

English World 8

unit one

The WWI project

A website project

Name:.....

eighth grade (.....)

Teacher: Dina Awwad

LESSON 1 : THE WWW PROJECT

Keep these new words by your heart:

Word	English meaning	Arabic meaning
assign	To give a task or put someone in particular group	تعيين
appropriate	Suitable for a particular situation	مناسب
access	To get information, especially from a computer	التمكن من
thoroughly	Completely, carefully and in detail.	بعناية
supervisor	A person who is in charge of an activity, a place or a group of people.	مشرف
co-ordinate	To organise an activity so everyone works together.	تنسيق
conference	A meeting where people have discussions	مؤتمر
monitor	To regularly check something.	مراقب
essential		أساسي
request		طلب
confusion		ارتباك
deadline		حد أقصى
encounter		يواجه .. ينجز
zone		منطقة
available		متاح
maintenance		اعمال صيانة
Back up		عمل نسخة إضافية
Go off		انصرف
promptly		حالا
launch		إطلاق
contact		اتصال
practice		يمارس
perspective		إنطباع
respond		رد

LESSON 2: LOOKING AT LANGUAGE

A- DICTIONARY WORK

Nouns: you can find the plural form in your dictionary.

B-SPELLING

A lot of words in English end with **(-tion)** or **(-sion)**. These endings sound

(/ʃən/) or (/ʒən/)

verb		noun	
invite	يدعو	invitation	دعوة
imagine	يتخيل	imagination	خيال
motivate	يحفز	motivation	تحفيز
divide	يقسم	division	تقسيم
televise	يبث	television	تلفزيون

C-LANGUAGE DEVELOPMENT

1- noun + noun = compound nouns

e.g: foot + ball = football

snow + man = snowman

2- noun phrases: the first noun tells you something about the second noun.

Road sign : a sign next to the road

LESSON 3 : GRAMMAR

Present tenses

	Simple present	Present continuous
use	For things that happen regularly.	For things that are happening now
Affirmative form	: الفاعل مفرد Singular subject He/she/it + V + (s/es) : الفاعل جمع Plural subject we/they/you/I + V	He /she/it + is + V + ing They/we/you + are + V + ing I + am + V + ing
Negative form	He/she/it/ + doesn't + V We/they/you + don't + V	He /she/it + isn't + V + ing They/we/you + aren't + V + ing I + am not + V + ing
Interrogative form	Does + he/she/it/ + V? Do + they/we/you + V?	Is + he/she/it + V + ing? Are + they/we/you + V + ing ...? Am + I + V + ing ..?
Key words	always \ sometimes \ never \ daily usually \ often \ every+(time)	now \ at the moment \ look! Listen! \ be quiet..

Past tenses:

	Simple past	Past continuous
use	For things that completed in the past.	For things that continued for some time in the past
Affirmative form	: الفاعل مفرد Singular subject s + V + (ed) (منتظم) s + v2 (غير منتظم)	I / He /she/it + was + V + ing They/we/you + were + V + ing
Negative form	S + didn't + V	I / He /she/it + wasn't + V + ing They/we/you + weren't + V + ing
Interrogative form	Did + s + V?	Was + I / He /she/it + V + ing? Were + they/we/you + V + ing ...?
Key words	Yesterday – ago – last + time	When - while

LESSON 4 : GRAMMAR IN CONVERSATION

Future tense

	Will + inf	Is /are/am + going to + inf
examples	It will rain.	We are going to visit Rama.

- Present perfect

	Present perfect Simple	Present perfect continuous
use	1-For things that happened at an indefinite time in the past. 2-when something started in the past and still continues now. 3- when the result of a past action is visible now.	1- For things that started in the past and still continuing now. 2-when the result of a past action is visible now and the action continued for some time.
Affirmative form	: الفاعل مفرد Singular subject He/she/it + has + v3 : الفاعل جمع Plural subject we/they/you/I + have + v3	He /she/it + has + been +V + ing I /They/we/you + have + been + V+ ing
Negative form	He/she/it/ + hasn't + v3 We/they/you /I + haven't + v3	He /she/it + hasn't + been +V + ing I /They/we/you + haven't + been + V+ ing
Interrogative form	Has + he/she/it/ + v3....? Have + they/we/you + v3...?	Has + He /she/it + been +V + ing Have + I /They/we/you + been + V+ ing
Key words	ever - just – for – since – yet	For – since

LESSON 5: WRITING

A large, scroll-shaped writing area with a decorative border of small red dots. The scroll is unrolled, showing 18 horizontal dotted lines for writing. A large, faint watermark reading "Dina Awwad" is diagonally across the page.

English World 8
unit three

Different places

Name:.....

eighth grade (.....)

Teacher: Dina Awwad

LESSON 1 : WHITE GIRAFFE

Keep these new words by your heart:

Word	English meaning	Arabic meaning
reserve		محمية
perfume		عطر
blossom		زهرة
dripping		مقطر
bound		مقيد
horizon		الأفق
drench		جرعة
soak		نقع
slither		انزلق
scurry		هرول
undergrowth		أشجار متشابكة
tendrils		جزء لولبي من نبته معرشة
droplet		قطرات صغيرة
sway		تمايل
throat		حلق
flicker		رمش
panic		هلع
plunge		غطس
strike		إضراب
hoof		حافر
investigation		تحقيق
commit		ارتكب
bind		ربط
secure		حكم القفل
prevent		يحول دون
stifle		خنق
smack		صفعة
ribcage		القفص الصدري
focus		التركيز
shudder		قشعريرة

dare		تجرؤ
fervently		بحماس
pinpoint		يحدد بدقة
laden		مثقل
quell		قمع
blow		عاصفة
mythical		أسطوري
risk		يخاطر
pursuit		السعي وراء
sheer		شفاف
instinct		غريزه
barely		بالكاد
lethal		قاتل
blur		شئء ضبابي
crumple		جعدة
hover		يحوم
skeleton		هيكل عظمي
carnivore		أكلة اللحوم
blindly		على نحو أعمى
overhear		سمع مصادفة
phobia		رهاب
agoraphobia		خوف مرضي
arachnophobia		رهاب العناكب
saxophone		
autograph		
atmosphere		
rough		
tough		
trough		
naughty		
straight		
direction		
scent		

LESSON 2: LOOKING AT LANGUAGE

A- DICTIONARY WORK

Verbs: when you look for a verb in the dictionary, you will find it's written in **infinitive**(the basic form). if it has any changes for some tenses, it is given too. if the verb has an **irregular past** tense, it is given in the dictionary, too.

* **transitive verb:** it has *an object*. (فعل متعدي) (يحتاج لمفعول به)

Ex: I buy a book.

* **intransitive verb:** it has *no object*. (فعل لازم) (لا يحتاج الى مفعول به)

Ex: I swim every Monday.

B-SPELLING

gh words

- Sometimes **gh** makes the sound /f/..... ex: enough
- Sometimes **gh** is followed by **t**, the **gh** is silentex: thought

C-LANGUAGE DEVELOPMENT

joining two main clauses with a **conjunction** (**and / but / or**)

ex: I go to Rawabi Al-Quds school **and** my sister goes there, too.

And → يوجد توافق بين الجملتين

But → يوجد تناقض بين الجملتين

Or → يوجد اختيار من متعدد

WORD BUILDING: SUFFIX (-NESS)

Some adjectives can be made into nouns by adding (-ness)

Ex : dark → darkness

LESSON 3 : GRAMMAR

Past perfect tenses

	Past perfect simple	Past perfect continuous
use	For an action which happened before another action in the past	1- when an earlier past action continued for some time. 2- when an earlier past action had been happening around a certain point in the past.
Affirmative form	Subject + had + v3..	Subject + had been + v+ing
Negative form	Subject + hadn't + v3..	Subject + hadn't been + v+ing
Interrogative form	Had + subject + v3 ...?	Had + subject + been + v+ing..?

Write the correct form of verbs:

- 1- Sami finished the homework that his teacher him. (**give**)
- 2- Harry not His project so he had to hand it in to his teacher unfinished. (**complete**)
- 3- Samya decided to spend the money that he (**save**)
- 4- The surgeon since early morning and he was exhausted. (**operate**)
- 5- After the rain, the air seemed fresh and cool. (**stop**)
- 6- The police arrested the thieves who the bank. (**steal**)

Complete :

- 1- She lost the ring that
- 2- Adam found the ring that

LESSON 4 : GRAMMAR IN USE

Expressing purpose :

There are several ways to express the ideas of purpose or intention

** **so + clause** : ex: give me your number **so I can phone you.**

Take a book **so that you can read on the train.**

** **to + infinitive** : ex: he went to Paris **to learn** French.

** **in order to + infinitive**: ex: she went to the river **in order to see** the giraffe.

Complete:

We study to

We learn English so that

Phrasal verbs with set:

Set out : خطط

Set off : انطلق

Set up : يعمل

Set in: بدأ شيء غير مرغوب به

Set about : عزم

LESSON 5: WRITING

A scroll-shaped writing template with 20 horizontal dotted lines for text. The scroll is oriented vertically, with the top edge rounded and the bottom edge also rounded. A large, faint watermark reading "Dina Awwad" is diagonally across the page.

English World 8 unit two

We ♥ New York

New York, New York

Name:.....

eighth grade (.....)

Teacher: Dina Awwad

LESSON 1 : NEW YORK, NEW YORK

Keep these new words by your heart:

Word	English meaning	Arabic meaning
fascinating		
astonishing		
section		
base on		
experience		
investigate		
background		
exhibit		
armour		
billboard		
queue		
plot		
bring about		
convince		
fault		
extraordinary		
vivid		
boo		
draft		
inquire		
prehistory		

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Test 2

Grammar and Vocabulary

1 Read about Jack. Complete the second sentence to give it the same meaning as the first sentence. Use three words or fewer in each sentence.

Example

If you work hard today, Jack, you won't have any homework tomorrow.

Work hard today, Jack, so you don't have any homework tomorrow.

1 Jack's father gave Jack a mobile but Jack lost it.

Jack lost the mobile which his _____ given him.

2 "Where have you been waiting?" Ross said to Jack.

Ross asked Jack where he _____.

3 "Please send me an email about the project, Ross," said Jack.

Jack _____ send him an email about the project.

4 Jack looked for the phone for a long time because he wanted to find it.

Jack looked for the phone for a long time in _____ it.

5 "Keep in touch with your team members," Professor Brown said to Jack.

Professor Brown told _____ in touch with his team members.

2 Complete each gap in the text with the correct form of the word(s), as in the example.

Example

It was our first holiday for more than a year. The year before we

(1) _____ able to have a holiday because my dad had lost his job. My brother Dmitri and I had asked my parents (2) _____ on holiday abroad but we still (3) _____ a lot of money. Three months before the end of term, my parents (4) _____ rooms in a hotel in a small seaside town on the south coast. This was so that we (5) _____ sure that we would have somewhere to stay.

On the way to our destination, Dmitri and I (6) _____ out of the train window at the countryside we were passing. Mum told us that she

(7) _____ forward to sunbathing and relaxing on the beach. Dad said that he

(8) _____ to visit a magnificent royal palace near our hotel. The train got in at nine at night and we took a taxi to the hotel to (9) _____ carry our cases.

We were very happy when we arrived at the hotel but we soon changed our minds after we (10) _____ in the hotel for just two nights.

BE

NOT BE

GO

NOT HAVE

RESERVE

BE

LOOK

REALLY LOOK

WANT

NOT HAVE TO

STAY

3 Rewrite each group of sentences as one sentence. Use the words in brackets.

Example

Holly was walking fast. She wanted to catch the bus. (so that)

Holly was walking fast so that she could catch the bus.

1 There was another bus in 20 minutes. Laura didn't want to wait. (but)

2 Holly felt tired. She'd been shopping all day. (so)

3 On the bus Holly looked at her trainers. Holly had bought them in town. (which)

4 The shop was big. It took Holly a long time. She wanted to find good trainers. (so, to)

5 Holly got home at five. She was hungry. Her mum made her a sandwich. (when, so)

4 Match words from A with words from B and use the phrases to complete the sentences.

A	game	legendary	noisy
	protective	sheer	split

B	chorus	creature	instinct
	reserve	second	wall

Example

game reserve

a _____

b _____

c _____

d _____

e _____

Example

Martine had always wanted to see the game reserve at night.

