
- write a draft
- check it thoroughly with their partner for spelling and grammatical mistakes
- think of ways of making their writing better, for example by writing
- compound and complex sentences, using more adjectives and adverbs
- write out the finished description carefully

**2 Answer puzzles** WB 8.10B

Tell pupils who have finished Exercise A to do Exercise B.

**Answers:**

- 1 Helicopter
- 2 Air-tanks
- 3 Ambulance

## Word list Level 4

**adj** = adjective

**adv** = adverb

**n** = noun

**v** = verb

### A

a day (= *every day*)

abbreviation

about to + inf

abroad

\*absolutely

\*accelerator

accept

accompanied by

ache (*n, v*)

\*action

addicted

adult

advanced

adventurous

advertisement

advice

\*affect

against (the wall)

agree

air conditioner

\*air tank

air-wing

\*Airbus 310

airline

aisle (seat)

American

and so on

\*announcement

annual

anxiously

\*apart from

apricot

Arab

Arabic (= *the language*)

\*arch

architecture

artist

\*arts (programme)

as a (student)

as far as

Asmara

aspirin

at all

at last

at the moment

\*Atlas mountains

attend

attraction

avenue

### B

back of one's hand

\*bail

balance

balanced diet

bald

balloon

bandage(*n, v*)

bars (of a gate)

beans

beard

beat(*v*)

beauty

bedding

beginning (*v*)

bend

Best wishes for the future.

beyond repair

blame

blaze / blazing

blind (*n*)

blood

\*blow up (storm)

boarding card

\*bob

boil

bone

bookcase

booking clerk

border

bottom (of sea)

brave

breath (out of ~)

breathe

bright

Britain

broadcast

build (*n*)

bumpy

burns (*n*)

bury/ buried

businessman

by the time

### C

cafe

call (*n*)

carbohydrates

care about

caretaker

carrier

cartoon

castle

\*castle

casualty unit

cause (*v*)

ceremony

chalk

chance (= *opportunity*)

channel (= *TV channel*)

check-in clerk

chef

chest

chocolate

choice

cholera

chop / chopped(*v*)

chose (choose / chose / chosen)

cigarette\*

citizen

classification

classify

clean-shaven

clear (*adj, v*)

clerk

clinic

closedown

cloth (= *fabric*)

\*clove (of garlic)

\*clutch (*n*)

Coastguard

coffee table  
 coin  
 cold (*n*)  
 come along (= *come too*)  
 come over/round  
 come up to  
 comedy  
 comfort  
 comparative  
 compared with  
 comparison  
 complete (*adj*)  
 confident  
 Congratulations  
 connect  
 consonant  
 contain  
 continue  
 conversation  
 cooker  
 cooking oil  
 copper  
 coriander  
 cost(*v*)  
 cough (*n, v*)  
 countable  
 court (= *tennis court*)  
 courtyard  
 cream  
 crew  
 crockery  
 crossroads  
 crush  
 cumin  
 cure (*n, v*)  
 curly  
 customer  
 cut(*n,v*)  
 cutlery  
 cylindrical

## D

daily  
 dancer  
 darken  
 dawn  
 decide (to)  
 deep  
 defend

definitely  
 degree (university)  
 delay  
 derived word  
 destroy  
 (dictionary) entry  
 difficulty  
 dining table  
 \*direction  
 dirt  
 disagree  
 disease  
 disembarkation  
 disinfect  
 disinfectant  
 district  
 Djibouti  
 domestic  
 dozens  
 drama  
 driven  
 \*drop (become weaker)  
 \*drop anchor  
 dustbin

## E

east  
 Eastern  
 \*Edinburgh  
 education  
 \*education(al)  
 either  
 electrical  
 electrical fault  
 emergency exit  
 emigration  
 Emir  
 \*Emperor  
 endless  
 energy  
 engineer  
 entry  
 episode  
 escape  
 eventually  
 exactly  
 examine  
 excited  
 exercise

exhibit  
 exhibition  
 explain

## F

fabric  
 fabulous  
 facilities (*pl n*)  
 fascinating  
 fat (*n*)  
 feature  
 feet (measurement)  
 festival  
 fewer  
 fill  
 fill up (with)  
 finely  
 fire drill  
 fire extinguisher  
 fire-engine  
 fire-escape  
 fireproof  
 fit (*adj*)  
 flat (*adj*)  
 flu  
 fly / flies (*n*)  
 following year  
 foot/feet  
 \*footbrake  
 for one thing  
 forename  
 form (*v*)  
 fortunately  
 forwards  
 free (*v*)  
 frequently  
 fresh  
 \*from time to time  
 frying pan