1 She opened the gate through the _____ around the house.

2 When she approached the lake she heard a _____ of frogs.

3 Suddenly there was a movement by her side. _____ told Martine to stay still.

4 A _____ later, a waterbuck jumped up and ran away into the darkness.

5 She began to feel scared and wondered why she was looking for a _____ like a white giraffe.

Test 2

5 Circle the correct words to complete the sentences.

Example

Martine's grandmother owned a wildlife **reserve** / **residence** in Africa.

- The wind blew through the trees and the branches **slithered** / **swayed** from side to side.
- As Holly got nearer to the football match she could see the **dazzling** / **dripping** lights above the stadium.
- When Holly walked through the park, she could smell the wonderful **perfume** / **pursuit** of the flowers.
- Visit the king's dining room with its **repeatedly** / **lavishly** decorated walls showing scenes of Thai life.
- The rain fell heavily and after a few minutes, it **soaked** / **scurried** the washing that was hanging in the garden to dry.

6 Read the text and choose the correct word for each space. Write the correct letter A, B, C or D in each gap.

Example

British people and international <u>D</u> never fail to	A skeletons	B supervisors	C tricksters	D visitors
be (1) _____ by the beautiful lakes, the	A impressed	B risked	C stifled	D adorned
(2) _____ of the wild mountains, the open	A façade	B magnificence	C mural	D tendril
horizons and (3) _____ views of the Lake	A lethal	B ceremonial	C majestic	D secure
District. It is one of Britain's favourite holiday				
(4) _____. While there, you can visit Hill	A perfumes	B destinations	C styles	D focus
Top and Dove Cottage, the (5) _____ of two	A ribcages	B administration	C states	D residences
important figures of English (6) _____, William	A hoof	B mansion	C office	D literature
Wordsworth, a famous poet, and Beatrix Potter,				
a(n) (7) _____ children's writer.	A remarkable	B essential	C previous	D fake
Most visitors love their trip to the Lake District				
but you often hear not very enthusiastic				
(8) _____ about the area. They say it is hard to	A continents	B cultures	C comments	D courts
(9) _____ the weather.	A hover	B plunge	C ignore	D hire
The Lake District is one of the wettest areas in				
the country and visitors often get (10) _____	A drenched	B surrounded	C prevented	D decorated
as they travel around.				

Listening

1 Listen to these people speaking about their education. Choose the correct phrase from phrases A–F below to match the conversations 1–5. There is one example and one extra phrase.

Conversations 1–5:

1	A	2		3		4		5	
---	---	---	--	---	--	---	--	---	--

Example

Phrases:

- | | |
|------------------------|------------------------------|
| A I imagined the worse | B Too good to be true |
| C In a split second | D Butterflies in the stomach |
| E Pretty big! | F Not my thing |

2 A radio reporter is interviewing an expert on an important natural habitat. Listen to the interview and fill in the missing information with three words or fewer in each numbered space in the notes. There is one example.

An important Natural Habitat			
Name:	Example <u>Galapagos Islands</u>	Location:	(1) _____ from South America
Some facts about the islands:	consist of (2) _____ and 100 small ones	Why are the islands amazing?	a unique wildlife (3) _____
Why are the islands amazing?	very important in the (4) _____	Threats to the islands from:	tourism, global warming and (5) _____

3 Listen to Ross and Laura. For each sentence circle the correct answer True, False or Not stated. There is one example.

Example

Tom sent the pictures yesterday morning.

True

False

Not stated

- | | | | | |
|---|---|------|-------|------------|
| 1 | Laura thinks she's a better photographer than Tom. | True | False | Not stated |
| 2 | Tom went to the Galapagos Islands and then to South America. | True | False | Not stated |
| 3 | Tom enjoys being a travel writer. | True | False | Not stated |
| 4 | Tom says tourists are having a bad effect on the Galapagos Islands. | True | False | Not stated |
| 5 | Tom thinks that animals on the Galapagos Islands are in great danger. | True | False | Not stated |

Reading

- I Read this scene from the story *Kidnapped* by Robert Louis Stevenson. Is the information in each sentence about the scene true, false or not stated in the text? For each sentence circle the correct answer.

My story begins on a morning early in the month of June. I took the key for the last time out of the door of my father's house. The sun began to shine on the hills as I went down the road; and by the time I had come a kilometre, the birds were singing in the trees. In my hand I held the letter which Mr Campbell had given me after my father died. Mr Campbell had told me to take it to Ebenezer Balfour at a house called Shaws. I set off thinking of new friends and a warm welcome.

It was nearly night when I got nearer to my destination. I met an angry-looking woman coming up the hill. I asked her about the house of Shaws. She turned quickly and pointed to a huge mansion at the bottom of the hill. The woman's face flickered with anger as she pointed: "That's Shaws!" she said and hurried away.

The country was green and the crops in the fields were, to my eyes, wonderfully good but the house itself was terrible. No

smoke rose from the chimneys; there were no flowers in the garden. The nearer I got to it, the uglier it looked.

In three of the windows, which were high up and very small, I saw a very weak light. I heard a noise of dishes but no one spoke. The door was made from heavy pieces of wood. I knocked on it, then I stood and waited. The house had fallen into a dead silence. A minute passed. Nothing moved. I knocked again. I could hear the clock striking inside. No one came to the door.

I was tired and hungry after my long journey. I knew someone was inside and I became angry because there was no answer. I began to hit and kick the door time and time again. I had been shouting for Mr Ebenezer Balfour for more than five minutes when the door opened. A man came out. He was holding a sword. "Who are you?" he asked after a very long pause.

Example

This story takes place in winter.	True	False	Not stated
1 The weather was bad when the writer set off.	True	False	Not stated
2 The writer's father is dead.	True	False	Not stated
3 The writer hoped the people in the house of Shaws would be friendly.	True	False	Not stated
4 It took the writer a long time to walk to Shaws.	True	False	Not stated
5 The writer met a woman who worked at Shaws.	True	False	Not stated
6 The house at Shaws was quite small.	True	False	Not stated
7 The house at Shaws was made of wood.	True	False	Not stated
8 The writer knew that there was someone in the house.	True	False	Not stated
9 The writer waited patiently for someone to answer the door.	True	False	Not stated
10 Mr Ebenezer Balfour finally opened the door.	True	False	Not stated

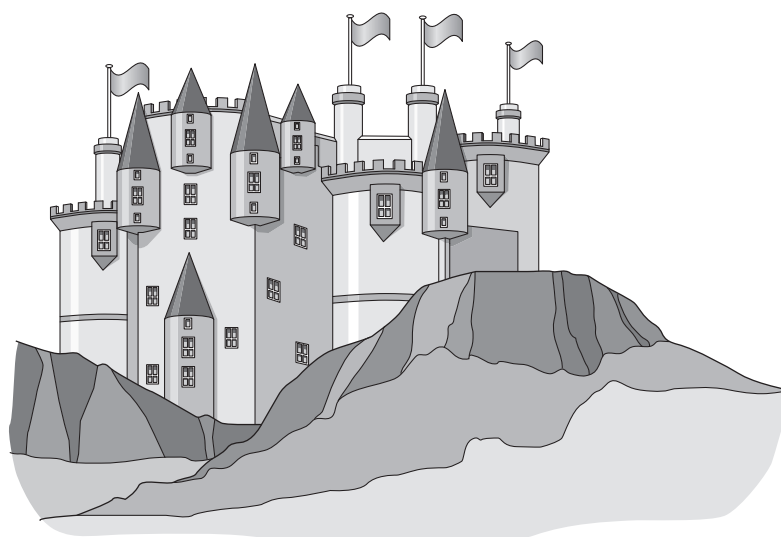
2 Read the headings A–G and the sections 1–6 from a tourist guide. Choose the letter for the correct heading to match each section and write it in the gaps in the table, as in the example. You won't need one of the headings.

Example	
Section 1 goes with Heading <u> G </u>	Section 2 goes with Heading _____
Section 3 goes with Heading _____	Section 4 goes with Heading _____
Section 5 goes with Heading _____	Section 6 goes with Heading _____

Headings:

- A Helpful hints to visitors
- B Back at the beginning
- C Where to find us
- D A building of different cultures
- E A new sight to see
- F A ceremony and a new building
- G A few lines to introduce us

Section 1	Section 2	Section 3
Hillside Palace is one of Scotland's best-kept tourist secrets. Yet visitors love this richly decorated building and the stunning gardens that surround it.	The palace is near the town of Barden, 60km north of Aberdeen. It stands in a magnificent setting in the Grampian Mountains on the west bank of the Dene River.	The first building at Hillside was originally a large farm. It stood here for 150 years and belonged to the Lambeths, the family that began the famous garden here.
Section 4	Section 5	Section 6
Hillside Palace itself dates from 1853 when Helmet Weber, a rich German, married Sarah Barden, heiress to the Barden family land. Helmet built an amazing palace for their life together.	Weber was anxious to include German and Scottish architectural styles in the palace. He encouraged artists to decorate it with murals showing traditional scenes of Scottish and German life.	If you visit us at Hillside Palace and want to go around our garden, don't forget an umbrella. Days can start off fine but you can easily get soaked if you don't have one, even in summer.



Test 2

Speaking

I Ask and answer.

Part 1

Student 1: Use Question Box A to ask your classmate questions, e.g. What was your primary school called?

Student 2: Answer your classmate's questions about the topic on Card A.

Question Box A

Questions about:

what / primary school / called?
school / state / private school?
what / name / class teacher?
what / can / remember / last year / school?
enjoy / your primary school? / why / why not?
what / like / dislike / about it?
how / you / improve / school?

Part 2

Student 2: Use Question Box B to ask your classmate questions, e.g. What is your secondary school called?

Student 1: Answer your classmate's questions about the topic on Card B.

Question Box B

Questions about:

what / secondary / school / called?
school / state / private school?
what start / finish / school?
how many / subjects / study / day?
what / can / remember / first day / school?
what / good points / about / school?
what things / like / change / about school?

2 Look at the picture and talk about:

- ▶ what you can see in the picture;
- ▶ how you would feel in a completely different country with a different culture;
- ▶ things you like about your own country and culture.



A great destination

4



Check-in

Spectacular buildings exist all over the world. Some of them are modern, some are very ancient. Some have a rich and interesting history.

What is the most spectacular building you have ever seen or visited?

Did you like it? Why? / Why not?

How could you find out about a building before you visit it? List three methods.

You are going to read some pages from a guidebook for Thailand.

Reading

- The pages **explain and describe** the Grand Palace in Thailand's capital city.

What is the capital of Thailand?

- The guidebook is written to **inform** visitors.
- It is also **written** to persuade.

What does persuade mean?

- What do you think the guide persuades people to do?
- These words are on the pages you are going to read.

destination **magnificence** **decorate** **ceremony**
remarkable **ignore** **dazzling** **royal** **office**

What do they mean? Check in a dictionary.

Looking at language

- Dictionary: **adverbs**.
- Spelling: words ending **-ture** / **-sure**.

Think of a word with each of these endings.

- Language development: **complex sentences**

Grammar

- Practise **reported statements and commands**.
- Practise **present simple for fixed future events**.
- Practise **phrasal verbs with hang**.

Writing

- Learn about the **features of writing to inform / persuade**.
- Write a guide to the Grand Canyon.

Where is the Grand Canyon?

- Write a guide to a local place you know.

Listening

- Holly and Ross's **conversation** about their schools.
- A **discussion** about two very different schools.

Speaking

- Talk in groups **about your school**.
- Tell the class about your school.

Bangkok

The Grand Palace

Visitors from all around the world are truly amazed by the beauty and magnificence of the richly decorated buildings of the Grand Palace. “Stunning”, “Dazzling”, “Like a dream”, “It’s a must!” Comments like these appear repeatedly in online reviews written by visitors from every continent. The palace is one of the sights in Bangkok that every tourist should see. If you only have a little time in the city, make it your first destination.

Facts about the palace

The Grand Palace stands majestically on the east bank of the Chao Phraya river. It is a complex of many buildings and the whole site measures more than 218,400sq m. It is surrounded by a protective wall which is 1,900m long. There are three parts to the palace complex: the Outer Court, the Central Court and the Inner Court.

History

The Grand Palace was built by King Rama I in 1782. At first it was a group of traditional wooden buildings which the king used for his residence and his administration offices. More buildings have been added gradually over the centuries. The Grand Palace is no longer the permanent home of the kings of Thailand but many buildings are used for government offices, or for important occasions and ceremonies. The palace remains uniquely important to the people of Thailand.



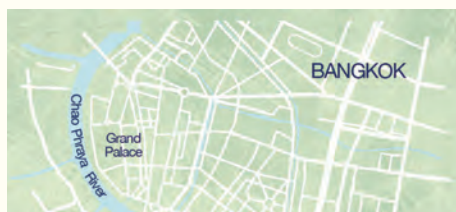
Architecture

Golden towers and colourful, steep roofs rise impressively above the palace walls. Architectural styles include Thai, with other features from China, Cambodia and Europe. King Rama I encouraged Thai culture and literature. He told his architects to decorate his palace walls lavishly with scenes from the Thai story, the *Ramakien*.

These remarkable murals can be seen on some of the oldest buildings in the Outer Court of the palace.



Statues representing legendary creatures stand fiercely on guard at entrances and adorn façades, terraces and staircases.



Important buildings in the palace complex



This building in the Central Court was first a royal residence. Now it is used for royal ceremonies.



This building was a royal residence for nearly fifty years and foreign guests were received here. Now it is a great hall for state occasions.



This is one of the oldest buildings in the palace complex and is built in an ancient architectural style.



This building has eight towers, each one a different colour with its own special meaning.

There are many other buildings to see in the Outer Court and Central Court including libraries and galleries, with murals showing historic events and battles. In the past, the Inner Court was the residence of the queen, the royal children and their servants. It is not possible to visit this part of the palace.

The Grand Palace is open every day, 8.30–15.30.

Tips from International Visitors

Go by boat

"The river boat express stops a short walk away. You get a great view of the palace from the river."

Isabella, Argentina

Wear the right clothes

"Shorts and sleeveless tops are not allowed. If you don't have the right clothes, there is a place where you can hire them for your visit but it's better to have your own."

Shirin, Sri Lanka

Take ...

"an umbrella. It will either pour with rain or the sun will burn you, so you'll need it whenever you go."

Kiera, UK

"plenty of water to drink. You'll be walking a lot and you'll get very hot."

Mai Ling, China

Ignore the tricksters

"They wait around for tourists and try to take them to some other place. They want your money! Walk on and don't stop."

David, Scotland

"A friendly man told us that the Grand Palace was closed. He said that he would take us to a palace that was open. He took us there, but afterwards he wanted us to buy expensive jewels from his friend's shop. Later, we found out that the jewels were fake and the Grand Palace wasn't closed at all!"

Dan, Canada

Don't forget

"Your ticket also admits you to the Vimanmek Mansion Museum which is near the Grand Palace. It's worth a visit."

Tracey, USA



1982 was the 200th year of Bangkok and the Mansion, built by King Rama V as a residence, was repaired. It is now a museum.

1 Answer these questions.

- 1 What are some of the comments that people make about the palace?
- 2 How big is the site of the palace?
- 3 How long is the wall around it?
- 4 Who built the palace?
- 5 How many parts to the palace are there?
- 6 What is the palace used for in the present time?
- 7 Which architectural styles can you see in the buildings?
- 8 How many important buildings of the palace complex are shown on the leaflet?
- 9 Is it permitted to visit the Inner Court now?
- 10 What sort of clothes can you not wear when you visit the palace?

2 Number the sections of the text in the correct order.

Write the section where you would look for the information below.

Important buildings _____ Architecture _____ The Grand Palace _____
Tips _____ History _____ Facts _____

- 1 the size of the palace complex _____
- 2 who built the palace _____
- 3 other buildings in the complex _____
- 4 a plan of the palace complex _____
- 5 things you should take when you visit _____
- 6 how the palace walls are decorated _____

3 Discuss your answers to these questions.

- 1 From what you can see in the guidebook, do you think the online review comments are right? Why? / Why not?
- 2 Do you think the traditional eastern architectural style is attractive? Why? / Why not?
- 3 Why do you think you have to wear the right clothes when you visit the palace?
- 4 How would you make sure you did not get tricked by the tricksters?

4 Write these adverbs next to their meanings.

impressively repeatedly lavishly uniquely majestically

- 1 _____: in large quantity and expensively
- 2 _____: in a way which makes people admire something or somebody
- 3 _____: in a beautiful and grand way
- 4 _____: in a special way
- 5 _____: many times



Vocabulary check

Find these words in the text. Check any you are not sure of in a dictionary.

*magnificence comment continent destination
decorate measure residence administration office
permanent style ceremony literature adorn
façade terrace remarkable murals sleeveless
hire ignore trickster fake dazzling stunning royal*

Your views

- Would you be interested in visiting this palace? Why? / Why not?
- Which of the buildings shown in the guidebook do you think looks the most impressive?
- Which of the tips do you think is the most useful?

A Dictionary work

Adverbs derived from adjectives

- **Common adverbs** in a dictionary are set out like this.

truly /'tru:li/ *adverb* completely

- More **unusual adverbs** come at the end of the **adjective** entry from which they are formed.

majestic /mə'dʒestɪk/ *adjective* very beautiful or impressive **majestically** *adverb*

1 Find the adverbs in the guidebook that are formed from these adjectives.

- 1 gradual 2 repeated 3 impressive
4 lavish 5 fierce

B Spelling

-ture and -sure endings

To decide whether a word ends in **-ture** or **-sure**, think about how the ending sounds.

- If it sounds /tʃ/ like *chair*, then the ending will be **-ture**.
culture literature
- If it sounds /z/ like *genre*, then the ending will be **-sure**.
measure pleasure

The **-ture** ending is more common than the **-sure** ending.

1 Add -ture or -sure to complete the words in these sentences.

- I painted a pic_____ of my house.
- The boy acted in a silly way.
He was very imma_____.
- I wrote my signa_____ at the bottom of the letter.
- In my lei_____ time I like to go swimming.
- It was a plea_____ to visit The Grand Palace.



C Language development

Simple and compound sentences

- You have learned about simple sentences.

1 How many main clauses are in this sentence?

The Grand Palace was built by King Rama I in 1782.

- You have learned about writing **compound sentences** by joining one or more main clauses with conjunctions *and*, *but* or *or*.

2 Underline the main clauses in this sentence.

This building was a royal residence for nearly fifty years and foreign guests were received here.

Complex sentences

Now learn about these.



- A **complex sentence** has a main clause and at least one subordinate clause.
- A **subordinate clause** has a verb but it does not make sense by itself.
- One example of a subordinate clause is a relative clause. It gives extra information about a part of the main clause.

3 Read this example about the Grand Palace. Underline the main clause.

At first it was a group of traditional buildings which the king used for his residence.

What information does the subordinate clause tell you?

- The sentence above could be written as two simple sentences.

At first it was a group of traditional buildings. The king used them for his residence.

- A complex sentence can contain more than one subordinate clause. It can contain more than one type of subordinate clause.
- A **participle clause** can begin with a present or past participle.

4 Read this example from the guidebook. Underline the main clause. How many subordinate clauses are there?

*There are many other buildings to see in the Outer Court and Central Court **including** libraries, and galleries with murals **showing** historic events and battles.*

5 Discuss how the sentence above could be written as three sentences. Compare the complex sentence with the three simple sentences. Why do you think the guidebook uses a complex sentence?

1 Read.

A group of tourists was on a tour of the Grand Palace in Bangkok. One young man **thought** the palace **was** magnificent. His wife **said** that **she loved** the style of architecture. An elderly American tourist **said he would take** some photos of the statues. His wife **reminded him not to forget his** umbrella. One small boy **said he was** fed up. He **added that he was dying** of thirst and **asked his mother to give him** a drink. She **told him to stop complaining!** The tourist guide **asked** everyone to **follow her**. She **explained that there was** lots more to see.



2 Answer these questions.

- 1 What did the young man and his wife think of the palace?
- 2 What did the elderly tourist say he would do?
- 3 Why was the small boy fed up?
- 4 What did his mother tell him to do?
- 5 What did the tourist guide ask everyone to do? Why?

Remember!

Reported statements

When the reporting verb is in the past tense (e.g. *said*), the verbs of the original direct speech usually change tense.

"Lucy is tired," said John. → John said that Lucy was tired.

When the reporting verb is the present tense (e.g. *says*), the verbs in the original direct speech do not change tense.

"I have attached some photos." → Carrie says that she has attached some photos.

3 Report the following statements, changing the tenses of the verbs.

- 1 "The Grand Palace is dazzling," said the tourists.
- 2 The guide told the visitors, "The statues represent legendary creatures."
- 3 "Visitors cannot enter the Inner Court," the guide explained.
- 4 She said, "Everyone has to wear suitable clothes."
- 5 "It will be an unforgettable visit," promised the guidebook.

Remember!

Reported commands

"Please, sit down!" said the teacher. → The teacher asked the students to sit down.

The teacher said, "Don't speak!" → The teacher told the students not to speak.

4 Report the following commands.

- 1 "Stop complaining, Billy!" said the woman.
- 2 "Please notice the remarkable murals, everyone," said the guide.
- 3 King Rama I ordered his architects, "Decorate the palace wall lavishly!"
- 4 "Please don't enter the Inner Court," the guide said to the tourists.
- 5 The guide said to her group, "Ignore the tricksters!"
- 6 "Don't believe what they say!" she told them.

Remember!

In reported speech pronouns and possessive adjectives can change, too.

I can't swim said George. → George said that he couldn't swim.

5 Complete these sentences. Report the direct speech and make any necessary changes.

- 1 "I'll help you." Jack told Laura that ...
- 2 "Hand in your work, please."
The teacher asked the class ...
- 3 "The book isn't mine." The boy said that ...
- 4 "We can't remember your name." The girls told me that ...

Always think of the meaning and you won't go wrong!



1 Listen and read.

Jack: Come on, Laura. Can't you walk a bit faster? Our bus **leaves** in two minutes.
Laura: Hang on a sec. That's my phone. I've got a text.
Jack: Don't read it now!
Laura: But it might be important. Oh! It's from Robert in Kenya.
Jack: Can't you read it on the bus?
Laura: He wants us to send him information about schools in the UK.
Jack: You can email him later.
Laura: Yes, and I can tell him about our school.
Jack: Good idea. Send him some photos, too.
Laura: He says he needs the information by the twenty-fifth. When's the twenty-fifth?
Jack: It's next Tuesday I think.
Laura: He says do we know there's a solar eclipse in Nairobi next week.
Jack: He needs to tell the Science team about that, not us.
Laura: It's interesting though.
Jack: When **is** our next team meeting, by the way?
Laura: I think it's on Saturday afternoon. I'll check when we get on the bus.
Jack: If we ever manage to catch the bus. Come on!



2 Cover the dialogue and read the following statements. Write T (true) or F (false). Correct the false statements.

- 1 Their bus leaves in ten minutes. ____
- 2 Laura gets a text from Robert in Kenya. ____
- 3 He needs some information by the twenty-fifth. ____
- 4 The twenty-fifth is next Wednesday. ____
- 5 There's a solar eclipse in Nairobi next month. ____
- 6 Jack thinks their next meeting is on Saturday. ____

3 Ask and answer in pairs. Use the present simple of to be.

- 1 What – day – tomorrow?
A: What day is it tomorrow? B: It's ...
- 2 What – date – tomorrow?
- 3 What – date – next Saturday?
- 4 When – next exams?
- 5 When – next holiday?
- 6 When – next break?
- 7 What – next lesson?
- 8 What – programmes – TV – this evening?

4 In pairs ask and answer using the present simple.

9 am

3.30 pm

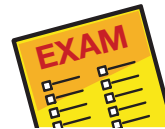
5.30 pm



Tuesday

4.45 pm

7.15 am



- 1 When – train – leave – tomorrow?
A: When does the train leave tomorrow?
B: It leaves at nine o'clock.
- 2 When – plane – land?
- 3 When – exams – start?
- 4 What time – film – begin?
- 5 What time – shops – shut – tomorrow?
- 6 When – taxi – get here?

Remember!

The **present simple** is used for fixed and certain events in the future.

- Statements about the calendar.
Today is Monday so tomorrow is Tuesday.
- Events which cannot change.
When is the next full moon?
- Planned, fixed events.
What time is the football match?
- With verbs such as *arrive, come, leave, start*, etc. when referring to plans, programmes or schedules.
Our train leaves in ten minutes.

Features of writing to inform and persuade

The guidebook to the Grand Palace in Bangkok is non-fiction writing that gives the reader **information** and uses description to **persuade** people to visit.

▶ Tenses

Both **past** and **present** tenses are used in the guide.

Past tenses are used for actions and descriptions that happened in the past.

The Grand Palace **was** built ...

He **told** his architects to decorate ...

Present tenses are used for describing the Palace today and people's reactions.

Visitors from all around the world **are** truly amazed ...

Golden towers and colourful, steep roofs **rise** impressively above the palace walls.

ACTIVITY

Find three more examples of **past** and **present** tenses.