## G

gardening (*n*)  
 garlic  
 gear (on a car)  
 \*gear stick  
 general practice /practitioner (GP)  
 generation  
 gentle  
 gentlemen

gently  
germ  
get your hands on  
gift  
glad  
glass (= **glassware**)  
go down (sun)  
go wrong  
goods (**pl n**)  
government  
grab / grabbed  
grapefruit  
Great Pyramids  
grow older  
(grow / grew / grown)  
guest room

**H**  
habits  
had better  
\*Hadrian's Wall  
\*halves (PI of half)  
hand luggage  
\*handbrake  
handkerchief  
hat  
\*HE (= **His Excellency**)  
Head (= **chief**)  
headline  
headquarters  
headword  
health  
healthy  
helicopter  
hero / es  
highway  
His Excellency (title)  
history  
hold (= **contain**)  
holdall  
holy  
Hong Kong  
\*Hoppers  
horrible  
hose  
\*household  
housewife  
however  
howl

humidity  
hundreds  
hurry up  
hygiene

**I**  
I'm afraid  
ice  
idiomatic expression  
\*ignition key  
illness / es  
immediate  
immigration officer  
immunization  
immunize  
impolite  
impossible  
\*in danger of  
in my opinion  
including  
\*increase  
infect  
infection  
infrequently  
ingredient  
inject  
injection  
injured  
injury / ies  
\*instruction  
invitation  
invite  
iron (clothes)  
iron (= **metal**)  
ironing board  
\*itinerary

**J**  
jar  
jet  
Jordan  
journalism  
journalist  
jungle  
just like

**K**  
kaftan  
keep away

kettle  
kg (= **kilogram**)  
kilometre  
knee  
know something like the

**L**  
label (**n**)  
\*ladies and gentlemen  
Ladies' Wear  
lamb  
lampshade  
landing card  
\*landing stage  
language  
latest (= **most recent**)  
laughter  
lay (lie / lay / lain)  
\*lead off  
lead out onto  
leather  
left (= **remaining**)  
left-hand side  
lemon  
less  
lie around  
\*lie around  
lift Off  
lighting (**n**)  
litter bin  
local  
\*lone  
\*look out onto  
luggage

**M**  
made of  
magazine  
magnificent  
major (**adj**)  
make sure that  
Many happy returns.  
mark (**n**)  
\*Marrakesh  
marvellous  
mast  
mat  
material (= **fabric**)  
mattress

\*max (= *maximum*)  
 may (in requests)  
 medical attention  
 menswear  
 menu  
 \*Mesopotamia  
 metal  
 microscope  
 middle-aged  
 mile  
 miles per hour  
 \*min (= *minimum*)  
 minaret  
 mineral water  
 Minister  
 ministry of interior  
 mirror  
 miss (a flight)  
 miss (the old days)  
 missing (parts)  
 mixture  
 \*Morocco  
 \*mortar and pestle  
 mostly  
 motorist  
 moustache  
 move off  
 move / into  
 mud  
 musician

## N

naturalization  
 nature  
 necessary  
 next door to  
 next-door neighbour  
 nightfall  
 Nile  
 no longer  
 non-smoking  
 noon  
 \*Norfolk  
 North Pole  
 Not at all.  
 not yet  
 nuts

## O

obey  
 object (= *item*)  
 object (*n*)  
 occasion  
 occupation  
 \*off (the kitchen)  
 official use  
 on board  
 on business  
 \*on one's own  
 on time  
 onion  
 \*open onto  
 open-necked  
 opinion  
 ordinary  
 out of control  
 out of date  
 out to sea  
 own (v)  
 owner