▶ Information

Visitors to the Grand Palace will want to know facts about it. The guide gives:

historical information

built by King Rama I in 1782.

descriptive information

It is surrounded by a protective wall which is 1,900m long.

practical information

Shorts and sleeveless tops are not allowed.



ACTIVITY

Find one other **historical** fact, one other **descriptive** fact and one other piece of **practical** information.

▶ Persuasive language

The writer of the guidebook uses language designed to **persuade** people that the Palace is an interesting place to visit.

... make it your first destination

NOT 'go if you can'

These remarkable murals ...

NOT 'some wall pictures'

The guidebook also includes **positive opinions** from people who have seen the Palace.

"Stunning"

"Dazzling"

"It's a must!"

"You get a great view of the palace from the river."

▶ Layout

The way the guidebook **looks** is very important. If the writer had just used text it would not look very interesting. There are different **presentational devices** to make the pages exciting and informative.

ACTIVITY

Find examples of these **presentational devices** and discuss them.

a sub-heading b map c plan

d photo e caption f tip box

Why do you think the writer has used them?

How do they make the pages more interesting?

Writing together

As a class, you are going to write about The Grand Canyon in North America. Below is a photograph, a map and a factfile.

You must include **information**, decide on the **layout** and think carefully about the language you use to **persuade** people to visit.

Read the fact file and look at the map and photograph.



Fact file:

One of the Seven Natural Wonders of the World

Location: north-west Arizona, North America

Size: app. 5,200sq km. / world's largest gorge / 1.6km at its deepest point / 29km at its widest point

Formation: took 3–6 million years to be formed by the Colorado River which on average is 300ft wide and 100ft deep

National Park: 1919

Population: Indian tribes – Hopi, Navajo, Havasupai and Paiute

Plants and animals: within the park – species of plants (1,500); birds (355); mammals (89); reptiles (47); amphibians (9); and fish (170)

Exploring the Grand Canyon

- on the ground – by foot / bike / mule / bus / jeep
- on the river – rafting
- in the air – small plane / helicopter

Nearly 5 million visitors each year

Opening times: South Rim – all year round / North Rim – from May to October (in winter months the North Rim is often blocked by snow)

Some persuasive language you could use:

The views: *unique* *breathtaking* *magnificent*

The tours: *informative* *exciting* *challenging*

Add your own ideas.

Write your guidebook page.

WB p39

Conversation practice

1 Ross and Holly are talking. Look at the pictures and the words in the box. What do you think they are talking about?



facilities grounds technology sports hall stage
science lab equipment canteen uniform

2 Listen to Ross and Holly. Were you right?

3 Read the phrases in the box. Listen again and spot the phrases.

pretty big not really my thing Let's see ... Well ...
out of this world I bet too good to be true

4 In groups talk about your school. List the facilities. How is your school different from Ross's school?

Start like this: *Do you think that we've got good facilities at our school?*

Listening comprehension

1 Listen to Izzie and Dan. They are talking about their schools. Who goes to School A? Who goes to School B? Now answer the questions.

- Whose school has more students?
- Whose school is older?
- Which school has more sporting facilities?
- What is a 'boarding school'?
- How often does Dan see his family?
- Whose school has bigger classes?
- What does Izzie hate?
- What does Dan dislike about his school?
- What is a 'mixed school'?
- What is the main difference between a state school and a private school?



Individual speaking

You are going to talk about your school.

WB p40

In this unit, students:

- read and understand a guidebook entry for a prominent building in a city
- develop a close understanding of the different components of the guidebook entry
- learn about adverbs in a dictionary; spell words with *-ture / -sure* endings; learn about complex sentences
- study and practise reported statements and commands with tense and other changes
- learn and practise the use of the present tense for future meaning
- learn about writing to inform and persuade; write a guidebook entry
- listen to a conversation about different schools
- make a short individual presentation about their own school

Lesson 1 Check-in; Reading SB pp37–39

Lesson aims

- to prepare for the topic of great destinations to visit and other aspects of work in Unit 4 through the Check-in page
- to read and gain a general understanding of a guidebook entry to the Grand Palace, Bangkok

SB skills: reading for general understanding; reading fluency; oral comprehension; vocabulary

WB practice: Unit 4 vocabulary list (pp138–139)

Time division: a rough guide to a 40-minute lesson

- | | |
|----------------------|-------------------------|
| ▶ Check-in – 10 | ▶ After reading – 10 |
| ▶ Before reading – 3 | ▶ Reading practice – 10 |
| ▶ Reading – 7 | |

Point out the unit title. Explain that some people visit natural destinations and some choose to visit buildings and cities. Give students a few moments to look at the pictures. Ask: *Do you recognise any of these places? Can you say which countries they are in?*

Check-in

- 1 Read the three statements about buildings.

Task box Elicit answers to the first question from around the class. Write on the board as many different buildings as students name. Ask individuals to give their views about the building they chose.

Elicit as many ideas as the students could think of to find out about a building before visiting it. They should be able to suggest, e.g. **look on the internet, in a guidebook**, etc.

- 2 Read the last statement.

Reading

- 1 Read the first information point.

Task box Ask the question. Elicit: **Bangkok**.

- 2 Read the next two statements.

Task box Ask the question and elicit a definition: **to affect what someone thinks and convince them to do something or to have a particular view about something**.

- 3 Ask the second question and elicit suggestions: the guide persuades people to visit the palace.
- 4 Read about the new words.

Task box Check the meanings of these words with the class.

- 5 Remind students that they will find the lesson and the unit easier if they prepare some of the vocabulary beforehand.

Looking at language

Read the work that will be covered.

Task box Elicit different words ending in *-ture / -sure* from around the class. They should remember, e.g. **adventure, furniture; treasure, measure**.

Grammar

- 1 Read the information about Grammar.
- 2 Ask the class if they can think of any phrasal verbs using *hang*. Give a clue, e.g. *What do you say to someone on the phone if you want them to wait a moment?* **hang on**

Writing

Read about the writing features and writing outcome.

Task box Ask the question. Elicit: **in the south-west of the USA**.

Listening

- 1 Read out the work that will be covered.
- 2 Ask students if they have ever been to a different school to their own, either for a visit or as a student there.

Speaking

Read the information about Speaking.

Reading: *The Grand Palace* SB pp38–39

Before Reading

Pre-reading questions

- 1 Look at the pictures on the pages. *Do you think this is a large place or not very large?*
- 2 Students should recognise that it is large. Point out the map. *Do you think it has some of the oldest buildings in the world?*
- 3 Elicit ideas from the class. Tell them they will find out how old some buildings are when they read.
- 4 Ask: *Is the information in one piece of writing or is it divided up? It is divided up.*
- 5 Ask how. Students should be able to say: *It is divided into paragraphs with headings on the left page.* It is also divided up by pictures on the right page. Some of the information is in a separate box on the right with headings.

Reading

- 1 Read the text to the class or play track 1.13.
- 2 Check understanding of vocabulary. Ask if any words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

Note: Students will have the opportunity to check meanings of words as a homework task and will do further comprehension and vocabulary work in following lessons. It is important not to spend time on checking meanings in the lesson unless essential to a general understanding.

- 3 Words for Unit 4 in the Word list at the back of the WB may be checked in a dictionary during the lesson, if necessary.

After reading

General questions

Check students' general level of understanding by asking questions on the gist of the text. Elicit answers. Make sure that everyone agrees. Refer the whole class to the text to check details, if necessary.

Use the following questions or any of your own:

- 1 Which country is the Grand Palace in? **Thailand**
- 2 What is the name of the city that it is in? **Bangkok**
- 3 How old is the Grand Palace? **over two hundred years**
- 4 What is it used for now? **government offices, important occasions and ceremonies**
- 5 What is a good way to approach the palace? **by boat**
- 6 Which people should visitors avoid? **the tricksters**

Reading practice

- 1 Divide the class into groups. Students take turns to read a paragraph each. Go around listening as they read. Take note of students who need more support to improve fluency.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Re-read the guide carefully and check meanings again as necessary.

Lesson 2 Reading comprehension SB p40

Lesson aims

- to re-read *The Grand Palace* (i) in full (ii) in sections for detail
- to develop a close understanding of the text
- to give a personal response to the Grand Palace of Bangkok

SB skills: reading for detail; identifying sections of the text and the key information they contain; the use of adverbs in the passage; vocabulary; critical thinking

WB practice: matching statements to subjects; gapfill; finding the incorrect word

EPB link: Test 2, Reading Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Activity 2 – 6

▶ Vocabulary check – 4

▶ Re-reading – 5

▶ Activity 3 – 7

▶ Your views – 3

▶ Activity 1 – 6

▶ Activity 4 – 6

Warm-up

Check meanings of new words from the reading text.

Before starting this page, read *The Grand Palace* again or play track 1.13.

Activity 1

- 1 Ask the literal comprehension questions to check whether the class has understood the guidebook information.
- 2 Elicit oral answers from the class. Remind them that the answers they need are stated in the text.
- 3 Encourage them to turn back to the text to check answers.

Answers

- 1 Stunning, Dazzling, Like a dream, It's a must
- 2 more than 218,400 square metres
- 3 1,900m
- 4 King Rama I
- 5 three
- 6 government offices, important occasions, ceremonies
- 7 Thai, Chinese, Cambodian, European
- 8 four
- 9 No
- 10 shorts, sleeveless tops

Activity 2

- 1 Explain the task.

- 2 Ask a volunteer to read out the sections of the text.
- 3 Give students a time limit in pairs to number them in order.
- 4 Check these answers.
- 5 Give the class a time limit to read the information and write the section where they would expect to find it.

Answers

Important buildings 5; Architecture 4; The Grand Palace 1;
 Tips 6; History 3; Facts 2
 1 Facts 2 History 3 Important buildings
 4 The Grand Palace 5 Tips 6 Architecture

Activity 3

- 1 Students work in groups to discuss these questions. Appoint a spokesperson for each group.
- 2 Question 1: Ask the spokesperson to note how many agree with the comments and how many disagree.
- 3 Question 2: Ask the spokesperson to note how many find the style attractive and how many do not.
- 4 Advise all the group to note their views as they talk.

Example answers

The first two questions depend on personal views. Find out how much agreement there is within groups. Encourage all students to give reasons for their views.

Question 3: Accept answers that suggest students understand that the palace is very important to Thai people. Because of this, people are not allowed to wear informal or untidy clothing when they visit.

Question 4: Students might suggest that they should not listen to people who make special offers. They should go to the correct entrance and take advice from the palace staff.

Activity 4

- 1 Students may do this work in pairs or individually.
- 2 They should have a good idea about all these words if they checked meanings after the first reading. Advise them to check any they are unsure of in their dictionary.
- 3 Give them a time limit then check answers together.

Answers 1 lavishly 2 impressively 3 majestically
 4 uniquely 5 repeatedly

Vocabulary check

- 1 This activity gives students the opportunity to check how well they have taken in the vocabulary from the guidebook.
- 2 Ask students to find the word in the text. Ask a volunteer to read the sentence aloud. Ask an individual to explain the meaning in his/her own words. If no one can give a meaning, tell the class to find the word in their dictionaries.
- 3 Tell students to find the word in the text and to think of the meaning from the context. If they cannot recall it or they are unsure, they should look it up.

Your views

- 1 Ask the questions and elicit some immediate oral responses from around the class. Find out how many of the class think the palace is an impressive and attractive destination.
- 2 Each student should write their own response as an independent homework task.
- 3 Explain to the class how much you require them to write.

WB: Reading comprehension (WB p33)

Vocabulary check

Your views personal response

- Check that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

WB answers

Exercise 1

- a Facts: 3, 4
- b History: 7, 9
- c Architecture: 2, 5
- d Important buildings: 6, 8
- e Tips: 1

Exercise 2 1 ceremony 2 magnificence 3 foreign
 4 residence 5 terraces, decorated 6 truly remarkable

Exercise 3 1 teenager, tourist 2 productive,
 protective 3 greatly, gradually 4 libraries, literature
 5 reception, residence 6 Shirts, Shorts

WB: Vocabulary (WB p34)

This page may be completed after Lesson 2 or Lesson 3.

Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them.

WB answers

Exercise 1 1 adorn, decorate 2 design, style
 3 dazzling, stunning 4 remarkable, unusual

Exercise 2 1 decorated, plain 2 ignored, noticed
 3 fake, real 4 stunning, unimpressive

Exercise 3 1 architect 2 architecture 3 architectural
 4 guest 5 trickster

Exercise 4 terrace, façade, office, library, gallery, hall

Exercise 5

nouns: destination, ceremony

adjectives: royal, dazzling, decorated

Lesson 3 Looking at language SB p41

Lesson aims

- to investigate adverb entries in a dictionary
- to study words with endings *-ture* and *-sure*
- to learn about complex sentences

SB skills: dictionary use; vocabulary development; spelling; pronunciation; sentence structure

WB practice: matching definitions; adverbs; sentence composition; sentence restructuring

EPB link: Test 2, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 5

▶ B Spelling – 10

▶ A Dictionary work – 10

▶ C Language development – 15

Warm-up

Ask two or three students to read their views from *Your views* on p40.

A Dictionary work

Information box Read the first information point in the box and go through how a common adverb is set out: entry / phonetic spelling / word class / definition.

Explain that adverbs that are frequently used have their own entry and they will be listed in alphabetical order.

Read the next information point. Explain that adverbs that are less frequently used do not have their own entry. Instead, they are given after the definition for the adjective from which they are formed.

Go through the example in the box.

Activity 1

- 1 Students scan the text to find the adverbs.
- 2 Check answers together.

Answers 1 gradually 2 repeatedly 3 impressively
4 lavishly 5 fiercely

B Spelling

Information box Read through the information in the box. Ensure that students understand the different sounds in the endings *-ture* and *-sure*.

Read the example words and the class repeat them. Point out the information about the more common use of *-ture*.

Tell the class that if they say the word to themselves before they write it, they should not make spelling mistakes with these word endings.

Activity 1

- 1 Give students a time limit to complete the activity in pairs.
- 2 Tell them to check in their dictionaries if they are not sure of the spelling of some of these words.
- 3 Check answers together.

Answers 1 picture 2 immature 3 signature
4 leisure 5 pleasure

C Language development

Read through the information point about simple sentences and remind the class that this is revision.

Activity 1

Ask the question.

Answer one

Read the information about compound sentences and remind students that this is also revision.

Activity 2

Students underline the main clauses. Elicit the answer.

Answer This building was a royal residence for nearly fifty years and foreign guests were received here.

- 1 Read the information about complex sentences and subordinate clauses.
- 2 Explain that a subordinate clause is a less important clause that gives extra information. A subordinate clause needs the main clause in order to make sense.

Activity 3

- 1 Ask a volunteer to read the example.
- 2 Write it on the board. Ask a volunteer to underline the main clause.
- 3 If necessary, remind the class that the main clause must make sense by itself.

Answer At first it was a group of traditional buildings

- 4 Ask the question and elicit a full answer that shows the class understands what the relative clause does in the sentence.

Answer It tells you who first used the group of traditional buildings and what he used them for.

- 5 Read the information about using simple sentences. Ask a volunteer to read the example with two sentences.
- 6 Read the information about clauses in a complex sentence.
- 7 Read the information about a participle clause.

Activity 4

- 1 Ask a volunteer to read the example from the guidebook.
- 2 Write it on the board. Ask a volunteer to underline the main clause. Check with the class that the clause makes sense on its own.

3 Ask how many subordinate clauses there are.

Answers

There are many other buildings to see in the Outer Course and Central Court

There are two subordinate clauses:
including libraries and galleries with murals
showing historic events and battles

- 1 Ask the class how to split the sentence into three.
- 2 Make changes the class suggests then ask a volunteer to read the three sentences.
- 3 Check with the class that they are all complete sentences.

Answer

There are many other buildings to see in the Outer Court and Central Court.
These include libraries and galleries with murals.
The murals show historic events and battles.

- 4 Invite students to make the comparison and think of reasons why a single sentence was used.
- 5 Use the information below to help them to think of reasons.

Example answer

Students should notice that the single sentence has fewer words. Ask why this might be important. Elicit that a guidebook has to get a lot of information into a small space so structures that save words are useful. The single sentence avoids repeating words.
The single sentence presents one main clause with extra information. A tourist scanning for information quickly can see what the whole sentence is about from the main clause. The three sentences have to be read separately.

WB: Looking at language (WB pp35–36)

This work should be done as an independent homework task. Remind them they should think of interesting sentences and not just include the target word in as short a sentence as possible. Award more marks for more ambitious sentences. Explain, e.g. *She sang beautifully.* is correct use of the adverb. *She sang so beautifully that everyone clapped loudly for several minutes when she finished.* is correct use of the adverb and an interesting sentence that is worth a higher mark.

WB answers

Dictionary work

Exercise 1 1 fiercely 2 richly 3 gradually
4 uniquely

Exercise 2 1 beautifully 2 incompetently
3 ludicrously 4 optimistically 5 proficiently
6 satisfactorily

Exercise 3 Students' own answers

Spelling

Exercise 1 1 premature 2 composure 3 enclosure
4 texture 5 fracture

Exercise 2 Students' own answers

Language development

Exercise 1

- 1 John arrived at the station. He found that the train had already left.
- 2 Tall trees grew all over the hillside. They tossed their branches in the strong wind.
- 3 The pretty vase was filled with roses. They smelled glorious.

Exercise 2

- 1 Mary carefully opened the box. It was decorated with strange letters. She did not recognise them.
- 2 First the palace was built. Then a strong wall was built around it. The wall had four entrances.
- 3 The people hurried through the streets. They were carrying bags and suitcases. These/The bags and suitcases contained all their clothes and possessions.

Exercise 3

There are other ways of arranging these sentences. Accept answers that are grammatically correct.

- 1 When / As soon as the sun rose, Ben jumped out of bed.
- 2 The cat leaped onto the wall, holding a dead mouse in its mouth.
- 3 Sam heard a car coming fast along the road, roaring like an angry beast.
- 4 This museum used to be a castle with a moat all round it (which was) full of water.
- 5 Tourists can get to the island by a boat which leaves early in the morning.

Lesson 4 Grammar SB p42

Lesson aims

- to learn about reported commands and reported statements
- to practise reporting commands and statements through oral activities

SB skills: reading, speaking, listening, grammar accuracy

WB practice: writing reported statements and commands; reporting a dialogue

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Activity 2 – 5

▶ Activity 4 – 9

▶ Activity 1 – 5

▶ Activity 3 – 10

▶ Activity 5 – 8

Warm-up

Ask the class if they have ever visited an important place. Ask different questions, e.g. *Who did you go with? Was there a guide? What was the guide like? Did you find the place interesting or not?* Elicit answers from around the class. If some students have not been on a guided tour, ask them which place they would like to be taken round by someone who knows it well. Ask what they think it would be like. Ask what they would like the guide to tell them about.

Activity 1

1 Pre-reading questions

Where are these tourists? **at the Grand Palace, Bangkok**
What do you think the tourist guide is trying to do? Students' own suggestions, e.g. **keeping everyone together, telling them information, answering questions**, etc.

- 2 Ask different students to read the speech bubbles.
- 3 Ask another student to read the paragraph.
- 4 After reading the text, point out to the class the verbs in the speech bubbles and the words and phrases in bold in the paragraph. Ask the class: *What happens to the verb in a statement when it is reported using the past tense?* Students should recognise that it changes to the past tense.

Activity 2

Ask the questions to practise the target structures. Students should be able to answer these by referring to the paragraph.

Answers

- 1 The young man thought the palace was magnificent and his wife said that she loved the style of architecture.
- 2 The elderly tourist said he would take some photos of the statues.
- 3 The small boy was fed up because he was dying of thirst.
- 4 His mother told him to stop complaining.
- 5 The tourist guide asked everyone to follow her because there was lots more to see.

Remember!

Go through the information and the examples with the class and check that they remember the structure and have understood the examples. In particular, make sure students understand the last information point, that reporting using the present tense means the verb does not change tense.

Activity 3

- 1 If your class is confident, let them do the activity in pairs.
- 2 Or go through each sentence with the class making sure they understand the correct structure. Then let the class repeat

the activity in pairs. Go around listening to check for mistakes.

Answers

- 1 The tourists said that the Grand Palace was dazzling.
- 2 The guide told the visitors that the statues represented legendary creatures.
- 3 The guide explained that visitors could not enter the Inner Court.
- 4 She said that everyone had to wear suitable clothes.
- 5 The guidebook promised that it would be an unforgettable visit.

Remember!

Go through the commands and the reporting sentences. Make sure students understand when to use *tell* and *ask*.

Activity 4

Deal with the activity in one of the ways suggested for Activity 3, as appropriate for your class.

Answers

- 1 The woman told Billy to stop complaining.
- 2 The guide asked everyone to notice the remarkable murals.
- 3 King Rama I ordered his architects to decorate the palace wall lavishly.
- 4 The guide asked the tourists not to enter the Inner Court.
- 5 The guide told her group to ignore the tricksters.
- 6 She told them not to believe what they say.

Remember!

Go through the other word changes that happen in reported speech.

Activity 5

- 1 As before, either go through this with the whole class or let students report the sentences in pairs.
- 2 Point out that the sentence beginnings are given to help them.
- 3 Remind them to think of the meaning of the reported sentence to help them get the pronoun changes right.
- 4 Remind them not to forget about changing the verb tense.

Answers

- 1 Jack told Laura that he would help her.
- 2 The teacher asked the class to hand in their work.
- 3 The boy said that the book wasn't his.
- 4 The girls told me that they couldn't remember my name.

WB: Grammar (WB p37)

These exercises are for independent homework. Check students understand the tasks. Point out the examples and remind students to read the speech bubble and follow the advice.

WB answers

Exercise 1

- 1 The guide said that the Grand Palace was magnificent.
- 2 She explained that the buildings were highly decorated.
- 3 The tourists said that they were enjoying their tour.
- 4 One man said that he would definitely return to Thailand.
- 5 One woman said that her guide spoke excellent English.
- 6 A girl said that she couldn't believe how hot the weather was.

Exercise 2

- 1 Miss Mae, our guide, asked everyone to follow her.
- 2 The mother told her son to drink plenty of water.
- 3 The guide told us not to wear shorts and sleeveless tops.
- 4 Jack asked Laura to lend him her camera.
- 5 Laura told Jack to give it back to her immediately.
- 6 Mr Day told his students to take his advice and prepare thoroughly for their exams.

Exercise 3

Ross said that he couldn't find his mobile. Holly said that she thought there was one in the kitchen. She added that she was always losing her mobile. Ross said that there was a mobile on the kitchen table but it wasn't his. It was pink. Holly exclaimed that it was her mobile.

Lesson 5 Grammar in use SB p43

Lesson aims

- to listen to, read and understand a short conversation
- to understand and practise the present simple
- to understand and practise phrasal verbs

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: gapfill; answering questions; choosing phrasal verbs

EPB link: Test 2, Grammar and Vocabulary Q1, Q2, Q3, Q6

Time division: a rough guide to a 40-minute lesson

- ▶ Warm-up – 4
- ▶ Activity 1 – 6
- ▶ Activity 2 – 5
- ▶ Activity 3 – 7
- ▶ Activity 4 – 7
- ▶ Remember! – 5
- ▶ Grammar extra – 6

Warm-up

- 1 Ask a pair of volunteers to read aloud the dialogue they completed on WB p31. Other students listen and follow. If there is time, let another pair read again.

Activity 1

- 1 Point out the characters.
- 2 **Pre-listening questions**
Ask: *Where are Jack and Laura going? to school*
What is Laura doing? She is looking at her mobile phone.
What might she be doing? She might be reading a message.
- 3 Play track 1.14. Students listen and follow in their books.
- 4 Point out the present tenses in bold. Ask: *Do they refer to events in the past, present or future?* Students should realise that they refer to future events.

Activity 2

- 1 Students cover the text.
- 2 Read out the statements. Students tell you if they are true or false. Invite volunteers to correct the false statements.

Answers 1F: Their bus leaves in two minutes. 2T
3T 4F: The twenty-fifth is next Tuesday. 5F: There's a solar eclipse in Nairobi next week. 6F: Laura thinks it is on Saturday.

Activity 3

- 1 Students complete this activity working in pairs.
- 2 Go around as they ask the questions and answer.
- 3 Take note of any errors.

Answers

- 2 What date is it tomorrow? It's the ...
- 3 What date is it next Saturday? It's the ...
- 4 When are the next exams? They're in/on ...
- 5 When is the next holiday? It's in ... weeks. / It's on the ...
- 6 When is the next break? It's at ... o'clock; It's in ... minutes.
- 7 What is the next lesson? It's ...
- 8 What programmes are on TV this evening? ... is on at ..., etc.

Activity 4

- 1 Students work in pairs. Give them a time limit.
- 2 Go around listening as they work then go through the questions and answers with the whole class.