## P

pain  
 painful  
 painting (*n*)  
 paragraph  
 park (a car)  
 parsley  
 part of speech  
 \*party (= *group*)  
 passage  
 passenger  
 passer-by  
 paste (*n*)  
 patient (*n*)  
 pattern  
 pedestrian  
 performance  
 period (= *lesson*)  
 permanent  
 permission  
 personal  
 \*Perth  
 pharmacy / pharmacies  
 photographic  
 \*phrase  
 pillow  
 \*pilot (v)

pineapple  
 place of issue  
 plain  
 pleasant  
 Pleased to meet you.  
 plenty of  
 plenty to drink  
 poet  
 point at  
 point out  
 polite(ly)  
 port  
 pot  
 pottery  
 prefer ... to  
 preference  
 prepare  
 prescribe  
 prescription  
 pretend  
 prevent  
 prevention  
 previous  
 programme  
 pronunciation  
 protect  
 protection  
 protein  
 public  
 public service  
 \*purpose  
 put into gear  
 \*puzzle

## Q

quantity  
 quarter  
 questionnaire

## R

racing car  
 radiographer  
 reach (= *get to*)  
 reception  
 recommend  
 recommendation  
 rectangular  
 red meat  
 relationship

remind (That reminds me)  
 repair  
 report (v)  
 reporter  
 rescue  
 reservation  
 respect  
 responsibility  
 responsible  
 rest (n, v)  
 restore  
 result  
 result  
 rev / revved  
 \*Rhodes  
 right-hand side  
 ring-road  
 road user  
 \*Romans  
 roof  
 row (n)  
 \*Rub al Khali  
 rug  
 ruins  
 rule (v)  
 run for your life  
 run on the spot  
 rush (v)  
 rush-hour  
 rut

## S

safety pin  
 sandy  
 scar  
 scene  
 scenery  
 score (n, v)  
 \*Scotland  
 security  
 selfish  
 serial  
 series  
 serve (food)  
 sex  
 shake one's head  
 shape  
 Sharjah  
 shark

sheet (= *bedsheet*)  
 shower  
 shower curtain  
 sight  
 signature  
 silk  
 silver  
 since  
 sink (n)  
 situation  
 size  
 sleepily  
 sling  
 smallpox  
 smoke-alarm  
 smoker  
 smoking  
 smooth  
 sneeze (n, v)  
 so far  
 soak  
 soft drink  
 some day  
 sore (adj)  
 \*souk  
 sound (n)  
 souvenirs  
 speed  
 sponsor  
 spoonful  
 spread  
 spread / spread / spread  
 square  
 \*Sri Lanka  
 stamp (v)  
 \*stand for  
 \*start on (a task)  
 statement  
 stationery  
 stay in (= *stay at home*)  
 \*steering wheel  
 step (n, v)  
 stitch (n, v)  
 stomach-ache  
 store cupboard  
 story-teller  
 straight  
 stress  
 striped

strong spices  
 stuck  
 studies  
 study (n)  
 stupid  
 style label  
 submarine  
 success  
 suggest  
 suggestion  
 \*summarize  
 summary  
 sunk (sink/ sank/ sunk)  
 sunrise  
 sunset  
 superb  
 superlative  
 suppose  
 sure (= *of course*)  
 surface  
 surgery  
 \*swings  
 swollen  
 symbol  
 syringe

## T

table lamp  
 tablets  
 take (How long will that take?)  
 \*Take it or leave it.  
 \*take over  
 talk (n)  
 tap  
 taxi / taxied  
 tease  
 teenager  
 \*television set  
 temperature (take a~)  
 test (n)  
 \*the Highlands  
 the home  
 \*the Lake district  
 themselves  
 thermometer  
 thick  
 thin (= *not thick*)  
 thousands



throat  
 tide  
 tie (*n*)  
 tomb  
 too little (of)  
 too many  
 too much (of)  
 toothbrush  
 toothpaste  
 torch  
 total  
 totally  
 tour  
 tourist  
 tow (*v*)  
 towel  
 town hall  
 track (*n*)  
 trade route  
 traffic jam  
 traffic lights  
 trainers  
 training  
 trapped  
 travels (*pl n*)  
 treasure  
 treat (*v*)  
 treat with respect  
 treatment  
 truth  
 tsp (= *teaspoon*)  
 Turkey  
 \*turn (bad)  
 TV station

## U

uncountable  
 underwater  
 unexpected  
 unfit  
 unnecessary  
 unusual  
 \*Urdu

## V

vaccinate  
 validity  
 verandah  
 view (= *opinion*)  
 view (= *what is seen*)  
 villa  
 visa  
 vitamin  
 vowel