Answers

- 2 When does the plane land? It lands at a quarter to five.
- 3 When do the exams start? They start on Tuesday.
- 4 What time does the film begin? It begins at half past three.
- 5 What time do the shops shut tomorrow? They shut at half past five.

6 When does the taxi get here? It gets here at a quarter past seven.

Remember!

Go through the information and examples.
Ask students to find other examples in the text.
Ask different pairs to suggest a sentence. Ask the rest of the class if the sentence shows the correct use.

Grammar extra (SB p128)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the underlined phrase means.
- 3 If necessary, help the class to work out the meaning.
- 4 Continue with the other sentences.

Example answers 1 wait 2 being somewhere without doing anything in particular 3 ended the call 4 keep 5 stay in the background

Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answer The cats are hanging around outside the restaurant waiting for food.

Activity 2

Students in pairs may think of their own sentences using the phrasal verbs.

WB: Grammar in use (WB p38)

These exercises should be completed independently as a homework task. Point out that complete sentences are required in answers for Exercise 2.

WB answers

Exercise 1 1 A: Are B: is, starts 2 does, arrive 3 does ... leave, takes off 4 is, is 5 are 6 is

Exercise 2

- 1 It starts at a quarter past five.
- 2 It's on at half past six.
- 3 There are two news programmes tomorrow evening.
- 4 The first half finishes at a quarter past eight.
- 5 The news and weather interrupts the sports programme.
- 6 The football continues at half past eight.
- 7 The film starts at half past nine.
- 8 There is one music programme tomorrow evening.

Exercise 3 1 hangs onto 2 are hanging around 3 hang back 4 Hang on 5 hung up

Lesson 6 Writing SB pp44–45

Lesson aims

SB

Stage 1: to investigate texts and language designed to inform and persuade, i.e. a guidebook

Stage 2: to work collaboratively to produce a piece of informative/persuasive writing based on a fact file of the Grand Canyon

WB

Stage 3: to produce a piece of informative/persuasive writing based on a local attraction

SB skills and WB practice: recognising and using vocabulary designed to have an effect on the reader, i.e. to persuade

EPB link: Test 2, Writing

Time division: a rough guide to a 40-minute lesson

► Warm-up – 5

► Stage 2 – 20

► Stage 1 – 10

► Stage 3 – 5

Warm-up

- In pairs or groups, ask students to list the five best attractions to visit as a day trip in the local area.
- List all the places they think of in a corner of the board and leave it there until going through the WB task.

Stage 1 Features of writing to inform and persuade

Information box Read through the box with the class. Make sure students understand all the terms used. Ask them to explain the following:

non-fiction: **writing that gives facts or recounts events that happened and are not made up**

information: **knowledge or facts about someone or something**

persuade: **to make someone do or think something by giving particular information**

Ask for examples when students might need to 'inform' somebody, and when they need to 'persuade' somebody. They should be able to give examples of information, such as a report of an event, and persuasion such as encouraging or asking a friend to do something.

► Tenses

- 1 Read the first information point.

- 2 Ask students for examples of past and present tenses, e.g. *I **came** to school this morning. I **am listening** to my teacher.*
- 3 Read about how past tenses are used in the guide.
- 4 Ask a student to read the example sentence beginnings.
- 5 Read about how present tenses are used in the guide.
- 6 Ask a student to read the example sentences.

Activity

Students scan the reading passage to find three more examples.

Example answers

past tense	present tenses
... the king used for his residence.	The Palace is one of the sights ...
King Rama I encouraged	The Grand Palace
He took us there ...	stands ...

Information

- 1 Read the first information point.
- 2 Read out the different kinds of information asking students to read the examples.
- 3 Ask students to explain these terms (example answer in brackets):
 - historical information:
(information about something that has happened in the past)
 - descriptive information:
(information which describes what something looks like, etc.)
 - practical information:
(information which the reader will find useful)
- 4 Ask students to give examples based on their school, e.g.
 - historical: **The school was built in 1980.**
 - descriptive: **It is a two-storey building made of sandstone.**
 - practical: **The school opens at 7.30 every morning.**

Activity

Students scan the reading passage to find an example of each type of information.

Example answers

historical: 1982 was the 200th year of Bangkok ...
 descriptive: Statues representing legendary creatures stand fiercely on guard at entrances ...
 practical: Take an umbrella. It will either pour with rain or the sun will burn you ...

Persuasive language

- 1 Read the first information point.
- 2 Ask different students to read the examples that are used and the language that is not used.
- 3 Ask the students if they can see the difference.
- 4 Ask: *Which of the phrases would encourage you to visit? Why?*
- 5 Read the second information point about opinion.
- 6 Ask different students to read the examples.

- 7 Ask: *What do you think 'positive opinions' are?* Encourage students to explain, e.g. **thinking something is good.**
- 8 Ask: *Why do you think this feature is included in the guidebook?* Students should be able to say, e.g. **It is included to make other people want to go there.**

Layout

- 1 Read the information point.
- 2 Explain or help students to explain the terms that are used:
*Layout: **how text and pictures are arranged***
*presentational devices: **ways of making something look interesting, e.g. laying photos over each other.***
- 3 Ask the class if they can think of any others. They should be able to mention things like colouring (tinting) part or all of the page as a background; using different fonts and different size of text; putting some information into boxes, etc.
- 4 Ask for their opinion on the layout of the guidebook. Do they find it interesting/attractive/boring? Why?

Activity

- 1 Students look at the reading passage to find examples of presentational devices. They may do this in pairs or small groups.

Example answers

- a sub-heading: Architecture
- b map: location map of Bangkok Palace
- c plan: small plan of palace showing three sections
- d photo: photos of the buildings
- e caption: This building in the Central Court was first a royal residence. Now it is used for royal ceremonies.
- f tip box: Ignore the tricksters

Note: Students may find different but similar examples.

- 2 Ask students why they think the writer has used these different presentational devices? How do they make the pages more interesting?

Stage 2 Writing together

Task box Read out the task box and ensure the students understand it. Explain, if necessary, that a canyon is a very deep valley.

- 1 Point out the photo. Tell them to look back quickly at p37. The main photo is also of the Grand Canyon.
- 2 Ask if the class already know anything about the Grand Canyon. They should realise from the viewing platform shown in the Check-in page picture that it is a sight that people visit.
- 3 Elicit any other information they can give.
- 4 Explain that there is information in the fact file that will help them to write interestingly and persuasively about the canyon.

Activity 1

- 1 Read the information in the fact file to the class.

- 2 Explain that the Native American tribes, the Hopi /'həʊpi:/, the Navajo /'nævə,həʊ/, Havasupai /'hævəsʊpi:/ and Paiute /'paɪju:t/ are the people who have lived in the area for thousands of years.

Activity 2

- 1 Ask what are the different kinds of information they discussed on p44. Elicit: **historical, descriptive, practical**. Write the words as headings on the board.
- 2 Ask the class to look at the different pieces of information in the fact file and suggest which heading they belong with.
- 3 Help the class to organise the information logically under the three headings, e.g.
historical: **formation / when it became a national park**
descriptive: **location / size / population / plants and animals**
practical: **exploring the Grand Canyon / visitors / opening times**

Activity 3

- 1 Tell students they have a double page spread for the information and illustration.
- 2 Draw the double page on the board.
- 3 Ask the class: *How should the text be set out? What illustrations could be used? What title should the pages have?*
- 4 Elicit various suggestions from the class and gradually draw the layout on the pages (which area is text, where the title and pictures should go). Be prepared to make changes as better ideas come forward and encourage the class to review the appearance of the pages as the layout progresses.

Activity 4

- 1 Point out the persuasive vocabulary below the fact file.
- 2 Ask students what else they can add. Tell them to look at the photo to give them ideas as to what could be said about the canyon.
- 3 Note ideas for other words or phrases on the board.

Activity 5

- 1 Use the notes on the board to write three informative/persuasive paragraphs.
- 2 Elicit sentences from the class using the three sections of information: historical information forms the first paragraph; the descriptive information is the second and the practical information forms the third.
- 3 When the first draft has been completed, ask a volunteer to read it through. Ask the class to think whether the correct features have been included, e.g.
 - Does the text use present and past tenses appropriately?
 - Are the various types of information included?
 - Has vocabulary been chosen to persuade the reader?
 - Have presentational devices and layout been carefully thought about in order to make the article attractive?
- 4 Make any changes that you and the class agree to.
- 5 Ask a student to read the leaflet a final time.

Stage 3 WB: Individual writing (WB p39)

- 1 Read the Information box and explain the task.
- 2 Point out the box reminding them to look back at SB p44 for the features of this kind of writing.
- 3 Explain that the first task is to choose a local place and research it. Remind them of the places they thought of at the beginning of the lesson.
- 4 Point out the information that is given on the page to help them: research advice; suggestions about persuasive language and layout.
- 5 Suggest to students that they should write the information that they find following the three-paragraph plan: 1 historical 2 descriptive 3 practical. This can form their first draft.
- 6 They can then use some or all of the *Useful vocabulary* as well as their own ideas to add the 'persuasive' element into their writing.
- 7 Tell the class that once they have written and proofread the text, they should think about the layout.
- 8 If they have access to a computer, they can manipulate the text and add illustrations, change font colours and sizes, etc.
- 9 If they are doing the pages by hand, they should do as much as possible by way of a guidebook layout to interest the reader but they may have to indicate where illustrations will go as opposed to actually having illustrations there.
- 10 After writing the first draft, tell them to check the *Remember* box, make improvements and proofread.
- 11 After that, they should create their final copy.

Assessment

In assessing this work, look for:

- appropriate use of tenses
- interesting and useful information
- persuasive language
- appropriate and varied presentational devices/layout.

Lesson 7 Listening and speaking SB p46

Lesson aims

- to listen to and understand the gist of a dialogue about different schools
- to hold a similar discussion in groups
- to listen to a dialogue about schools for gist and detail
- to prepare and deliver a presentation about students' own school

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: dialogue completion; preparation for individual spoken presentation

EPB link: Test 2, Listening Q3, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

▶ Warm-up – 3

▶ Listening comprehension – 10

▶ Conversation practice – 20

▶ Individual speaking – 7

Warm-up

Ask the class if any of them ever went to a different school. If any did, ask: *Was it different to this school?*
Ask the whole class questions about their school, e.g.
What age do students start and finish at the school? How many students are there? How many classes? How many teachers?

Conversation practice

Activity 1

- 1 Explain that Ross and Holly are talking together.
- 2 Give the class a moment to look at the photos.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do the photos show?* Elicit answers.
- 5 Ask: *What are Ross and Holly talking about?* Elicit that they are talking about schools – probably their own schools.

Activity 2

Play track 1.15. Students listen and decide if they correctly predicted the conversation.

Audioscript

Track 1.15 Activities 2 and 3

Holly: What's your school like, Ross?

Ross: My school? Well, it's pretty big. There are about 1,500 students.

Holly: Wow! That is big!

Ross: It's a new school. It was built three years ago. So it's very modern and it's got great facilities. And we've got fantastic grounds, too, where we can do sport. Football in the winter and athletics in the summer.

Holly: Hmm ... Sport's not really my thing ... What are the classrooms like?

Ross: Oh, brilliant. They're bright and comfortable and we've got all the latest technology – computers and so on.

Holly: It sounds amazing. Much more up-to-date than my school.

Ross: It's great. We've got a huge sports hall where we do gymnastics and basketball and there's another big hall, too, with a stage where we put on plays.

Holly: Oh, you're so lucky! I love acting! I wish we had a hall with a stage.

Ross: Let's see ... What else can I tell you ...? We've got some great science labs with all the latest equipment.

Holly: Do you have lunch at school? Have you got a canteen?

Ross: Well ... we *have* got a canteen but it feels more like a proper restaurant really. And the food's out of this world.

Holly: You're making me jealous! Your school sounds perfect. It sounds so much better than mine. I bet your school uniform is amazing, too – something really fashionable.

Ross: Actually, it's not. Our uniform's absolutely awful.

Holly: Ha! I knew it was too good to be true.

Activity 3

- 1 Ask a volunteer to read the phrases.
- 2 Play track 1.15 again.
- 3 Remind the class to raise their hands when they hear one of the phrases from the box.

Activity 4

- 1 Remind students of the short discussion in the Warm-up at the beginning of the lesson.
- 2 Give them a few moments to list facilities.
- 3 Point out the suggestion for the start of the discussion.
- 4 Go around listening as they work. Note any major errors that you hear and find another moment in a lesson to explain the mistake and correct.

Listening comprehension

Activity 1

- 1 Explain that Izzie and Dan go to different kinds of schools and these are shown in the photos opposite.
- 2 They must listen to the conversation and decide who goes to School A and who goes to School B.
- 3 Play track 1.16.

Audioscript

Track 1.16 Activity 1

Izzie: What's your school like, Dan?

Dan: My school? Well ... it's pretty small. There are only about 250 students, I think.

Izzie: Wow! That is small. My school's huge! There are 1,500 of us.

Dan: What else can I tell you ...? Let's see ... It's very old. It was built over 300 years ago.

Izzie: Really? My school's quite modern. Do you like your school?

Dan: Yes, I do. I like it a lot. It's old but it's got great facilities. We've got fantastic grounds where we can do sport and we've got a swimming pool, too.

Izzie: A swimming pool? Really? Lucky you! It's a boarding school, isn't it?

Dan: Yep.

Izzie: I don't think I'd like that. I can't imagine staying at school all the time and sleeping there. Don't you miss your family?

Dan: Sometimes. But I see them in the holidays and sometimes at weekends.

Izzie: Aren't you lonely?

Dan: Not at all! I've got loads of friends.

Izzie: How big is your class?

Dan: There are 12 of us in my class.

Izzie: Twelve? Is that all? There are 29 in mine. Do you have to wear a uniform?

Dan: Yes, we do – but not after school or at weekends. How about you?

Izzie: Yes, we have to wear a uniform, too. It's dark green. I hate it.

Dan: Ours isn't too bad.

Izzie: Isn't there anything you dislike about your school?

Dan: Well ... sometimes I think it would be nice if there were girls at the school as well as boys.

Izzie: There are no girls at your school?

Dan: No, only boys. Is yours a mixed school?

Izzie: Yes, it is. Boys and girls. Is yours a private school? Does your family pay to send you there?

Dan: Yes, they do. It's quite expensive. How about your school?

Izzie: My school's a state school so it's free. My parents don't have to pay anything.

Dan: Do you like your school?

Izzie: Yes, I do. Most of my teachers are really nice and I've got lots of good friends. It's great.

Answers Izzie goes to School A and Dan goes to School B.

- 4 Ask different students to read out the questions.
- 5 Play track 1.16 again. Students listen and note their answers. Be prepared to play the track a third time if necessary.
- 6 Go through the answers together by asking different students to reply to each question.

Answers 1 Izzie's 2 Dan's 3 Dan's 4 It is a school where students stay all the time and sleep there as well. 5 in the holidays and sometimes at weekends 6 Izzie's 7 her school uniform 8 there are no girls, only boys 9 It is a school with both girls and boys. 10 A state school is free but parents pay to send a child to a private school.

WB: Individual speaking (WB p40)

- 1 Explain that students are going to talk about their school.
- 2 Tell students to look at WB p40. Explain that ideas are given to help them but they may use their own ideas if they wish.

- 3 Explain that the questions are arranged in sections so that they can easily make notes and then write the information.
- 4 Point out the suggestions for beginning and ending the talk.
- 5 Remind them to check what they have written and to practise their talk. It should last between one and two minutes.
- 6 Encourage students to use what they have written to help them speak and look up at their audience, rather than reading every single word they have written without looking up at all.

WB: Listening and speaking (WB p40)

Exercise I

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for the words and expressions from the grey box.

WB answers

Exercise I

Izzie: pretty, equipment, lab, up-to-date
 Dan: my thing, facilities
 Izzie: Let's see, hall, grounds, though
 Izzie: mixed, state
 Dan: canteen
 Izzie: out of this world, I bet
 Dan: not bad
 Izzie: Of course, boarding, meals

WB: Check-out 4 (WB p41)

Students complete this page as an independent task. They may do this for homework before the lesson. It reminds students of the key points they have learned in the different skill areas. Tell them they should be able to complete it easily.

Check-out 4 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities to go through the page and make sure that independent Writing has been completed.
- 3 Ensure that all students have presented their individual speaking task.

Check-out 4 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through the answers with the class
- remind them that this page is to help them to find out how well they have taken in the work in the unit
- take in completed Writing assignments.

Unit 4 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.
- 3 Hold a short class discussion. Ask: *Do you think your school is very different or similar to schools in the UK?*

Check-out 4 answers

Reading 1 The Grand Palace, Thailand 2 plan, photo, map

Vocabulary destination

Looking at language

- 1 Dictionary work: a truly b gradually c colourfully d richly
- 2 Spelling: a pleasure b signature c leisure d literature
- 3 Language development: The palace is a complex of several buildings. It stands close to the Chao Phraya river.

Grammar

- 1 Susie said that the palace was magnificent and she asked Harry to take a photo.
- 2 What time is the next train to London?
- 3 hang up

Writing 1 information, facts, persuades

Homework after Check-out 4

Students read the Check-in page for Unit 5 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

Revision 2 (Units 3 and 4) (WB pp42–43)

WB answers

Exercise 1 1 had given 2 had fallen 3 had ... completed 4 had made 5 had drenched

Exercise 2 1 had been flickering 2 had been saving 3 had been hovering 4 had been trying 5 had been operating

Exercise 3 1 so that 2 to (in order to) 3 to (in order to) 4 so that

Exercise 4

- 1 Harry learned Spanish so that he could talk to his Spanish cousins. or Harry learned Spanish in order to talk to his Spanish cousins.
- 2 You should start revising early so that you avoid doing it in a rush. or You should start revising early in order to avoid doing it in a rush.

Exercise 5

- 1 The friendly man said that the palace was closed today (that day).
- 2 Joe replied that he was sure it was open.
- 3 Freddy suggested that they could go and see if it was open.
- 4 The man said that he could take them to another palace.

Exercise 6

- 1 The guide asked them to show him their tickets.
- 2 He told them to take a (that) plan of the palace.
- 3 Joe told Freddy not to stand too long in the sun.
- 4 Freddy asked Joe if he could have some water.

Exercise 7 is, starts (begins), begins (starts), continues, closes

Exercise 8 future

Exercise 9 1 drank 2 blew 3 lost 4 stood 5 sprang

Exercise 10 truly, majestically, gradually, fiercely
1 majestically 2 fiercely 3 gradually 4 truly

Exercise 11 1 cough f 2 roughly f 3 flight s
4 graph f 5 through s

Exercise 12 1 treasure 2 pressure 3 culture
4 measure 5 feature 6 creature 7 pleasure

Exercise 13 The palace was fascinating but we were very tired and we agreed to sit down and rest.

Exercise 14 The building, which was dark inside, had many passages where (in which) it would be easy to lose your way. or The building was dark inside, with many passages where (in which) it would be easy to lose your way.

Exercise 15 set in, set about

Exercise 16 hanging around, hung back

4 A great destination

Reading comprehension

1 Match the statements to the sections of Bangkok: The Grand Palace.
Write the numbers next to the correct heading a to e.

- 1 Your ticket also admits you to the Vimanmek Mansion Museum which is near the Grand Palace.
- 2 Statues representing legendary creatures stand fiercely on guard at entrances.
- 3 There are three parts to the palace complex.
- 4 The Grand Palace stands on the Chao Phraya river.
- 5 King Rama I encouraged Thai culture and literature.
- 6 In the past, the Inner Court was the residence of the queen.
- 7 At first The Grand Palace was a group of traditional wooden buildings.
- 8 The Dusit Maha Prasat Hall is one of the oldest buildings in the palace complex.
- 9 The Grand Palace is no longer the permanent home of the kings of Thailand.

- a Facts about the palace: _____
- b History: _____
- c Architecture: _____
- d Important buildings in the palace complex: _____
- e Tips from international visitors: _____



2 Complete the sentences with the words in the box.

residence remarkable decorated foreign truly terraces magnificence ceremony

- 1 The prince was crowned as the new king during a special _____.
- 2 It was an occasion of great _____.
- 3 Many _____ guests were invited.
- 4 Afterwards the guests were received in the royal _____.
- 5 The _____ were _____ with flowers and lights.
- 6 It was a _____ occasion.

3 One word in each sentence is wrong. Underline it and write the correct word at the end.

- 1 The Grand Palace is one of the sights in Bangkok that every teenager should see. _____
- 2 The palace is surrounded by a productive wall. _____
- 3 More buildings have been added greatly over the centuries. _____
- 4 King Rama I encouraged Thai culture and libraries. _____
- 5 In the past, the Inner Court was the reception of the queen. _____
- 6 Shirts and sleeveless tops are not allowed. _____

Vocabulary

1 Read the words in the box. Find the synonyms.

design dazzling adorn stunning decorate remarkable style unusual

Find two synonyms for each definition:

- 1 to make something look attractive by putting nice things with it or on it _____
- 2 the way in which something is created so it has a particular appearance _____
- 3 impressive and wonderful _____
- 4 standing out from others so it is noticed _____

2 Read the pairs of antonyms in the box. Make sure you understand the meanings. Complete the sentences with the antonyms.

real / fake ignore / notice unimpressive / stunning decorated / plain

- 1 Anna thought that the hat that was _____ with feathers looked ridiculous and she preferred the one that was completely _____.
- 2 Dan _____ the new student and walked past him but Sam _____ him and asked him if he needed any help.
- 3 When you hold these bank notes up to the light, you can tell that they are _____ because the picture which the _____ notes have is missing.
- 4 The senior basketball match was _____ and our team won 56–22 but the under 16s were very _____ and they lost 5–38.

3 Find the words in *The Grand Palace*.

- 1 a person who designs buildings _____
- 2 the activity of designing buildings _____
- 3 of or relating to the design of buildings _____
- 4 a person who is received as an invited visitor _____
- 5 a person who tries to deceive somebody _____

4 Circle the words for buildings, parts of buildings or rooms in a building.

destination terrace royal façade dazzling office

library gallery decorated hall ceremony

5 What parts of speech are the words that you did not circle in Exercise 4? Write the parts of speech then list the words for each one.

part of speech words

_____	_____
_____	_____

Dictionary work

1 Use a dictionary. Match the adverbs in the box to the correct definition.

richly *uniquely* *gradually* *fiercely*

- 1 angrily; ready to attack _____
- 2 in a beautiful and expensive way _____
- 3 slowly and in small stages _____
- 4 unusually, rarely _____



2 Look up these adjectives. Write the adverb shown at the end of the entry.

- | | | | |
|--------------|-------|----------------|-------|
| 1 beautiful | _____ | 2 incompetent | _____ |
| 3 ludicrous | _____ | 4 optimistic | _____ |
| 5 proficient | _____ | 6 satisfactory | _____ |

3 Use three of the adverbs from Exercise 2 in sentences of your own.

- 1 _____

- 2 _____

- 3 _____

Spelling

1 Match the words in the box to the correct definition.

enclosure *fracture* *premature* *composure* *texture*

- 1 happening too soon or before the usual time _____
- 2 the feeling of being calm and relaxed _____
- 3 an area that is surrounded by a fence or wall _____
- 4 the way that something feels when you touch it _____
- 5 a break or crack in a bone or piece of rock _____

2 Use three of the words from Exercise 1 in sentences of your own.

- 1 _____

- 2 _____

- 3 _____

Language development

1 Rewrite each of these complex sentences as two simple sentences.

- 1 When John arrived at the station, he found that the train had already left.

- 2 Tall trees grew all over the hillside, tossing their branches in the strong wind.

- 3 The pretty vase was filled with roses which smelled glorious.

2 Rewrite each of these complex sentences as three simple sentences.

- 1 Mary carefully opened the box which was decorated with strange letters that she did not recognise.

- 2 First the palace was built then a strong wall was built around it which had four entrances.

- 3 The people hurried through the streets, carrying bags and suitcases containing all their clothes and possessions.

3 Rewrite each group of simple sentences as one complex sentence.



Remember: a complex sentence has a main clause and at least one subordinate clause.



You know these subordinate clauses:

- **time clauses**, e.g. as soon as / when
- **relative clauses**, e.g. which / that
- **participle -ing clauses**
- **with clauses**.

- 1 The sun rose. Ben jumped out of bed.

- 2 The cat leaped onto the wall. It was holding a dead mouse in its mouth.

- 3 Sam heard a car. It was coming fast along the road. It was roaring like an angry beast.

- 4 This museum used to be a castle. It had a moat all round it. The moat was full of water.

- 5 Tourists can get to the island by a boat. The boat leaves early in the morning.

1 Report the statements. Change the tenses and make any other changes as necessary.

- 1 "The Grand Palace is magnificent," said the guide.
The guide said that

- 2 "The buildings are highly decorated," she explained.