## W

waiter  
 \*Wales  
 walled  
 wander  
 wash basin  
 waste of time  
 wedding  
 wedding reply  
 weigh  
 weight  
 welcome (*adj*)  
 Well done!  
 \*wet suit  
 wherever  
 whole (= *entire*)  
 wife  
 wild (in the wild)  
 wildlife  
 window seat  
 wooden  
 Would you mind verb + ing?  
 wreck

## X

X-ray (*n, v*)

## Y

year after year  
 yoghurt  
 yr (= *year*)

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## Glossary of key words used in the Teaching Procedures

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### Check understanding

This is to find out what the pupils know at a particular point in the lesson. For example:

- after the presentation of new language.
- after introducing a task.
- at the end of the lesson.

Checking understanding should not be seen as testing the pupils, as this can be discouraging during the teaching process. It is just a way of finding out how much the pupils have understood and what needs further clarification.

### Demonstrate

Demonstration is mainly used in connection with the introduction of Workbook activities. It involves *showing* the pupils what to do. This can be done using a similar activity or using some of the material from the book. Two important points to remember are:

- Workbook material should not be wasted by using more than a small part in a demonstration.
- If the activity involves writing, the pupils should not write during the demonstration.

### Discuss

This indicates that the pupils should be asked for their own ideas about such things as the topic of the lesson, pictures in the pupils' material or even aspects of the language. It is a useful opportunity to present new vocabulary in a context familiar to the pupils. If they are not capable of a 'real' exchange of ideas, prompt the pupils, for example, by asking questions. In a 'discussion', the pupils can respond with one-word answers or short phrases. Sometimes it is appropriate for the discussion to take place in Arabic. However the discussion is carried out, the pupils should be encouraged to say what *they* think.

### Elicit

This involves getting information *from the pupils*. There are many reasons why the teacher might want to do this, for example:

- to check understanding.
- to get information about a picture.
- to get the pupils reading phrases and sentences aloud.
- to find out what they think/know.

Eliciting from the pupils helps make sure they are following and keeps them involved in the lesson. It is always done orally; the pupils speak in response to a question or other prompt from the teacher.

### Explain

This is a point in the lesson when the teacher is required to clarify what to do or give precise information on aspects of the language. It is important that any explanation is clear, simple and short. For example, it is enough to say 'A verb is a doing word.' as long as the pupils are then asked to give some examples. Misunderstandings can then be followed by another short explanation. English should generally be used for explanations, but there are times when Arabic is more appropriate, for example, with grammar explanations or during the introduction of cultural background information.

**Introduce**

This is often used when talking about Workbook activities. It is also used in relation to the topic, language point, or reading / listening texts. One reason for introducing aspects of the lesson is to raise interest among the pupils in what they are about to do, and thus help motivation. When introducing a Workbook activity it also helps give the pupils an idea of the purpose behind the activity; this will help the pupils do it with understanding rather than in a mechanical way. It is important to involve the pupils during the introduction stage using discussion, eliciting and reminding as well as some explanation.

**Present**

This is carried out with new vocabulary or a new language point and involves making the meaning clear for the class. Ideas are sometimes given in the teaching procedures; at other times it is up to the teacher to think of the most suitable presentation. Arabic translation would not normally be used to present the meaning, but Arabic can sometimes be elicited from the pupils to check understanding.

**Prompt**

This involves giving the pupils some help in the form of words, pictures, gesture etc, in order to get them speaking - or sometimes writing. It involves guiding the pupils to find answers for themselves using whatever knowledge they have. By encouraging involvement from the pupils, learning becomes memorable as well as interesting. The use of prompts contributes to the smooth running of the lesson.

**Remind**

This is carried out when the pupils need to make use of something they have done before. It might be a familiar topic where a picture would be enough to remind them. It could also be a familiar rule, such as punctuation, which pupils tend to forget; reminding in this case could be just highlighting the full stop and capital letter in a sentence on the board. On the other hand it might be something the pupils have only done once before such as a particular Workbook activity. Here they could be reminded by being shown what they had done with reference to the previous activity in the book.

Reminding should always be a quick process. Of course, if the pupils can't remember, it might be necessary to introduce the activity again, present the language a second time or further discuss the topic.