- 3 "We are enjoying our tour," said the tourists.

- 4 One man said, "I'll definitely return to Thailand."

- 5 "My guide speaks excellent English," said one woman.

- 6 "I can't believe how hot the weather is," said a girl.

2 Report these commands. Use *told* or *asked*.

- 1 "Follow me, please, everyone," said Miss Mae, our guide.
Miss Mae, our guide, asked everyone

- 2 "Drink plenty of water," the mother told her son.

- 3 "Don't wear shorts and sleeveless tops," the guide said to us.

- 4 "Please, lend me your camera, Laura," said Jack.

- 5 "Give it back to me immediately," Laura said to Jack.

- 6 "Take my advice and prepare thoroughly for your exams," said Mr Day to his students.

Always think of the meaning of the sentences!



3 Read the dialogue. Then report it. Use the verbs in brackets.

- Ross:** I can't find my mobile.
Holly: I think there's one in the kitchen. I'm always losing my mobile.
Ross: There's a mobile on the kitchen table but it's not mine. It's pink.
Holly: That's my mobile!
(say, add, exclaim)

Grammar in use

1 Complete the sentences with the verbs in brackets. Use the present simple to talk about the future.

- 1 A: _____ there any good programmes on TV tonight? (be)
B: There _____ an interesting film. It _____ at half past eight. (be, start)
- 2 What time _____ the next train _____ ? (arrive)
- 3 The plane to Paris _____ not _____ at ten. It _____ at eleven. (leave, take off)
- 4 The day after tomorrow _____ not the 6th. It _____ the 7th. (be, be)
- 5 This year our exams _____ in April. (be)
- 6 There _____ a full moon tomorrow night. (be)

2 Look at the TV guide for tomorrow evening. Answer the questions.

TOMORROW'S TV

5.00	Cartoon fun
5.15	Nature's giants: a look at the biggest creatures on the planet
6.00	News and weather
6.30	Beat the clock: family quiz show
7.00	International football: Real Madrid v Chelsea. All the pre-match excitement. Kick-off: 7.30
8.15	News and weather
8.30	International football: Real Madrid v Chelsea (second half) plus the results of other European matches.
9.30	Film: No time like the present. Fast-moving thriller starring Paul Steiger and Candy Roberts.
11.35	Late-night music: the John Bolton Band

- 1 When does the wildlife programme start? _____
- 2 When is the quiz show on? _____
- 3 How many news programmes are there tomorrow evening? _____
- 4 When does the first half of the football match finish? _____
- 5 What interrupts the sports programme? _____
- 6 What time does the football continue? _____
- 7 When does the film start? _____
- 8 How many music programmes are there tomorrow evening? _____

3 Complete the sentences with *hang* and the words in the box.

on around up onto back

- 1 Professor Brown's study is full of books. He _____ every book he buys.
- 2 Some suspicious-looking men _____ near the jewellery shop.
- 3 Ask the professor your questions. Be confident. Don't _____!
- 4 _____! I can't run as fast as you.
- 5 Jack realised he had called the wrong number so he _____.

You have read about The Grand Palace in Bangkok and written about The Grand Canyon in North America.

Both pieces of writing give readers **information** and **persuade** them to visit.

Now you are going to write a **guide** to a place you know that people would be interested in visiting.

Read Student's Book page 44 again. It tells you how to write to inform and persuade.

Think about the area in which you live.

What would people find interesting to visit? It could be a building, a river, a waterfall, a mountain or you could use your own idea.

What are you going to write about? _____



Do your research.

You will need to include lots of **information** in your guide. Use local guidebooks and the internet to find out interesting facts.

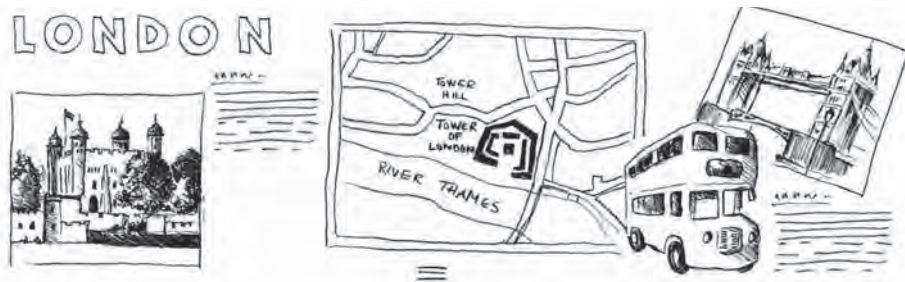
building: How old is it? Who built it? What is it used for? What can you see inside? Is there anything unusual about it? When is it open? How much does it cost to go in?

natural feature: How long / tall / wide is it? What lives there? Is there a visitors' centre? How can you travel around it? What months of the year can you visit? How much does it cost?

Use persuasive language.

- As well as information, you need to write in such a way that people will want to visit. Think carefully about the **descriptive language** you use. Avoid words like *nice*, *pretty* and *good*. Think of interesting **adjectives**.
- Include some **opinions** of people who have visited. You can make them up so that people reading your guide know that visitors really enjoyed themselves.

Plan the layout of your guidebook text.



It is very important that your guide looks **attractive** so that people want to read it. Look back to page 44 of the Student's Book and read the *Layout* section. Use as many of the **presentational devices** as you can.

Remember

- You may need to use both **past** and **present tenses**.
- You need to include interesting and useful **information**.
- Use **persuasive** vocabulary and visitors' positive **opinions**.
- Use **presentational devices** to make the guide look attractive.

Useful vocabulary

ancient
breath-taking
impressive
magnificent
stunning
unique

Listening and speaking

1 Complete the dialogue. Use the words and expressions from the boxes.

canteen facilities grounds equipment meals lab hall state boarding
up-to-date mixed

not bad I bet my thing Let's see pretty though Of course out of this world

Dan: Is your school old or modern, Izzie?

Izzie: It's _____ new. The classrooms have got all the latest _____.
You should see our science _____. It's really _____.

Dan: Science isn't really _____. How about sporting _____? What are they like?

Izzie: _____ ... What can I tell you? We've got an amazing new sports _____.
The _____ outside are a bit small _____.

Dan: Are there just girls at your school?

Izzie: No, it's _____. There are boys and girls like at most _____ schools.

Dan: Do you have lunch at school? Do you have a _____?

Izzie: Yes, we do but the food isn't exactly _____! _____ the food at your
school's great.

Dan: It's _____. Breakfast could be better.

Izzie: _____! I forgot. You're at _____ school so you have all your _____ there.

Individual speaking

1 Make notes about your school.

- 1 Is your school a state school or a private school? _____
- 2 How many students are there in the school? _____ In your class? _____
- 3 Describe a typical classroom. What equipment does it have?

- 4 What facilities does your school have for sports / science / art / drama / music?

Name at least three things that you like about your school and say why.

- 1 _____
- 2 _____
- 3 _____

Are there any things you would like to change about your school? Why?

- _____
- _____
- _____

2 Write sentences about your school.

3 Talk to the class about your school.

You could start like this:

Hello, everybody. This morning / afternoon I'm going to talk about our school.

Here is one way you could finish:

Thank you for listening. Do you agree with what I've said? I'd be interested to hear your views.

Reading

- Which place in Bangkok is featured in the guidebook? _____
Which country is it in? _____
- Circle the visual features that are included in the guidebook.

plan drawing chart photo map timetable

Vocabulary

- Turn to pages 138–139. Do you know 20 words about a palace in the east?
Which word means the place you are intending to go to _____

Looking at language

- Dictionary work: adverbs. Write adverbs formed from these adjectives.
a true _____ b gradual _____ c colourful _____ d rich _____
- Spelling: words with *-ture* / *-sure*. Complete the words with *-ture* or *-sure*.
a plea _____ b signa _____ c lei _____ d litera _____
- Language development: complex sentences. Rewrite this complex sentence as two sentences.
The Palace is a complex of several buildings which stands close to the Chao Phraya river.

Grammar

- Report this speech. "This palace is magnificent," said Susie. "Please take a photo, Harry!"

- Complete the sentence using the present tense to express fixed / certain events in the future.
What time _____ the next train to London?
- Complete the sentence with a phrasal verb using *hang + on / around / up / onto / back*.
Please go and _____ your coat in the hall.

Writing

- Complete these features of a guidebook.
It gives the reader i _____ that includes f _____ about the past and the present. It makes the place sound exciting and p _____ people to visit.
- Have you made a neat copy of your guide to a place you know? Is it in your folder?

Listening and speaking

- Did you and your friends discuss your school?
- Have you talked for one minute or more about your school?

Check-out 4 complete

Revision 2 (Units 3 and 4)

1 Complete the sentences with the verbs in the box. Use the past perfect simple.

make drench complete fall give

- 1 Ben finished the homework that his teacher _____ him.
- 2 By six o'clock in the evening ten centimetres of snow _____.
- 3 Harry _____ not _____ his project so he had to hand it in to his teacher unfinished.
- 4 When the carpenter _____ the window, he fixed it into the window frame.
- 5 The week of heavy rainfall _____ the dry fields and the grass began to grow.

2 Complete the sentences with the verbs in the box. Use the past perfect continuous.

save operate try flicker hover

- 1 The computer screen _____ for half a minute before it went blank.
- 2 Ben decided to spend the money that he _____.
- 3 The helicopter _____ above the cliff when suddenly it flew away.
- 4 The lock was damaged and Harry knew somebody _____ to open his door.
- 5 The surgeon _____ since early morning and he was exhausted.

3 Complete the sentences with *so that* or *in order to* or *to*.

- 1 Anna wrote Carrie's phone number in her diary _____ she wouldn't forget it.
- 2 Ben went to the mall _____ buy a new computer game.
- 3 We set off early for the museum _____ get ahead of the crowds.
- 4 We are travelling to Bangkok tomorrow _____ we can visit the Grand Palace.

4 Rewrite each pair of sentences as one sentence. Use *so that* once and *in order to* once.

- 1 Harry learned Spanish. He wanted to talk to his Spanish cousins.

- 2 You should start revising early. You should avoid doing it in a rush.

5 Report the statements. Change the tense and make any other changes as necessary.

- 1 The friendly man said, "The palace is closed today."

- 2 Joe replied, "I'm sure it's open."

- 3 Freddy suggested, "We can go and see if it is open."

- 4 "I can take you to another palace," the man said.

6 Report the commands. Use *told* or *asked*.

- 1 "Please, show me your tickets," said the guide. _____
- 2 "Take this plan of the palace," he said. _____
- 3 "Don't stand too long in the sun," Joe said to Freddy. _____
- 4 "Please, could I have some water?" Freddy said to Joe. _____

7 Complete the paragraph with the verbs in the box. Use the present simple.

begin continue close start be

"Listen carefully," said the guide. "There _____ a talk about the castle today. It _____ at 3. After that, the film show _____ and it _____ until 5. The castle _____ at 5.30."

8 Complete this sentence with the correct word in brackets.

The present simple can be used for fixed _____ events. (present / future)

9 Write the past tenses of these verbs.

- 1 drink _____
- 2 blow _____
- 3 lose _____
- 4 stand _____
- 5 spring _____

10 Write the adverbs formed from these adjectives. Use them to complete the sentences.

true _____ majestic _____ gradual _____ fierce _____

- 1 The king rode _____ through the streets of his city.
- 2 The guard dogs growled _____ from inside the palace gates.
- 3 The sky darkened and _____ faint stars could be seen.
- 4 The prisoner was _____ sorry for the harm he had done.

11 Spelling: Complete the words with *gh* or *ph*. Then write *f* for words with *gh / ph* sounding *f* and *s* for silent *gh*.

- 1 cou____
- 2 rou____ly
- 3 fli____t
- 4 gra____
- 5 throu____

12 Spelling: Complete the words. Write *-ture* or *-sure*.

- 1 trea____
- 2 pres____
- 3 cul____
- 4 mea____
- 5 fea____
- 6 crea____
- 7 plea____

13 Join these sentences using conjunctions *and*, *but* or *or*.

The palace was fascinating. We were very tired. We agreed to sit down and rest.

14 Rewrite this group of sentences as a single complex sentence.

The building was dark inside. It had many passages. It would be easy to lose your way.

15 Complete this sentence with phrasal verbs with *set + up / in / off / out / about*.

When bad weather _____ they immediately _____ preparing to leave the beach.

16 Complete this sentence with phrasal verbs with *hang + on / around / up / onto / back*.

A man was _____ the station platform; he did not get on the train, but _____ uncertainly.